

Tutor Constable Support Survey August 2021

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1. Introduction

This research looks into the support available for Tutor Constables across England and Wales using a questionnaire to highlight opportunities for learning and sharing of good practice, providing critical evidence to policy decision makers. Professional Development Leaders were asked to nominate an officer from their force, preferably a Tutor, to complete the questionnaire as a Single Point of Contact (SPOC) for their force. SPOCS were sent a link to the questionnaire via email and asked to complete within two weeks.

Approximately 30 questions were asked, including those related to;

- Demographic data
- Recruitment processes and requirements
- Tutor training – including initial training and refresher training
- Workload management
- Incentives for tutors
- The Police Education Qualification Framework (PEQF)

A full list of questions included in the questionnaire can be found in Annex A.

2. Demographics

Overall, 28 SPOCS responded to the survey on behalf of their force; one force provided two responses but only one set of answers is provided in this report. The majority of respondents to the survey had been a tutor for 4 years' or less (53%; 15 respondents). Two respondents indicated that they were not a Tutor Constable, but were professional development leaders instead. There were 11 SPOCs (39%) saying that were not a PFEW representative compared to 14 SPOCs (50%) who were a PFEW Rep and three (11%) who were a PFEW Professional Development Leader.

Table 1: How long have you been a Tutor Constable to the nearest year?	Responses	
	%	N
Less than 1 year	7%	2
1 to 2 years	25%	7
3 to 4 years	21%	6
5 to 6 years	7%	2
7 to 8 years	11%	3
9 to 10 years	7%	2
11 years or more	14%	4
N/A – I am not a Tutor Constable	7%	2

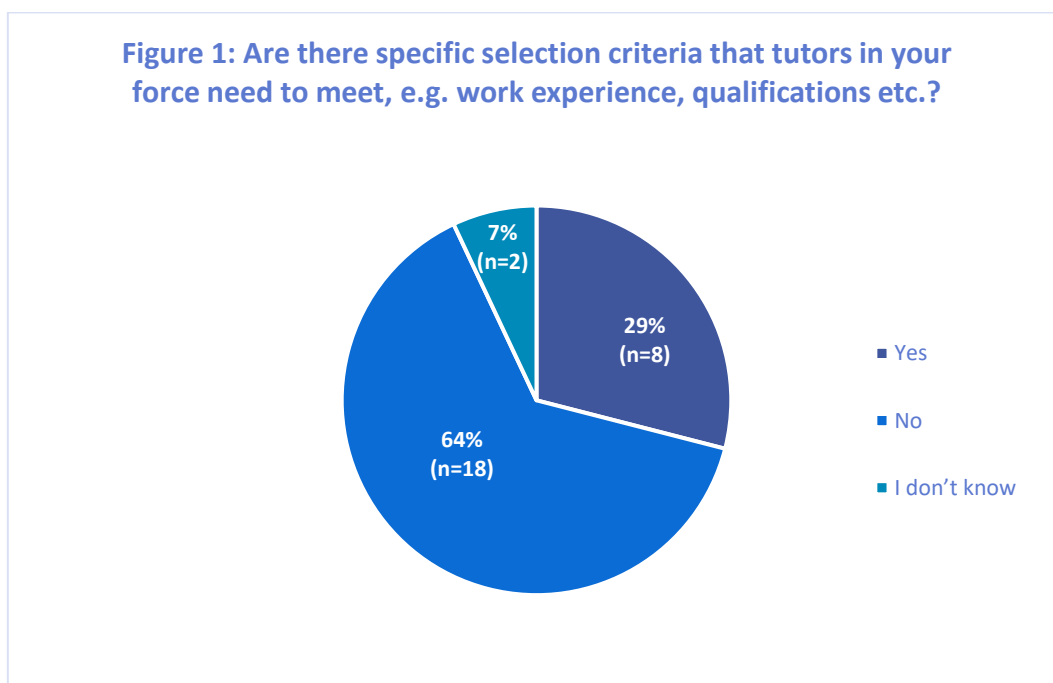
Table 2: Are you currently a PFEW representative?	Responses	
	%	N
No	39%	11
Yes – Professional Development Leader	11%	3
Yes – Other Workplace Rep	50%	14

3. Recruitment

Over three quarters of respondents (79%; i.e., 22 forces) said that tutors in their force do not go through a formal selection process before taking up the role; this was compared to only 21% of respondents (6 forces) who said that tutors in their force do go through a formal selection process before taking up the role (Table 3).

Similarly, the majority of respondents said that there are no specific selection criteria that tutors in their force need to meet (64%). 29% of respondents (8 forces) said that there are specific selection criteria that tutors in their force need to meet (Figure 1). However, there were more respondents saying that their force had specific selection criteria that tutors needed to meet, than saying that tutors in their force went through a formal selection process. Only three forces said that their force both had a formal selection process and specific selection criteria.

Table 3: Do tutors in your force go through a formal selection process, e.g. application form, formal interview etc. before taking up the role?	Responses	
	%	N
Yes	21%	6
No	79%	22
I don't know	0%	0



When looking at the open text responses following these questions (Table 4) it seems that whilst not all forces had formal selection processes, there were certain criteria which made an officer suitable for a Tutor role. This included factors such as confirmation in rank, experience, willingness, and support by line management. Respondents also described situations where tutorship roles were delegated to the most experienced officers on a shift. It was noted by respondents that this lack of formal process meant that officers who did not necessarily wish to become a tutor found themselves in this role and that, because of this, may be less invested in the success of the new officer. It was also discussed that due to lack of officers willing to take over a tutor role, the promotion opportunities of a tutor Constable are at risk.

Respondents also regularly mentioned that many officers who were young in service were applying for this role, seemingly due to a shortage in officers interested in this role. A number of respondents also noted that this sometimes meant officers who had not long completed their own probation were taking up a tutor role. In relation to this, it was highlighted that tutors and student officers were being included in response numbers.

Table 4: If you would like to provide further details on any of your answers in this section, in particular about what does and does not work well in your force, please do so below.

Tutors are often relied on as normal response units to plug the gaps in operational demand. Not enough time is given for tutors to debrief the students about an incident attended. Not enough time is given to deal with incidents attended.
At the current time there are officers who are being 'encouraged' into being tutors, weeks after finishing their probation period. They are being incentivised by given priority to response driving courses, MOE and Taser.
Have had probationers apply to tutor due to limited criteria and shortage of tutors.
There is a lack of tutors who want to be tutors and this is leading to officers who are being put through training which is 20 minutes long and told they are qualified tutors. This then leads to poor quality of tutors as the ones doing this I would deem as lazy and looking only out for themselves rather than the new officers. On my shift a new member of staff has unfortunately had three different persons in just his first 6shifts.
[My force] select tutors by way of Expression of Interest and informal discussion the Profession Development Sergeant after being supported by line manager. All officers out of probation are able to apply once they have shown competence in the role. A three day training programme is then arranged prior to being confirmed in the role.
[My force] requests an expression of interest in being a tutor which is then approved on a case by case basis. This will take into consideration the skills and experience of the potential tutor.
Officers very young in service often just out of their probation period are requested to tutor.
Potential Tutors are usually approached by the Tutor Pod or SMT due to their work ethic and skill set. Or they may have expressed an interest in tutoring as a potential to supporting their career/promotion development
Students are tutored on shift, there are no established PDU's. There is no formal recruitment process for tutor constables, instead officers are put forward by their Inspectors to cover demand. Once they have completed a tutor course they are entered into a pool to be allocated a new student. It is becoming apparent that new tutors are barely out of probation themselves so some lack the practical experience of operational demands and have limited investigative skills. Some areas lack a coverage of tutors as officers do not want to take on the additional responsibility which puts added pressure on other areas. Command teams are placing new students in certain areas overloading shifts to accommodate shortages and bolster shift for summer economies and demand and this creates a false economy as the students are only in place for a 10 week tutor period. Students are seen as a deployable resource, which they are not. Students themselves are not given a final posting until after their tutorship. If tutors knew that their students would be posted to their shift this would possibly encourage them to invest more in their development and knowledge base, instead of only covering the basic requirements of the student needs. Our shift dynamic is one of inexperience, there are few serving front line officers with more that 5 -10 years service. Whilst these are ideal for student development many have attributes which pull them away from operational duties, many perform acting duties. The very large intakes being accepted puts added pressure

<p>on tutors some of whom do back to back tutoring. Whilst every effort is made to manage the students going to each tutor, with breaks being incorporated between each student, certain command team expectations take the planning out of the hands of Learning and Development teams to cover their demands.</p>
<p>Due to a lack of tutors available often tutors are trained based on who wants to become one, however the skills of that officer may not always suit the tutor role but it is felt due to the lack of officers wanting to be a tutor this seems to be disregarded</p>
<p>Retention is good within the force however recruitment is not so good, officers are genuinely not keen and not keen on the locations of the PDU. The force also do not offer additional payment for tutoring.</p>
<p>Tutors are generally just more experienced officers who want to coach</p>
<p>On Local Policing Teams officers as young in service as 20 months could be asked to be a tutor, bearing in mind they have been on numerous attachments within [my force] and have approx. 4-5 months service experience on LPT themselves. Some officers are told that they will attend tutor courses by Sgts as no one else is available. Tutor courses are run over 2 days.</p>
<p>In 2020 [my force] set up a new unit called the Student Development Unit in response to the high influx of students coming into the force. Prior to this we had tutors on immediate response teams, some teams would have more than others, becoming a tutor was voluntary and you just needed consent from supervision to attend a 1 week tutor course. This all changed in Apr 2020, to get a position on the SDU you have to wait for a vacancy which is advertised, you need to submit an official application and then if that is successful you will be invited for an interview. An interview only takes place if more people apply than there are vacancies. [My force] have basically professionalised the role, you do not have to have completed a tutor course prior to applying as all training given when in post. There are also opportunities for officers who would like to join the SDU to apply for secondments to cover tutors who may be absent.</p>
<p>To become a tutor you have to have completed the SOLAP and be confirmed in the rank of constable other than that the process is an expression of interest or in recent times is whoever has the longest service on the shift due to the lack of experienced officers on the shift.</p>
<p>[My force] are currently allocating student officers to officers who are not trained tutor cons and some are not long out of their probation themselves.</p>
<p>It is a hard to fill rota, in the main officers now complete 2 years and apply for other roles. Supervisors will ask who is interested and anyone who is interested can become a tutor. A PC can come out of their 2 years and be a tutor the next day. Its worrying.</p>
<p>Previously no recruitment process took place and still does not for PCSO's. However, since the creation of PDU's last year applications and interviews now take place to appoint tutor constables. Once appointed tutors undertake an internal training course as well as a Open University online coaching course. Although the OU course does not offer any qualification that would be recognised externally.</p>
<p>Due to the current influx of PCDA officers there are many officers being told they are to become a tutor. As such, these officers are not as invested as officers who have requested to be trained.</p>
<p>Tutors are currently taken from substantive constables and are basically picked or chosen if on a response team or NPT. Officers on NPT are expected to be several probationary officers with one tutor constable in certain districts. As on response, the teams are generally made up of at least 70% probationary officers, which then suggests that not enough experience is tutoring</p>
<p>In our force it is usually the supervisor that selects potential new tutors and puts them forward for a course. It would work better if there was a more formal process to be a tutor as some people only become tutors for their own benefit e.g. to use as promotion and they do not actually want to be a tutor.</p>

I can have up to three students for their twenty weeks on the coaching phase and will always have two out with me. During this period of time spent with me the university deems it necessary for the students to go back to HQ for master classes. These master classes consist of NICHE input and case file building, level PSU, house to house input and hydra scenario days. These could be completed by extending their time at HQ to complete the master classes before they come to division.

Apparent that there is pressure put on individuals to tutor, regardless of suitability or desire to do the role. Threats made re development and promotion if refusal to do the role (has been challenged). Also inhibits development due to insufficient numbers trained and tutors prevented from onward progression as a result

Only officers confirmed in rank can tutor student officers. Aside from that there is no other formal requirements, you just request a course and are then a tutor constable

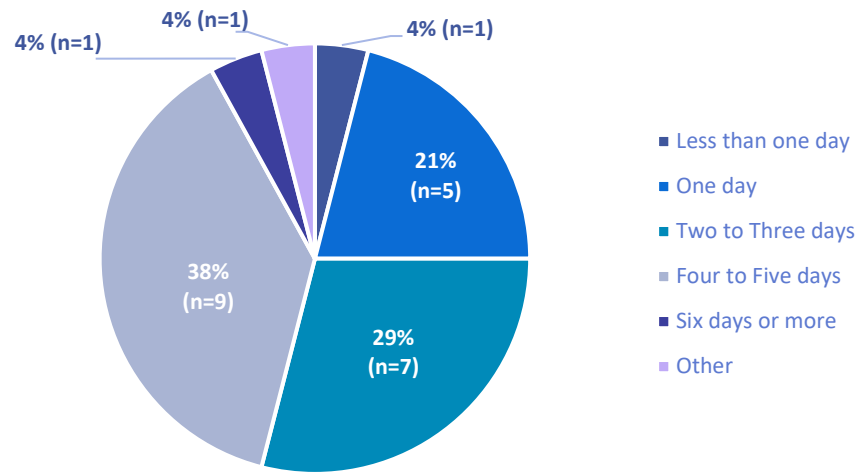
4. Initial Tutor Training

Respondents were most likely to say that their force offered formal training to new tutors before taking up the role (86%; 24 out of the 28 forces who responded), however, the length and format of this training seemed to differ between forces (Table 5). When asked about the length of the formal training provided to tutors before taking up the role, 24 respondents provided an answer. Respondents were most likely to say that tutor training in their force lasted between four and five days (38%; i.e., 9 forces). The longest training course for new tutors reportedly lasted 10 days. A quarter of respondents indicated that tutor training in their force lasted one day (21%; five forces) or less (4%; one force Figure 2). One respondent who indicated that their force does provide tutor training did not provide information about how long this training was but did indicate that in their force being a tutor is an ongoing process of PDR and work-based learning. More information can be found in Annex B.

Despite the majority of respondents indicating that their force offered formal training to new tutors, fewer respondents indicated that coaching and mentoring skills were included within this training (79%; i.e. 19 forces; Table 6). This is still more than three quarters of respondents; however, this highlights that the contents of training for tutor Constables is not consistent across forces. Further, far fewer respondents indicated that tutors in their force received any formal qualification as part of this training process; 29% of respondents (7 forces) indicated that tutors in their force receive formal qualifications as part of their tutor training, compared to 71% (17 forces) who indicated that tutors in their force do not received formal qualifications as part of their tutor training (Table 7).

Table 5: Does your force offer formal training to all new tutors before taking up the role?	Responses	
	%	N
Yes	86%	24
No	14%	4
I don't know	0%	0

Figure 2: You mentioned that your force offers formal training to all new tutors before taking up the role. How long is the initial training course (in days)?*



*please note – the full range of open text answers to this question can be found in Annex B

Table 6: Are coaching/mentoring skills covered within your force’s initial tutor training?	Responses	
	%	N
Yes	79%	19
No	21%	5
I don’t know	0%	0

Table 7: Do tutors in your force receive any recognised accreditation or qualification as part of the initial tutor training process?	Responses	
	%	N
Yes	29%	7
No	71%	17
I don’t know	0%	0

There were mixed opinions on the quality of training given to tutors (Table 8). A number of respondents indicated that the training available for tutors in their force is not up to standard. Further, there were examples from some respondents of tutors also being able to gain formal qualifications from their training if they wished to do so. In other cases respondents noted that in their force, qualifications related to training were only offered for tutors working in

certain roles or fields; for example, it was reported that qualifications related to training are available to tutors working in the development unit but not to tutors working on response. For those respondents who indicated that their force did not currently provide a formal qualification for tutors, a number commented that they would like to see this as an option. Some respondents noted again that individuals with little experience or still within their probationary period are being used as tutors, particularly those on the PCDA course. Within this there was the concern that new officers were not being properly trained. In contrast, other respondents felt that the training tutors were offered in their force was adequate and engaging.

Table 8: If you would like to provide further details on any of your answers in this section, in particular about what does and does not work well in your force, please do so below.

The training is almost non-existent and certainly not fit for purpose.
To many new starters coming through not enough tutors
The training is very good at allowing the officer to understand their own values and leadership qualities. I understand from discussions with officers who have recently completed the process that the training is currently lacking in providing the officer with the knowledge needed to complete the required paperwork with the student. This is an area that requires some development. However there has been a lot of changes with the paperwork due to the degree entry only recently being introduced. An online package of training could be introduced to offer tutors more knowledge in what is required.
There never used to be any formal training, however this has recently changed and the training is very good.
The tutors course is led by the lead tutors either from divisions or HQ
Tutors within the tutor unit are exposed to the qualification but tutors on response not.
I believe Tutors delivering a service to student officers should be limited to the amount of workload that they have during the 10 weeks tutorship phases. This will keep them focused on providing the best service to the student and not have to worry about a workload and being detached from the student officer as they can work better alone on their own workload and case files when this is required.
Tutors can work towards the A1 assessors qualification. This isn't mandatory but its there if they want too. I think due to the nature of the role and being very much learning and education it would be nice to be able to have other recognised qualifications that tutors could work towards.
If you wish to become an accredited tutor then it is for you to pursue this with the qualification and skills department, you are not automatically enrolled.
As previous, we have student officers who are being tutored by constables with little or no experience. The training that is provided does not match the amount of work that is expected of tutors, especially with the new implementation of the student One File. It is extremely unfair and unsafe to expect an officer who has only just been signed off as an independent officer to take out a student officer and be responsible for their safety and learning development. I fully understand that forces are trying to get as many applicants through the recruitment process to increase the numbers of our already depleted Police service, but applicants are being rushed through, not properly trained and it is the tutors who are then expected to bridge the learning and training gaps.
I don't see it working well. Literally anyone can do the role, there is no interview, no criteria, no guidance on how to tutor. The first 12 weeks should give you a good grounding on best practice. However the role does not appear to be one that is thought of as important and anyone can do it, even pcs that are performing poorly.
I am concerned that within my force PCDA students who are in their 3rd year are being used as tutors. Whilst I understand that time served within the role is only one factor of the effectiveness of an officer, the role of tutor does demand a significant amount of experience to be able to train officers sufficiently.
Recently, since the implementation of PCDA and DHEP students, the training for tutored officers has gone towards ensuring the tutors have an understanding of the process than the training as a tutor and knowing the different learning understanding etc.

Emphasis is placed on the role being completely voluntary and this appears to take precedence over any other criteria. This is key and an important consideration to ensuring the students get a motivated individual to guide them through their learning. There are no qualifications required, or gained, and there is little to no input for tutors on how to deliver a uniform learning experience to their students. Each tutor will have a unique way of doing this in the hope of a successful common goal, but rely on their own delivery methods.

The course used to be a week but has now been reduced down to 2 days. There is a lot to take in on this course and I feel that 2 days is not long enough.

The PSAS course which every tutor is meant to do has been condensed down to 4 days and used to be over a week or longer. It was a very good course and I feel it would be even better if they went back to making it longer and the subjects covered could be longer and allow a greater understanding. There was nothing in training to prepare on how to evidence build in regards to Reg 13 process of students. This I feel would have been of a benefit to myself to have had someone actually go through what has to happen. Having had a few students that were looking likely to go the Reg 13 route I have learned the process and what is required of me as a tutor.

I feel tutors would benefit from some form of formal accreditation for taking up this role, they are tutoring officers who will be rewarded with a degree if they meet the requirements whereas the tutors do not get anything for that. I am aware of a number of tutors with no formal educational qualifications over and above GCSE/A Levels, myself included, it would as such be nice to have some form of recognition in the form of a qualification.

5. Refresher Training and CPD

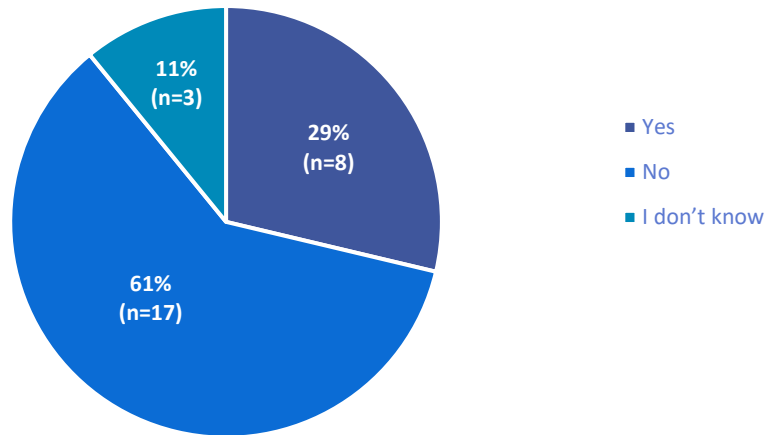
Respondents were most likely to indicate that their force never provided any formal refresher training (71%; or 20 forces) compared to just two respondents who said that their force provides formal refresher training at least every who years (Table 9).

Six respondents (21%) indicated that their force did not provided refresher training in the frequencies listed, specifying alternative answers (Table 10). Respondents indicated that their force provided training only as and when it was needed, for example with the introduction of PEQF. Other respondents did not know whether their force provided formal refresher training, with other respondents elaborating further that their force did not provide fresher training at all.

Table 9: How often does your force offer formal refresher training to existing tutors?	Responses	
	%	N
Every year	4%	1
Every two years	4%	1
Never	71%	20
Other (please specify)	21%	6

Table 10: How often does your force offer formal refresher training to existing tutors? Other (please specify)
Unknown
This is offered when and where needed. During the COVID pandemic this has been limited.
With the introduction of PEQF
I have only had one refresher in 16 years
I am not aware of any refresher training
I've been a tutor since October 2020 and I don't believe there is any refresher training.

Figure 3: Does your force offer specific Continuing Professional Development (CPD) opportunities for tutors?



Despite the majority of respondents highlighting that their force did not provide formal refresher training for tutors, there were 29% of respondents (8 forces) saying that their force offered specific CPD opportunities for tutors (Figure 3). Although, respondents were still much more likely to say that their force did not provide opportunities for CPD for tutors (17 out of the 28 forces who responded; 61%).

As within the open text box (Table 11), one respondent highlighted a specialist tutor training unit within their force which involved training in areas such as neurodiversity and welfare; similarly, another respondent highlighted recent wellbeing inputs for Tutors. Additional to this was the suggestion that tutors would benefit from training on adjusting training style to the differing needs of student officers. Other respondents indicated that there was no refresher course currently available for tutors within their force, however, one respondent highlighted that this was under review in their force. Respondents also noted that their respective forces did offer CPD opportunities but that these were either for the officer to seek out themselves, or that these CPD opportunities were for all officers as opposed to for tutors specifically. However, even respondents who said that their force did provide CPD opportunities for tutors, this was also highlighted by one respondent as not always being useful.

Table 11: If you would like to provide further details on any of your answers in this section, in particular about what does and does not work well in your force, please do so below.

I haven't been offered any training barring a 20 minute input. There was a week long course however due to lack of tutors and I was unofficially tutoring anyway I was asked to do it formally and was given a 20 minute input
Assessment IQA qualifications are offered to tutors and work by tutors both new and experienced is checked by already qualified assessors.
This is an area that needs to be looked at to keep the retention of tutors
Currently once a tutor receives the initial input and passes the tutor course, there are no refresher courses, to follow this up. However this is currently under review, but the practicalities of doing this with so many tutors in the social distancing environment means that this is being put on the back burner as class room space at the college is at a premium and being dedicated to large student intakes.
Tutors need to be upskilled on people management and understanding how them as tutors need to adjust their teaching style per student as everyone's learning needs are different
CPD for Tutor officers would be available within the force however this is not solely for tutors alone, this would be for all officers.
CPD opportunities are there but it's for each individual officer to proactively seek these opportunities out. We have had inputs on well being and due to the nature of the role its been advertised as a good place to work if you are looking for promotion.
COVID has put a stop to courses face to face however I am not aware of any further tutor refresher courses.
The role of the tutor con changes on a regular basis, each student officer is different, and we have to adjust our style of tutoring accordingly. Tutors should have the opportunity to attend training updates with other tutors and not receive training from people from the training unit who haven't themselves been operational for years. I have been asking that our force incorporate the tutor cons into the training of student officers, as quite frankly tutor cons are an unused resource that could help put an up to date and practical perspective on the training of new officers. Needless to say our training unit have ignored my suggestions.
Tutors have access to CPD training via the OU although this is not always useful.
[My force] are trialling a dedicated tutor unit with advanced tutors who have received additional training in neuro diversity and other welfare related training.
We have CPD factored into our shift pattern and our last rest day every ten weeks is a training day. I don't believe all of these training days are specifically aimed at the tutor role and are more aimed at the role of constable and what is relevant for us to perform our required duties.

Within Table 12, respondents from ten forces indicate that the normal student ratio within their force was 1:1. However, it was more common for respondents to note that this ratio was greater than 1:1, or changeable. In some cases respondents noted that the normal tutor to student ratio in their force was up to 4:1. Respondents also noted that the ratio within their force had increased due to leave or aid requirements or that this ratio would change going forward due to the 20,000 uplift. It was also highlighted by respondents that back-to-back tutoring had arisen as an issue within their force.

Table 12: What is the normal student to tutor ratio within your force?	
	1:1
	U/K
	1:1 where possible however due to courses and leave this does frequently change to 1:2. Future intakes will increase the ratio due to the national uplift.
	Possibly 1:4
	We have 4 tutors in the tutor unit and the response teams vary
	2 to 1
	2 to 1
	More students than tutors by far at the moment
	For the next 12 months every tutor has 1 - 4 students at any one time who are not independent. On top of these they are managing up to 4 independent students at anyone time, completing assessment shifts and writing assessments up. So during certain periods a tutor is managing 4 students at the same time, as well as ensuring the independent students they have responsibility for get their allocated assessment shifts.
	It used to be 1 to 1 however the model has changed so that you have a student coordinator who could have 3 students to develop.
	Normally 1-1, however we were asked last year if we would consider 2 students to each tutor.
	Aimed to be 1:2. However normally 1:3/4 due to aid requirements in central London
	1 to 1 although tutors are expected to take on a mentoring role for the remainder of the students probation following IP status.
	I do not know
	At present on response 1 to 1 ratio, but could increase soon. On NPT, 2 students to one tutor at least.
	There are normally more students than tutors and it is a struggle to place these students accordingly
	We can have up to three students assigned to us and meant to have no more than two of them out with us at one time.
	Can be more than one at a time and back to back tutoring is an issue
	2 students to 1 tutor

6. Workload Management

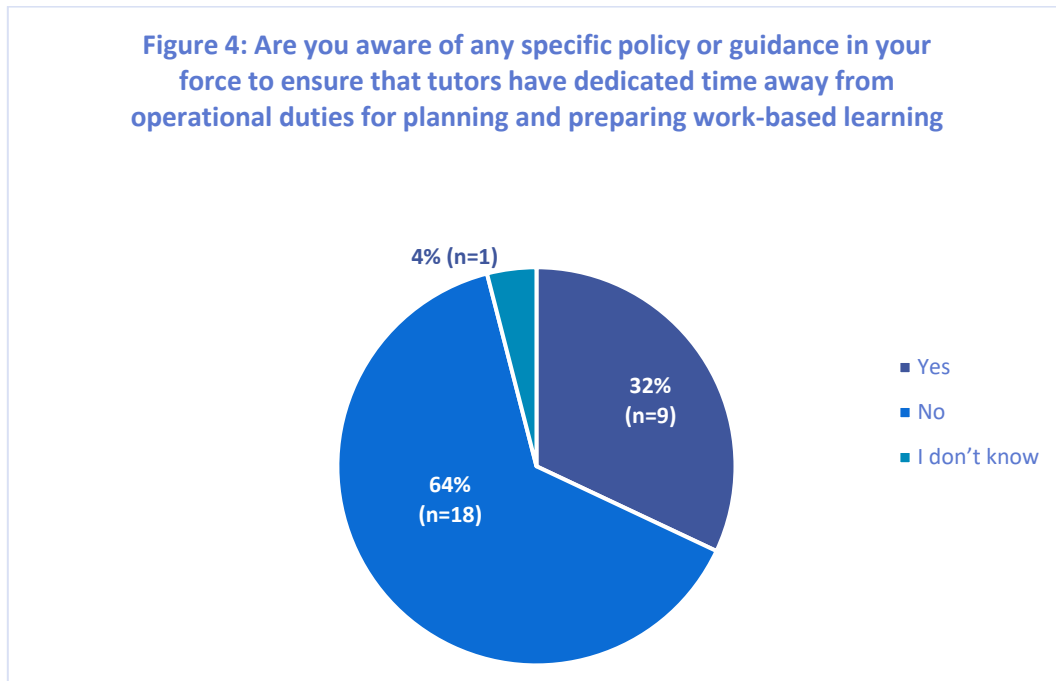
Respondents were most likely to say that tutors in their force were based on shift (61%; 17 forces). This is compared to 18% of respondents (5 forces) who said that tutors in their force are based within Professional Development Units (Table 13). Of those respondents who provided another answer, it was most common for respondents to say that tutors in their force were based in both Professional Development Units and on shift (Table 14).

Table 13: Are tutors in your force based within Professional Development Units or on shift?	Responses	
	%	N
PDU	18%	5
On Shift	61%	17
Other (please specify)	21%	6

Table 14: Are tutors in your force based within Professional Development Units or on shift? Other (please specify)
Both. Professional Development Officers in PDU and resilience tutors on section. Generally, after initial training, students spend 8 weeks with a resilience tutor on shift and then 4 weeks with a Professional Development Officer in the PDU. Occasionally there are not enough Professional Development Officers to take all the students and resilience tutors are required to keep them on section for the total 12 weeks with 'dip sampling' of skills being tested by the PDO's where required.
Recently one division has been trialling a "Tutor Pod" managing the influx of students initially, then completing Tutorship on shifts
Both
Both. We are trialling a dedicated tutor unit at present
The department was PDU and now called Dedicated Coaching Unit which is separate from shift.
They are mixed between a PDU & Shift where students will spend 6 weeks with PDU and 3 weeks with shift tutors

Just under a third of respondents (32%; 9 forces) said that they were aware of specific policies or guidance in their force to ensure that tutors have dedicated time away from operational

duties (Figure 4). This is compared to just under two thirds (64%; 18 forces) who said that they were not aware of specific policies or guidance to ensure that tutors have dedicated time away from operational duties.



As with the location of tutors in each force, tutors' line managers were also most likely to be located on shift (61%; 17 forces; Table 15) with 25% of respondents (7 forces) saying that tutors' line managers in their force were based in the PDU.

Table 15: Where are tutors' line managers based in your force?	Responses	
	%	N
PDU	25%	7
On Shift	61%	17
Other (please specify)	14%	4

Table 16: Where are tutors' line managers based in your force?

Other (please specify)
Tutors link in with Tutor Pod who are experienced PC's , day to day management is by shifts Sergeants but for completion of student's admin in relation to Tutorship HQ & Tutor Pod manage this
Both
Both
We're based in the Dedicated Coaching Unit

Table 17 outlines the open text responses given by respondents on workload management within their force. It was clear that while some forces were creating development units or working with existing development units, other forces had closed down their development units. It was mentioned by some respondents that dealing with students in a development unit was useful as it allowed tutors to better tailor content to the student's needs. There also seemed to be an issue with tutors and student officers being included within staffing levels, and tutors having to push back against certain jobs they are allocated. One respondent mentioned this within their comments. Respondents also highlighted that tutors' ability to find time to complete paperwork and to complete reviews with tutees was often difficult. It was noted that finding time to complete this work was often dependent on discussions with the tutor's line manager.

Table 17: If you would like to provide further details on any of your answers in this section, in particular about what does and does not work well in your force, please do so below.

There used to be a PDU, but that was disbanded nine or ten years ago.

With regard time given to tutors to plan and prepare this is dealt with locally and is regarded as guidance to provide this time.

With the amount of students coming into the Police Service, DPP trialed a Tutor Pod in one division and it has been very successful, in the retention of students and the level of support it gives to students and tutors. The POD has become a hub for all student & Tutoring issues. They manage the Tutors course and additional training for shift officers in general. It has been a good link between student's leaving HQ and going onto shift. Ensuring a smoother transition

PDU's were disbanded around 10 years ago and students were allocated to shift to be trained. PDU's were beneficial as the tutor could tailor their patrols around the students' needs for better development. Tutoring on shift allows the student to realize the demands and expectations of their future posting, however unnecessarily high demand and outstanding incident management / priority tasking may sometimes lead to days of repeating the same type of offence or incident such as the need to reduce the number of outstanding domestic incidents reported. It reduces the variety of experience being gained. Shift tutors report directly to their sergeants, and where necessary involve PDO's when there are identifiable issues with the students development or suitability, however this is not always the case and PDO's are sometime finding out about issues in the last week of tutorship. Tutors are encourage to complete regular one to ones and weekly reviews with the students to cover what areas have been covered on the Police Action Checklists. It is expected that any issues arising are immediately addressed and discussed. End of week reviews should take place and time should be given to write up performance and evidence to support independent patrol status. This I have observed and completed but I am aware that this is not always possible in busier areas where demand is excessive. There is the added expectation on the tutor to get this achieved through effective time management.

Unfortunately, we are faced with a shortage of tutors and have to manage this through sometimes student officers needing to swap tutors

We used to have a dedicated PDU but not for at least 10 years

[My force] has a Student Development Unit which is split across 3 divisions. Each SDU has two to three tutors aligned to each Immediate response (IR) shift. So the tutors work the same rota as IR and are pretty much part of the IR team. Tutors are expected to push back IR Sgts if they are trying to allocate jobs that may not benefit the student or is an area that the student is competent in. We are not suppose to be part of the IR minimum operating figures. This can add undue pressure onto the tutor. Each SDU has its own Sgt who works a different shift pattern so their shifts will fall alongside each of the tutors shifts over a three week period.

Tutors have to speak to their supervisor if they require time to complete admin associated with student officers.

The input or communication that we receive from the PDU is nil. We are expected to just get on with tutoring with very little support. If we need to complete reviews or One File updates we are not given designated time to do this, it is literally done in between attending incidents.

Although based within a PDU and working longer days than students to give time away from students often directed by response supervision to attend incidents so this doesn't always happen in practice. Also PDU supervision is Monday to Friday 9-5 so often do not have access to supervision to review jobs.

Despite there being guidance on dedicated time for tutors to complete student related work, operational demand and resources makes this very difficult to achieve, which leads to delays in completing the portfolio or having to complete said work at their own leisure.

There is a document that does list what jobs we keep and what we don't and will hand back to division. In regards to writing students records that would be started at the end of the shift or depending on how much contents is to be written, this could be a whole shift spent in the office writing up. There are a lot of units that the students have to tick off and therefore we have to be selective of the jobs we go to and ensure it will tick units off. For instance the students don't have to complete a S136 and section someone as its not in their syllabus. But there is a traffic section where they have to complete a VDRS, HORTI and more.

Ability to take time allowed for associated paperwork is very much dependant on individual line managers. Reported lack of understanding of demand/pressures of learning requirements

7. Incentives

The majority of respondents said that their force did not provide any financial incentives to tutors (54%; 15 forces; Table 18). The proportion of respondents who said that their force did provide financial incentives to tutors was slightly less at 46% (or 13 forces). Of those respondents who said that their force did provide a financial incentive to tutors, the monetary amount varied from payments per student, per shift or annually. For example, two forces report that their forces pay tutors per day/per shift whereas officers in another force are reportedly paid £1000 annually for their role. Amongst respondents who said that tutors were paid an additional amount once each student officer completed training, the amount per student ranged from £100 to £300.

Table 18: Does your force provide any financial incentives to tutors (e.g. bonuses, Targeted Variable Payments)?	Responses	
	%	N
Yes	46%	13
No	54%	15
I don't know	0%	0

Table 19: You mentioned that your force provides financial incentives to tutors. What is the amount and frequency of this payment? (e.g. annually, a one-off payment etc.)
One off payment on completion of Assignment and a payment for each student tutored
One off payment of £300 per officer trained
£125 per PDU which at present is every 12 weeks.
One off payment at the end of every 10 weeks tutoring just over £100
£200 per student
£1000 paid annually
£250 per student up to 4 in a year
£25 per week per student, if we have a student for a full 10-week period and we haven't had any annual leave or courses etc then we will get £250.
£35 per set of shifts payable a month in arrears following students going IP status
Year 1 students - £100 per student for each fully completed rota. Year 2 students - £200 per student

£250 after the completion of the students 13 weeks tutor phase
Paid per shift completed - £2.53 per shift - (approx £15/set)
£4.61 per day capped at £875 per annum was paid monthly moving to being paid quarterly however a number of tutors are owed over £300 in payments that have not been processed going back as far as September 2020

Respondents were much less likely to say that their force provides non-financial incentives to tutors compared to financial incentives; only two respondents said that their force provides non-financial incentives to tutors (Table 20). In one force incentives included one hour time off in lieu for every week completed in the 10 week tutorship period (Table 21). However, most respondents said that their force does not provide any non-financial incentives to tutors (Table 20).

Table 20: Does your force provide any non-financial incentives to tutors (e.g. preferential access to training, annual leave etc.)?	Responses	
	%	N
Yes	7%	2
No	93%	26
I don't know	0%	0

Table 21: You mentioned that your force provides non-financial incentives to tutors. Please specify what these non-financial incentives are.
There are incentives for officers, just out of their own probation period, to become tutors. There are no incentives for more experienced officers to do it.
1 hour TOIL for every week completed in the 10 week stage unless the tutor is off on AL

As shown in Table 22, around half of respondents said that their force does not take a tutorship role into special consideration as part of the promotion process. This is compared to 18% of respondents (5 forces) who said that their force does take a tutorship role into special consideration as part of the promotion process and 32% (9 forces) who said that they did not know if their force took tutorship into special consideration.

Table 22: Does your force take a tutorship role into special consideration as part of the promotion process?	Responses	
	%	N
Yes	18%	5
No	50%	14
I don't know	32%	9

Within the open-text responses in this section respondents said that although their force may not necessarily take a tutor role into special consideration as part of the promotion process, such a role would provide evidence of leadership, professionalism and integrity. However, in contrast to this it was also suggested by one respondent that a tutor role was a barrier to promotion.

Further, one respondent noted that tutors were eligible for a Taser course or a response permit as an incentive. This same respondent also noted that it had been discussed within their force that tutors would be offered a greatly reduced workload as an incentive for undertaking this role, however it was also said that such an incentive had not yet been introduced. Whilst their force did not necessarily consider the tutor role within promotion processes, one respondent did note that it is promoted within their force that working on the Student Development Unit (SDU) is beneficial when seeking promotion; a similar point was also raised by another respondent.

It was also highlighted that in once force, due to limited numbers of tutors, student officers were now being managed on shift by a student coordinator. With this, if students struggled with their development within their initial 12-weeks they would then be assigned a tutor possibly on a different shift and possibly a different station.

Table 23: If you would like to provide further details on any of your answers in this section, in particular about what does and does not work well in your force, please do so below.

Tutors are seen to be in a leadership role and this is taken into account in the promotion process. Tutors are known to complete tasks fully and lead by example with professionalism and integrity at the forefront of policing. They undertake regular 360 degree feedback processes themselves and with their students to continually improve their work practices. This is recognised by the promotion board and can be used as example in Expression of Interest.

Although no special consideration is involved in the promotion process it can be viewed as a good way to show leadership and development ability.

Financial incentives and bonuses have long since been dispensed with due to budget cuts and restrictions on recruitment. Other incentives are promised such as a taser course or a response permit for the tutor. Providing such incentives could lead to unsuitable candidates being put forward or potential tutors volunteering only to withdraw once they have obtained their inducement. A further inducement was suggested by a Senior Command Team member that tutors would carry a greatly reduced workload or no workload whilst performing in a tutor capacity however this has never been put into effect.

I have gone through the promotion process and it was never mentioned

There is no special consideration taken however it does get promoted that working on the SDU can be beneficial for those who are seeking promotion.

A new model has been circulated to deal with the influx of student officers and so there isn't the ability to do one to one tutoring and so now students are placed on shift with a student coordinator overseeing the development. If the student struggles with the development in their initial period of 12 weeks then they are assigned a tutor which could be on a different shift or even a different station.

This survey will hopefully lead to some engagement between the Fed and forces, the role of the tutor con is essential, a police officer cannot be trained by way of a degree course, there needs to be a more practical approach to teaching. This is not something that has come about just because of COVID, I have been trying to raise the issue over training of students and the role of the tutor con for a number of years, but haven't got very far as I am just a con.

I'm not aware of any special consideration, but it is accepted that the tutor role opens up a new avenue into gaining valuable evidence in one's own competence, abilities and eventual experience the role creates.

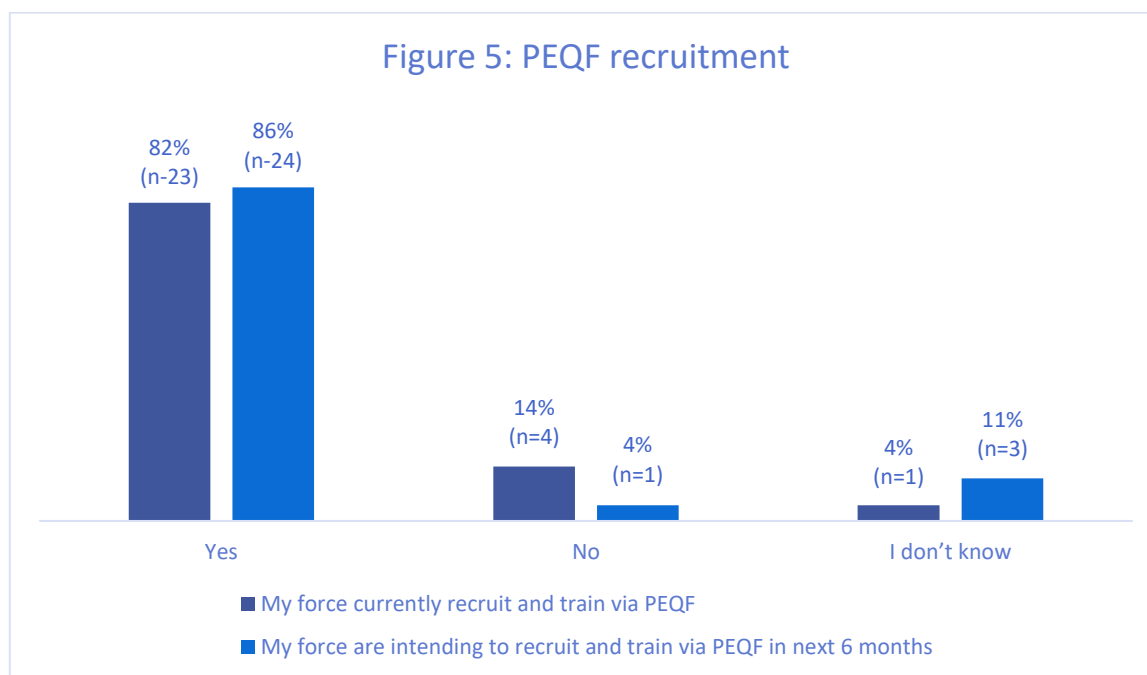
If you have been a tutor it is seen as developing others and there is talk that you will have to have been a tutor in order to get promoted in the future

Approximately two years ago my force wanted people who had passed their Sgts exam to be tutors if they were going for promotion. However, I don't believe this is the case currently for anyone seeking promotion.

However, it is used as a stick to beat people with, in terms of career progression

8. Police Education Qualification Framework

The vast majority of respondents said that their force currently recruits and trains new student officers via the PEQF entry routes (82%; 23 forces; Figure 5). Similarly, 86% of respondents (24 forces) indicated that their force is intending to recruit and train new officers via the PEQF in the next six months (Figure 5).



Despite a large majority of respondents indicating that their force currently recruits, or would be recruiting student officers via PEQF, fewer respondents said that tutors in their force had been given additional training related to PEQF (54%; 15 forces; Table 24). This compares to just over a third of respondents (36%; 10 forces) who said that tutors in their force have not been provided with additional training and/or guidance regarding the PEQF. In comparison, only 25% of respondents (7 forces) said that their force had made changes to tutoring arrangements because of the PEQF; instead, the majority of respondents (57%; 16 forces) said that their force had not made changes to tutoring arrangements because of the PEQF (Table 25).

Table 24: Have tutors in your force been provided with additional training and/or guidance regarding the PEQF entry routes and what they entail?	Responses	
	%	N
Yes	54%	15
No	36%	10
I don't know	11%	3

Table 25: Have any changes been made to tutoring arrangements in your force (e.g. tutor ratios, time available for planning and preparation) because of the PEQF?	Responses	
	%	N
Yes	25%	7
No	57%	16
I don't know	18%	5

In Table 26, respondents note that in their force the PEQF routes into the police are causing issues for tutors. This primarily seemed to be due to a lack of training for tutors on the new entry routes. It was also noted by respondents that their force had not provided training for tutors on the Police Now intakes either. Another issue highlighted within the open text comments was that of the training administered to student officers on different entry routes, specifically, the wrong PAC (Police Action Checklist) being given to students. Further to this are reports that in some forces tutors are required to continue a mentoring role for the length of the PCDA probationary period, that is, three years.

Respondents highlighted reasons they believe there to be a shortage of tutors in their force, specifically, concerns about the workload of tutors and the impact on their personal life. Other respondents noted that they were unable to comment further on the impact of PEQF on tutors in their force as they had either not had this information conveyed to them, or the PEQF programme in their force had not yet begun. In relation to this, forces who have only recently started the PEQF process commented that they expected their force to begin training tutors on this soon.

Table 26: If you would like to provide further details on any of your answers in this section, in particular about what does and does not work well in your force, please do so below.

There is an intake of PEQF students due to either start their training or start their tutorship in September. There has been no training provided for this in the same way that there was no additional training for the 'Police Now' recruits when they first started.

Resilience tutors on section have not had any additional training since the introduction of the PEQF entry routes. However, the PDU department are accessible for help and advice whenever needed. No formal additional training has been given to the PDU tutors with regards to the specific degree scheme. Feedback is given in regards to the IQA but no formal training from the University.

There is a difficulty recruiting tutors due to overall numbers and tutoring being seen negatively due to perceived workload and impact on personal life. There is also a difficulty in releasing frontline officers from their roles.

Protected Learning days (PLT's) for students & Tutors

Currently we recruit students on three different entry routes. They undergo a standard 18 - 20 week foundation course to cover all aspects of policing. There is the Direct Access Detective pathway, incorporating greater investigative skill base at the detriment of the traffic inputs. Thirdly there is the Police Now contingent that recruits graduate for Community Policing Teams to deal with Evidence Based Policing and problem solving in specific areas. All three types of student were tutored on response teams, however due to the large intakes currently and the specific role the Police Now students will now be tutored by either trained tutors or senior constables within the CPT area. PEQF students will be introduced into the program when it starts up next year. I currently have no data on [my force's] applicants however the Learning and Development team is gearing up for a change in the training program so will be ready when this actually goes live. I am unaware of whether this will require a change in the tutorship standards or style, or if the expectations will need to be reviewed as a result of the change in program. This is all being discussed with the PEQF leads in compliance with the college of policing requirements.

2 to 1 ratio since PEQF was introduced

The new system has just come in so i expect training will be coming soon

[My force] go to the PEQF in March 2022.

The new Student Development Unit was set up to enable time for planning writing and writing up assessments.

It has been common that due to different students being on different entry routes the relevant PACS the students need to complete have been administered to the wrong students causing unnecessary stress completing the relevant referencing. Due to not having 1 to 1 tutoring the student coordinator is having to corroborate the work that the student is doing sometimes by means of word of mouth on other occasions by viewing body worn footage.

I am afraid that I don't know enough about this as I haven't been trained!!

PDU's have been established due to PEQF introduction and tutors are now expected to take on a mentoring role over the full 3 years of tutorship.

We are reaching a point in which students are dominating response shifts. This results in many shifts running with more students than experienced officers. Furthermore, due to issues around training such a quantity of student officers they are not response driver trained leaving shifts with small amounts of officers who can respond to emergency calls.

SYP currently have CAPE officers which assess the tutoring of students and assess the evidence logs submitted by the student.

In regards to PEQF we've had no formal training and no real guidance and it was on the job description for applying for a tutor role.

PEQF reported to be putting significant strain on tutors

9. Additional Comments

Within the additional comments section (Table 27) at the end of the survey respondents commented that there was little support for tutors within their force and that this role should be recognised by a formal qualification. It is also noted by respondents that the training for tutors is not always sufficient and so whilst the intention of Constables taking up a tutor role is good, they may not necessarily have the skills to fulfil the role. Further to this is the concern that tutors without a degree, but who are overseeing student officers completing the PCDA programme, may not feel fully equipped.

There were also concerns over workload, including paperwork, and the time constraints placed on tutors and the tutorship period. As noted elsewhere, it was also highlighted that tutors were also now responsible not only for their current tutees, but also for providing support for their previous tutees throughout their probationary period. It is further noted that tutors are regularly tutoring back-to-back due to the uplift in officers and risk becoming fatigued as a result, particularly as student officers and their tutors are reportedly not always protected from jobs and staffing levels. Respondents also suggested that the lack of resources in certain departments has impacted the recruitment of tutors.

Table 27: If you have any more feedback about what does and does not work well, regarding support for tutors in your force please provide details below.

There is no real support for tutors within the force.

I believe a refresher course at two yearly intervals would be beneficial. Especially with the changes that have occurred due to the degree entry. Resilience tutors would then be better placed to answer the questions regarding scheme to incoming students.

I believe that overall tutoring is seen as an option for officers who have either been in the same role for a long time or for a change. [My force] appear to have a professional attitude and application to the role of tutor constable with good support and qualification opportunities. The lack of resources in departments such a response and Neighbourhood policing does hinder the recruitment of new tutors with a deficiency in numbers for permanent tutors.

I think tutors need to be recognised for their work with a qualification. Consideration for a professional portfolio that they can use as evidence when looking for promotion or career development.

Our Learning and Development program works very well whilst at the college as everything is structured and planned out. From a new student perspective I feel they would prefer to know where they will be posted from the outset. As PDO's this would enable us to tailor appropriate tutors on their shift and get them introduced and settled better. PDO's are looking after on average 40 - 60 students each over 8 -10 intakes which span not only the new trainees and those under tutorship but students within their probationary period. Added demand on the PDO role to assist with classroom and lesson coverage reduces the personal contact with the students, and this is caused by the increased sizes of student intakes.

For [My force] the force work exceptionally hard to provide the best support to our students however I feel due to the lack of tutors sometimes people who do not have the right skills are entrusted with the role and it may be beneficial for enhanced training to be given for them to become the best tutors they can be

There is a great expectation on tutors in the police that is often unrealistic as they also have a day job. My understanding of the new training plan is that it will be of a degree standard and the tutoring will be expecting to be of a higher standard I don't have a degree personally or any experience or doing a degree so the idea of me assessing someone is a bit daunting.

Due to the uplift of officers joining the force, Tutor officers are having more and more student officer to train, this can mean that they complete 10 weeks with one student then straight onto the next student with no break in-between. Some student officers excel in the role however other student officers require much more guidance and due to this last issue I believe that tutors are becoming drained and tired and would benefit from a break between tutoring and not back to back like some teams seem to have.

Being a tutor at this time of the uplift is an extremely challenging role, we are considered managers for the students, ensuring any welfare issues are addressed, being able to assess competence, knowledge of the reg 13 and 12 procedures. Working independently with little supervision and having to challenge section supervisors if they are using the SDU as a dumping ground for jobs they cannot resource, despite the fact we are suppose to be protected. This can cause a lot of undue stress at times. [My force] have done well in setting up the SDU's as managing the amount of students we have coming through

<p>on an IR shift would have been impossible. The unit has been set up for 12 months now and seems to work well. The one file system that we have to use for [University] students in [My force] is pretty poor.</p>
<p>Tutors should be allowed more time to complete the relevant paperwork and conduct proper debriefs with student officers. At the busier stations tutors sometimes struggle to get this completed in normal time hence the payment for potential work being completed in their own time which goes against regs. The lack of training for tutors is a concern and the frequency of tutors being used for one to one tutoring. The current model merits students who thrive on working with others and is more of an extrovert personality, introvert personalities struggle to assert themselves, more so again at the busier stations from what I have observed. The benefits to the organisation is that it can continue to employ officers and not halt the current recruitment drive increasing numbers on the streets for want of a better word</p>
<p>Need more space please!! This matter needs addressing quickly as we are potentially setting our students up to fail and making the role of the tutor con extremely difficult, especially when we are still expected to attend emergency incidents and look after and train a student officer. I would say that there is nothing that works well, other than the tutor cons making it work well as we always do.</p>
<p>When tutors have had issues with students this has not been progressed quickly by supervision and students who are not right for the role have been left to continue on for considerable time despite major concerns regarding their fitness to perform the role this has resulted in tutors feeling disheartened and that their reports are paid little regard.</p>
<p>In no particular order - 1. Access to support from our Learning & Development Unit works well for non-urgent questions or concerns. Happy to help and offer relevant advice around aspects of the student portfolio and criteria. 2. Swift tutor bonus payments 3. Heavy workloads for tutors due to having to persistently and pro-actively seek out incidents to meet portfolio criteria. Year 1 students do not retain ownership of incidents attended. 4. Insufficient time during normal working hours to complete portfolio despite everyone's best efforts. 5. Tutor and student are classed as a double crewed unit with little to no consideration to the students non-independent status or current abilities. 6. Tutor shortage places greater demand on available tutors to take on the next student soon after the last. Leave constraints are restricting.</p>
<p>In [My force] we tutor students on response and on the safer neighbourhood team and we are currently trialling a new dedicated tutor unit. There are pros and cons for all as on response you are not afforded the time to ensure that the student takes in what is taught to them due to the high demand places upon them. On the safer neighbourhood team you do not get the same jobs and are limited in what you are able to teach them due to the remit of the team. The new PDU tutor unit is a lot like response as you work alongside a response team so there is no difference to being a tutor on response. There is also no link between the tutors and learning and development department as it would be beneficial to be able to have an input on what is taught during the initial classroom phase as we are finding that the new students are being taught a lot of things that they will never use which is a waste of time. It would also be helpful if officers in the learning and development department came out on shift on a regular basis to keep their knowledge current and relevant to their role.</p>
<p>The timescale given to tutors to get three students through the coaching stage is extremely time constrained. Depending on how the students learning and their individual abilities they would benefit from a one to one coaching as the college of policing states is the gold standard. If the one to one coaching was put in place the standard of students going to shift would be a lot higher and they would be better prepared.</p>
<p>Lack of time to complete work. Insufficient tutors. Officers very young in service (not out of probationary period) tutoring. Significant lack of experience on shift. Threats made to get people to tutor (often not suitable)</p>

10. Annex A

Tutor Support Questionnaire

Section One: About You

What is your force?

How long have you been a tutor?

- Less than 1 year
- 1 to 2 years
- 3 to 4 years
- 5 to 6 years
- 7 to 8 years
- 9 to 10 years
- 11 years or more
- N/A - I am not a Tutor Constable

Are you currently a PFEW representative?

- No
- Yes - Professional Development Lead
- Yes – Other Workplace Rep

Section Two: Recruitment

Do tutors in your force go through a formal selection process, e.g. application form, formal interview etc. before taking up the role?

- Yes
- No
- I don't know

Are there specific selection criteria that tutors in your force need meet, e.g. work experience, qualifications etc.?

- Yes
- No
- I don't know

If you would like to provide further details on any of your answers in this section, in particular about what does and does not work well in your force, please do so below.

Does your force offer formal training to all new tutors before taking up the role?

- Yes
- No
- I don't know

If Yes, how long is the initial training course (in days)?

If Yes, are coaching/mentoring skills covered within your force's initial tutor training?

- Yes
- No
- I don't know

If Yes, do tutors in your force receive any recognised accreditation or qualification as part of the initial tutor training process?

- Yes
- No
- I don't know

If you would like to provide further details on any of your answers in this section, in particular about what does and does not work well in your force, please do so below.

Section Four: Refresher training and Continuous Professional Development

How often does your force offer formal refresher training to existing tutors?

- Every three years
- Every two years
- Every year
- Never
- Other (please specify)

Does your force offer specific CPD opportunities for tutors?

- Yes
- No
- I don't know

If you would like to provide further details on any of your answers in this section, in particular about what does and does not work well in your force, please do so below.

Section Five: Workload Management

What is the normal student to tutor ratio within your force?

Are tutors in your force based within Professional Development units or on shift?

- PDU
- On shift
- Other (please specify)

Are you aware of any specific policy or guidance in your force to ensure that tutors have dedicated time away from operational duties for planning and preparing work-based learning (e.g. maintaining students records, preparing for feedback and reflection sessions)?

- Yes
- No
- I don't know

Where are tutors' line managers based in your force?

- PDU
- On shift
- Other (please specify)

If you would like to provide further details on any of your answers in this section, in particular about what does and does not work well in your force, please do so below.

Section Six: Incentives

Does your force provide any financial incentives to tutors (e.g. bonuses, Targeted Variable Payments)?

- Yes
- No
- I don't know

If your force does provide any financial incentive to tutors, what is the amount and frequency of this payment? (e.g. annually, a one-off payment etc.)

Does your force provide any non-financial incentives to tutors (e.g. preferential access to training, annual leave etc.)?

- Yes
- No
- I don't know

If your force does provide any non-financial incentive to tutors, please specify what these non-financial incentives are.

Does your force take a tutorship role into special consideration as part of the promotion process?

- Yes
- No
- I don't know

If you would like to provide further details on any of your answers in this section, in particular about what does and does not work well in your force, please do so below.

Section Seven: Police Education Qualification Framework (PEQF)

Does your force currently recruit and train new student officers via the Police Education Qualification Framework (PEQF) entry routes, e.g. Police Constable Degree Apprenticeship (PDCA), Degree Holder Entry Routes (DHEP)?

- Yes
- No
- I don't know

Is your force intending to recruit and train new officers via the PEQF in the next six months?

- Yes
- No
- I don't know

Have tutors in your force been provided with additional training and/or guidance regarding the PEQF entry routes and what they entail?

- Yes
- No
- I don't know

Have any changes been made to tutoring arrangements in your force (e.g. tutor ratios, time available for planning and preparation) because of the PEQF?

- Yes
- No
- I don't know

If you would like to provide further details on any of your answers in this section, in particular about what does and does not work well in your force, please do so below.

Section Eight: Other Information

If you have any more feedback about what does and does not work well, regarding support for tutors in your force please provide details below.

11. Annex B

<p>You mentioned that your force offers formal training to all new tutors before taking up the role. How long is the initial training course (in days)?</p>
One day via Teams
One day, in which little information is given. It is more if a box ticking exercise than being of any real relevance.
The current training is an NCALT package which takes approximately 2-3 hours to complete
Currently 3 days group training to understand the role and different management styles. This training also focusses on the individual understanding their own values and methods of leadership
5 days
Three days
4 days
This is a 4 day course incorporating learning styles, teaching styles, and how to deliver encouraging feedback. This concludes with assessed practical sessions.
5 pre COVID now its online
I know it's an ongoing process of PDR and work base learning, including a course before being a tutor constable.
5
When I did it one day
Tutor course is 2 days from 0900 - 1500.
5 days
One day
I think it is 2 days, no input on actual tutoring, they only show you the system you need to update the constables SOLAP/portfolio
10
5

Two and half days
1
2 days
The course is only four days long and I believe it use to be a week or longer and has now been condensed.
2/3 days
4