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# INTERNATIONAL POLICE TRAINING JOURNAL

**THE INTERPOL GROUP OF EXPERTS  
ON POLICE TRAINING (IGEPT) IS  
PROUD TO PUBLISH THE SECOND  
EDITION OF THE INTERNATIONAL  
POLICE TRAINING JOURNAL.**

The IGEPT was formed in late 2009 with a mandate to advise INTERPOL on strategic and operational issues in regards to Police Training. The IGEPT's projects in 2010 included a Working Group Meeting on Police Research to launch discussion in the fields of international police science and law enforcement technology, as well as a Technology and Research Exercise hosted jointly by INTERPOL and the Federal Law Enforcement Training Center (FLETC).

At the second meeting of the IGEPT, held in October 2010 in Argentina, topics discussed included women in policing, the use of simulators in training, and accreditation in training, among others.

The IGEPT also made a commitment to continue with its flagship project, the biannual publication of an e-journal on:

- training-related research and programme delivery;
- process and training governance;
- general policing trends that will have a direct impact on police training.

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# WELCOME!

In this edition we present the results of two studies devoted to police cadet training: a two-year comparative study of basic police training methodology (Fairleigh Dickinson University; USA), and a comparative analysis of firearms training and qualification standards at police cadet training institutions (Police Sector Council, RCMP, Alberta Solicitor General Staff College; Canada).

Coming on the heels of the INTERPOL/FLETC Exercise, we have included in this issue two articles from the FLETC (USA) focusing on the use of simulators and other advanced technology in police training.

From the BKA (Germany) comes an overview of the process of redesigning specialized advanced criminal investigation training.

The IGEPT would like to thank all contributors and in particular Dr Curtis Clarke (Canada), Norbert Unger (Germany), Kurt Eyre (UK) and Connie Patrick (USA) for their engagement as editors. The third issue will be published in summer 2011.



A handwritten signature in black ink that reads "Luann Pannell, Ph.D.".

**Dr Luann Pannell**  
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A handwritten signature in black ink that reads "Dale L. Sheehan".

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# SIMULATIONS AND TECHNOLOGY FOR TRAINING

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## FOUNDATION OF INSTRUCTIONAL SIMULATION

According to Hays (2006), “instructional simulations can be effective if they are designed to support the instructional requirements of the task”. However, if simulation is used, and for whatever the targeted training, research indicates that “a simulation game is ineffective if it does not directly link game events to instructional objectives and does not ensure that the learner understands whether he or she has met those objectives.”

In cross referencing what was known about learning into the application of gaming, the game must be designed with the following four elements (Hays, p. 260).

1. Instruction must be designed to support specific objectives, which are determined by job requirements.
2. Instruction must include the opportunity for a learner to interact with the instructional content in a meaningful way.
3. The student’s performance must be assessed to determine if he or she has learned what was intended.
4. The results of the assessment must be presented to the learner in a relevant and timely manner to either reinforce correct actions or to provide remediation for incorrect actions. ►

## INTRODUCTION

The FLETC began a journey to pursue technologies in order to create efficiencies, increase competencies, and respond to the dynamics of the Generation X learner. In 2004, an organizational alignment established the Training Innovation Division to identify, evaluate, and integrate innovative approaches to training. As part of the new division, the Training Research Branch and the Simulation Branch work side by side to actively pursue new technologies and methodologies, and evaluate their training effectiveness.

The FLETC experience of training methodologies and learner characteristics necessitated an examination of instructional simulations as a tool. While the literature review provides in-depth analysis of simulations and gaming, the linkage of instructional design to learning outcomes using gaming technologies provides an overview of how the FLETC considers simulations as a training enhancement.

► So why should a training academy consider simulation gaming? When the FLETC looked at the research findings on stress and performance, combined with concepts of experiential learning and the critical need to have training directly linked to instructional objectives – the solutions to these needs appear to lie in simulation. The following example points out some important aspects of simulation gaming that can be linked to learning. Imagine a computer game in which the objective is to enter a building and carry out an object in order to achieve success. Consider what attracts players to attempt this exercise:

5. If playing as a team member with someone else, cooperation and communication are critical to the success of the team, reinforcing good teamwork.
6. If playing against someone else, recognition of success, either from the player or the challenger contributes to learning effective strategies for executing the assignment.
7. Finally, games generally have 10 levels. They become more challenging as one progresses through the levels of the game, and as the player progresses through the levels, competence and confidence is gained in one's ability to meet the challenges.

*Instructional simulations can be effective if they are designed to support the instructional requirements of the task.*

1. The game is challenging. The player must think his way through the many obstacles that may obstruct the pathway.
2. The player may fail. Gaming allows the player to go back and try something else, thereby turning the failure into a learning experience. Fear of failure in front of peers or instructors in a classroom may inhibit learning, but failure in a gaming simulation can be translated to experiential learning.
3. The player is in control. The player is making the decisions and controlling the outcomes.
4. The player is naturally competitive. The player may be motivated to achieve a score, or best a personal time. Gaming allows individuals to repeat successes and optimize performance through repeated efforts, reinforcing correct behaviors.



A critical component of gaming is the assessment and feedback. The FLETC uses gaming as a scenario training tool in an instructor facilitated environment. The instructor uses the simulation/game to clarify objectives, promote student centered feedback, and create meaningful learning experiences for law enforcement skills that the student can build upon. ►

## ► FIREARMS SIMULATION

The FLETC had limited dollars to invest in simulations for training, and proceeded cautiously to consider the many products available for training. A key question continued to be raised about the visual fidelity, or realistic graphics found in the available products. Several studies had demonstrated that, if students understand the significance of job related objects or characters, then reduced fidelity (realism) does not hinder learning (Hays, 2006). In order to test the suitability for firearms training, the FLETC conducted its own research in 2005. Five videos that were currently in use in a Judgement and Tactics Simulator (JTS) to train and evaluate use of force decision-making were replicated using low fidelity, computer generated avatars. The facial and torso quality was similar to that found in PC-based games. A comparison of the results of the video training to the avatar training showed no difference in cue stimulus response, and reaction and engagement of the threat (FLETC, 2005).

The Advance Use of Force Training System (AUFTS) came to the FLETC's attention in 2008. A product of the Naval Air Warfare Center Training Systems Division (NAWCTSD), built with funding from the National Institute for Justice, was in early developmental stages when the FLETC recognized the leap in training this system offered over traditional firearms simulations used for training in the escalation of force. Unlike other systems that train to the premise of "shoot/don't shoot" decision making and provide a "window of opportunity" for the student to engage in lethal force, the AUFTS allows the student to practice the escalation of force, using intermediate tools to control the perpetrator. Utilizing a voice recognition system, the system avatar reacts to voice commands, and also reacts to those commands. The system uses the officer's voice and tone to determine "command presence" and mitigate escalation of a scenario beyond early engagement. The aspect of the officer using voice commands to control an escalating situation provides a compelling addition to the training

arsenal. The ability to utilize voice in a command presence, and escalate through intermediate weapons such as OC (Oleoresin Capsicum) spray and electronic control devices permit the practice of the use of force continuum and not just the use of lethal force. The FLETC began a close collaboration with the NAWCTSD in order to develop relevant law enforcement scenarios and to test the products. The system was introduced into training via pilot testing in 2009.

After meeting with researchers from the Royal Canadian Mounted Police (RCMP) Training Depot and discussing their ground breaking research on the use of firearms simulators in lieu of live fire, the FLETC designed a similar study. The FLETC study was designed to test the effectiveness of firearms simulators introduced during the introduction phase of firearms and providing the fundamentals of trigger control, and sight alignment to basic students. The research design matches classroom instruction, targets and distances, course of fire, and on-line instruction for the two groups. Results (unpublished) would indicate the simulation alternative for firearms fundamentals is as effective as live weapons training. Benefits that could be gained by transition to this technology could include environmental impact, safety, and better facility utilization.

## DRIVER SIMULATIONS

The FLETC's experience with the driver simulations was a steep learning curve. The journey led to understanding and utilizing simulations to "train the brain". For the FLETC, simulation provides increased capabilities to enhance cognitive skills of students. The introduction of the driver simulations allows the opportunity to train on critical thinking skills that cannot be imbued into live driver training without creating safety issues. For instance, through simulations, the FLETC instructors can expose the students to the hazards of traffic, pedestrians, and wildlife. The FLETC can also introduce law enforcement driving decisions such as whether to ►

► continue a pursuit into a school zone at 3:00 p.m. Such decision-making scenarios can be quickly experienced in simulation. The FLETC does not use the simulators to teach students how to handle the vehicle. Those experiences are provided on the driving ranges. For the FLETC, the driver simulators augment the capabilities to provide training, critical thinking, and experiences that cannot be introduced in live training without safety concerns. At the same time, the training can increase the exposure to a variety of decision-making activities that they might encounter while behind the wheel. These training opportunities allow us to expand the experiential learning of the FLETC's students.



## OUTCOMES

Consistent with a philosophy to pursue experiential learning in an instructor facilitated learning environment, the FLETC has focused on a strategy to utilize simulation technologies to augment the training delivery and not replace instructor facilitated training. Technologies have been introduced to help the instructor:

- Deliver training more effectively.
- Create experiential learning opportunities through student interaction with simulations.
- Provide continuity of instruction.

*FLETC has focused on a strategy to utilize simulation technologies to augment the training delivery and not replace instructor facilitated training.*

- Increase safety of training activities.
- Introduce cognitive training opportunities that could not previously be provided.
- Expand opportunities for experiential learning due to the rapid rate of delivery by simulation.
- Expand instructor centred feedback through re-plays.
- Develop a data base to draw upon for analysis of student comprehension of learning transference.

At the same time, technologies can:

- Result in cost efficiencies.
- Reduce the impact on the environment.
- Support instructional objectives if properly designed.

## ► SUMMARY

“Predictability is simply not part of the innovation landscape which makes organizational commitment to the process difficult, but no less essential.” – Judy Estrin

The FLETC experience should encourage law enforcement trainers to consider strategies to strengthen the learning experience for students. Trainers should consider small steps that can contribute to big impacts. The following four points summarize the FLETC’s approach to creating transformation in training:

1. Step out. Test new concepts, evaluate new techniques, conduct pilots, involve the instructor, and develop new training.
2. Re-Orient. Evaluate the outcomes. Were the outcomes what we expected? Is the solution better than what we were doing? (cost, test scores, competence, confidence, tangibles and intangibles.)
3. Re-Direct. Move on. Understand the risk of innovation. Accept that some things fail. Technology project managers have found it impossible to precisely determine what technologies we will be using in five years. The innovation landscape provides new knowledge, new tools, and requires new skill sets at a pace so rapid it is often hard to plan a direction. The key strategy is to keep training innovation in the FLETC’s sights, change directions when necessary, and make sure forward movement is a reality.
4. Focus on the instructor. Build a plan to drive transformation through the instructor, not around the instructor. This often means new methods require developing new skill sets. Imbed instructors in the research and development so they are invested in the ownership.

*Predictability is simply not part of the innovation landscape which makes organizational commitment to the process difficult, but no less essential.*

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# REDESIGNING SPECIALIZED ADVANCED CRIMINAL INVESTIGATION TRAINING IN GERMANY

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## INTRODUCTION

This article provides an introduction to the process used in a joint Federation/federal state initiative tasked with the redesign of specialized/ advanced criminal investigation training in Germany.<sup>1</sup> Guided by a working group representing 13 federal states, the Federal Police and the Federal Criminal Police Office (*Bundeskriminalamt*), with the latter functioning as the lead manager, the project objective was to devise an advanced training model that would take into account the professional needs, the requirement of a modular structure ensuring uniform standards and the need for an array of courses covering various criminal investigation working areas and phenomenal domains.

The model was to reflect the objectives, target groups, content and methodological approaches consistent with identified subject matter. The personal requirements (conditions of participation) and the underlying organizational conditions (duration, number of participants, responsibilities) were also to be defined. The training model was to be given a modular didactic/methodological structure. It would also require a framework that was inclusive of introductory advanced training (basic principles/basic modules), refresher training (first specialization/extension modules), further professional development training (greater specialization/special modules) and, finally, the need to update acquired knowledge.

## PROCEDURAL APPROACH

In order to achieve these objectives, the relevant areas of crime as well as the phenomena and areas of investigative support had to be identified; the current situation also had to be surveyed and previous (modular) concepts reviewed. The advanced training areas suited to a modular structure were then to be determined and the sequence, structure and contents of the modules designed. Lastly, proposals were to be worked out regarding the organization and conduct of the modules and the resource and cost aspects were reviewed. Defining the tasks and implementing them in a federal structure such as that of Germany called for the extensive involvement of the police forces in all 16 federal states, the Federal Police and the Federal Criminal Police Office. As a result, deliberations regarding a suitable method led almost inevitably to the need to develop a questionnaire. The questionnaire was used to gather data on the current state of the specialized advanced criminal investigation training at the Federation level and in the federal states and to make forecasts of what was required by way of specialized advanced criminal investigation training. Questions on cost and resource aspects were also included. The aim

<sup>1</sup> The author would like to express his thanks to all those who took part in the working groups and thus made it possible to achieve the overall results.



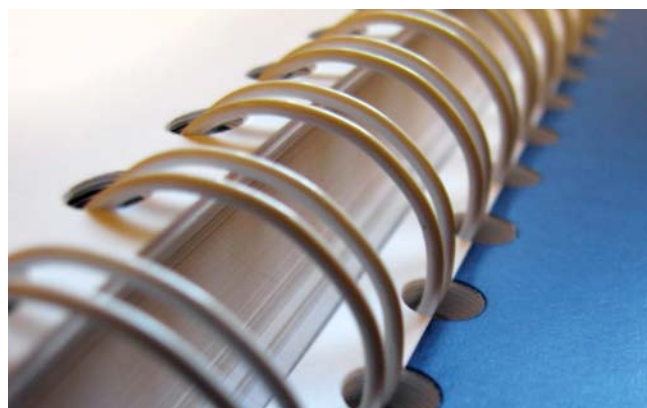
▶ was to acquire as complete a nationwide list of training courses and their contents as possible. The Ministers/Senators of the Interior in the federal states, the Federal Police and the Federal Criminal Police Office were given feedback in the form of a summary of the survey results. The response rate and behaviour revealed that an approved, modular advanced criminal investigation training programme was of considerable interest to all those concerned at the Federation/federal state levels.

In order to ensure that the procedural approach was effective, a coordination group comprising five members was set up. This group's task was to coordinate, summarize and evaluate the tasks between the meetings of the entire project group (which consisted of 15 members) and to prepare the meetings of the project group. Specifically, this included summarizing the nationwide survey and evaluating it, acting as the contact partner for sub-working groups and, lastly, preparing the meetings and draft reports of the project group as well as the advanced training concept. In addition, 23 sub-working groups were set up, as the survey of the needs for specific topics in the federal states and at the national authorities had shown that, for a number of individual crime and phenomenal domains and fields of investigative support, the perceived needs tallied with the mandate. For their specific areas, the sub-working groups were required to review whether the relevant crime and phenomenal domains were suited to a modular structure and to establish a modular advanced training concept. In this connection it was important to take account of approved concepts or modular approaches that already existed. A joint kick-off event was held for all heads of sub-working groups, the aim being to communicate the project group's objectives to clarify what was expected of the individual groups. This was to ensure that the results of the sub-working groups in terms of the structure and contents of the modules – regardless

of the specific topic covered – were as consistent as possible. Representatives of police training facilities and of the professional sphere, i.e. of offices dealing with criminal investigation matters, were involved in the sub-working groups.

## RESULTS

The main results of the survey showed that, compared with the list of courses provided by the Federal Criminal Police Office, there was a need for advanced training measures on all criminal investigation topics. Relevant advanced training measures were already provided at the Federation's advanced training facilities and in many of the federal states. In virtually all areas of specialized advanced criminal investigation training, a modular approach was seen as having an advantage. Cooperation was considered desirable. The federal states with their own advanced training facilities and extensive advanced training needs tended, first and foremost, to consider that the responsibility lay within their own state. The Federation was deemed to have central responsibility in special topic areas only. Existing cooperation agreements between individual federal states were based on regional initiatives and general declarations of intent. In a few cases there were written cooperation agreements. The question about assuming a central coordination function as a means of satisfying a training need, together with the possible willingness to assume a specific professional or organizational "godfathering" responsibility, was answered with considerable hesitancy. ▶



► In devising the advanced training concept, the project group's intention was to determine knowledge standards, which were deemed to be absolutely vital to processing in each crime or phenomenal domain. On the other hand, this was to ensure that almost identical previous knowledge would be available for subsequent advanced training measures (refresher and professional development training courses). In addition to what was desirable from a profession point of view, matters of feasibility and predictability were addressed.

The advanced training concept covered 22 crime or phenomenal domains and areas of investigative support. Each area was broken down into "basic modules", "extension modules" and "special modules". This concept formed the reference framework for specialized advanced criminal investigation training in the federal states and at the national authorities. The progressive implementation of the contents will lead in the medium and long term to an approved adjustment of the specialized advanced criminal investigation training. Simply because of the different police structures in the federal states and the Federation and the associated difference in the requirements for advanced police training, it is not possible or purposeful to achieve an overall harmonization of the corresponding advanced training measures. In its advanced training courses, the Federal Criminal Police Office already makes broad use of the modular advanced training concept.

Owing to ongoing technical and phenomenological developments, quality assurance measures and continued work on the advanced training concept are needed. The standards developed must be reviewed repeatedly and adapted accordingly and the advanced training concept as a whole must be reviewed at regular intervals. In practical terms, to that end those responsible for advanced training at the Federation level and in the federal states meet as necessary and discuss the need to update specific suggestions;

they also organise the review of modules or supplementary material by the professionals (case processing) and the advanced training facilities. This future process should also enable, as far as possible, work to be carried out on proposals regarding costs and resources and responsibilities. That means, for example, considering whether set numbers of places can be earmarked for participants from other federal states or from the national authorities and how the costs are to be shared or whether there is perhaps a willingness to assume responsibility for a phenomenal domain. In a complex process of this kind, only gradual developments can be expected in these particular matters.

The federal states and the national authorities are also given an overview of the current nationwide advanced training areas covered by the specialized advanced criminal investigation training, in that all advanced training measures provided in the federal states or at the Federation level are fed into an existing, platform that is accessible to all, a nationwide "police intranet".

## CONCLUSION

The extensive work carried out to devise a specialized advanced criminal investigation training concept proved worthwhile. It proved possible to present a framework of agreed contents which has an impact on current advanced training measures and will increasingly shape those measures in the future. At the same time, standards were set within the modular structure which could also be applied to similar tasks in other phenomenal domains or spheres of activity covered by the (criminal) police. ■

# COMPARATIVE ANALYSIS OF RECRUIT/ CADET TRAINING AND QUALIFICATION STANDARDS AT CANADIAN POLICE TRAINING INSTITUTIONS

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## INTRODUCTION

There is a desire across police services to perform a comparative analysis of firearms training and qualification standards at basic police recruit/cadet training institutions to elaborate on joint best practices research previously undertaken in April 2009.

Currently, there is no shared understanding of collective best practices/commonalities in hard skills firearms training and qualification at basic police recruit/cadet training centres. The resulting lack of reciprocal recognition of qualification has multiple implications for police officers and police services in Canada.

This project provides a comparative analysis of recruit/cadet firearms training and qualification standards and is a follow-up on the joint best practices research in recruit/cadet training completed in April 2009. The April 2009 report identified the need to do more collaborative research and analysis, beginning with a small project. This laid the foundation for the current project which is a joint initiative of the

Canadian Association of Police Educators (CAPE) and the Police Sector Council (PSC), and supported by the Royal Canadian Mounted Police (RCMP).

## THE GOALS OF THIS PROJECT INCLUDE:

- To develop a shared understanding among police academies of best practices/commonalities in hard skills firearms training
- To clarify definitions and use of terminology to facilitate future discussions
- To develop data to inform decision making on training programmes and qualification standards
- To share this information with the Canadian police training institutions
- To build toward evidence-based training programmes

The scope of this research project includes the inventory and comparison of hard skills training, testing, and qualification practices for police recruit/cadet firearms in training programmes in Canada. ►

► The data represented in this research reflects the feedback from the thirteen training institutions responsible for recruit/cadet firearms training in Canada.

Project leadership was provided by CAPE and PSC. The RCMP provided in-kind subject matter expertise in the development of the common terminology. Human Resource Skills Group (HRSG) was retained to provide consulting services, collect and analyze the data, facilitate discussion on the results and prepare this report.

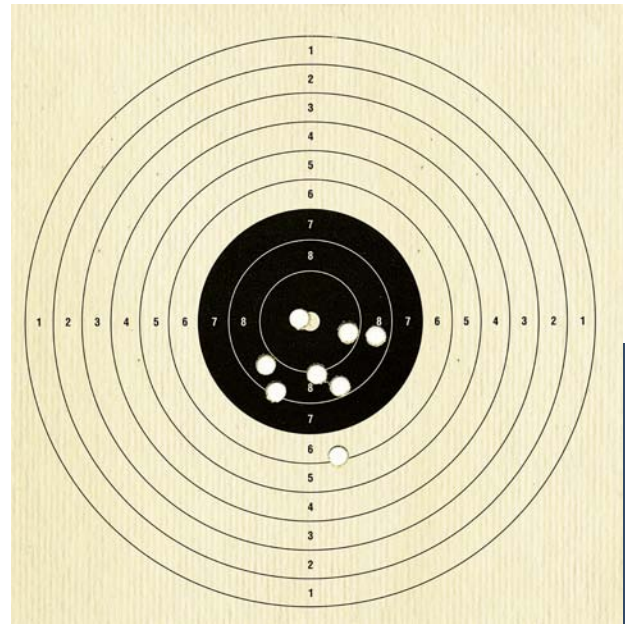
## METHODOLOGY

On behalf of the Police Sector Council (PSC) and the Canadian Association of Police Educators (CAPE), Human Resource Skills Group (HRSG) facilitated a comparative analysis of firearms training and qualification standards used in police recruit training programmes across Canada using a three-phased approach to gathering and validating the data.

All thirteen police training institutions responsible for police recruit training in Canada were requested to participate in this research. They all agreed with the research objectives and methodology and fully contributed to the process and outcomes. See Acknowledgement: Contributors on page 2 of the final report for a complete list of participants.

In early February of 2010, participants completed Part I – Validation of Template and Descriptions which included reviewing and providing feedback on the categories and descriptions of training and qualification for ‘hard skills’ firearms for police recruits. The initial draft was prepared by the RCMP who used hard skills training curriculums and qualification standards from a number of police recruit/cadet training organizations to draft this template. The feedback from this process was integrated into one template for each of the firearms types such as pistol, shotgun and carbine. On March 2, participants were invited to a conference call to further validate this information and to confirm

that there were no additional topics to be added for training, testing and qualification for current hard skills training for police recruits/cadets in Canada.



From March 3 to March 10 participants then provided feedback about their specific training, testing and qualification practices in Part II – Collection of Training and Qualification Practices and Standards. Each training institution was asked to review each training and qualification element and identify if they train this skill and/or use it for qualifying recruits. The firearms instructor was also asked to identify the standard for qualification that is used at their facility for those items that were part of their qualification process.

From March 11 to March 15, HRSG aggregated the data from each of the thirteen participating training institutions into a report to facilitate a comparative analysis on training, testing and qualification requirements and related standards for each of the firearm types used in police recruit/cadet hard skills firearms training. Specifically, data was collected for pistol, shotgun and carbine. On March 19 these reports were forwarded to both

- ▶ the firearms instructors and the training institution leaders to review and evaluate in the context of their own curriculum prior to participating in a plenary meeting on March 26. At this March 26 meeting, the participants reviewed the results again and provided feedback and insight.

On March 26, to meet the requirements of Part III – Validation and Feedback on Draft Analysis, a one day face-to-face meeting of all participants and training institution leaders was held in Ottawa. This meeting provided an opportunity for all research participants to discuss the comparative data and provide insight into the shared challenges and goals.

## OVERVIEW OF COMPARATIVE RESEARCH FINDINGS

Research findings of this project reveal that there are many similarities in the way training institutions address recruit/cadet firearms training in terms of the training, testing and qualifications for pistol, shotgun and carbine. The variations were minor and are presented in the detailed analysis found in the final report, Appendix 3, Appendix 4 and Appendix 5 which detail the comparative data for pistol, shotgun and carbine. These research findings were validated and confirmed during a meeting of the research participants.

Similarities are presented below by topic areas: type of firearm, training (yes/no), testing (yes/no) and qualifications.

### TYPE OF FIREARM

- Pistol, as the primary firearm in Canada, typically receives more extensive training
- All training institutions (13) train on pistol, five train on shotgun, two on carbine and two also reported training on rifle
- Firearm type is driven by operational need
- Operational needs are changing
- Variation in type of pistol, shotgun, and carbine used by clients



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### TRAINING

- Very high degree of similarities in training topics
- Training content is based on historical practices, regional subject matter expertise and at times regulatory controls
- Limited evidence-based data available to determine training priorities and strategies
- Training pre-requisites may need to change to address differences with new recruits e.g. hand strength requirement
- Training strategies are being adapted to meet learning style, strengths and weaknesses of new demographic

### TESTING

- The percentage of items tested was significantly lower than items trained
- The scope of what is considered testing varied. The reported numbers may not accurately



- ▶ reflect all assessment and testing both formative (to inform and support the training) and summative evaluation (to measure the success of training)
  - Discussion identified that a great deal of assessment and feedback (formative assessment) is included as part of the training process
  - Testing criteria are, in part, determined by time, budget, availability of facilities, ease of assessment (e.g. clear criteria) and officer safety issues
  - Formal testing is limited by time, facility availability, and lack of evidence-based testing criteria for the more complex hard skills
  - Testing is also commonly governed by those activities that are easily and fairly, measurable (e.g. objective versus subjective criteria)

## QUALIFICATION

- Qualification criteria are, in part, determined by time, budget, availability of facilities, ease of assessment (e.g. clear criteria) and officer safety issues
- Qualification is also commonly governed by those activities that are easily and thus fairly, measurable
- Qualification practices typically assess a more limited list of hard skills than is included in training
- Qualification standards vary significantly between training institutions
- Qualification requirements are limited by time, facility availability and lack of evidence-based testing criteria for the more complex hard skills

## PROJECT OUTCOMES

The outcomes resulting from this research project are important for the police training and education community. They include the following:

1. Inventory of practices for 'hard skills' firearms training for police recruits/cadets that describes common terms and definitions for the following:
  - Elements
  - Units of analysis
2. Comparative analysis of national data for pistol, shotgun and carbine training, testing and qualification practices:
 

■ Training	■ Qualification
■ Teach (yes/no)	■ Test (yes/no)
■ Test (yes/no)	■ Standards

▶ 3. Development of a national Firearms Community of Practice:

- Shared understanding of terminology for hard skills firearms
- Shared understanding of common issues in training, testing and qualification of hard skills firearms in Canada
- Face-to-face networking opportunity for firearms instructors and training institution leaders

4. Agreement to work toward the development of an empirically-based national course of fire training and qualification. Priorities for the next year were identified as follows:

- Joint research on best practices for firearms training and qualifications
- Joint research on best practices for target selection
- The RCMP agreed to take the lead role in these projects in collaboration with CAPE and PSC

5. Commitment to collaborative initiatives to address shared areas of interest and concern:

- Governance
- Best practices in instructional strategies
- Research on skills perishability in policing
- Trends and criteria for firearms type selection
- Evidence-based criteria for training, testing and qualification requirements
- Criteria for establishing training, testing and qualification requirements
- Evidence-based criteria to establish qualification standards
- Benchmark international and national best practices
- Training strategies to improve recruit/cadet safety on the job
- Strategies to address changing profile of recruits e.g. hand strength
- Strategies to effectively train and evaluate complex skills
- Evidence-based criteria to qualify/not qualify recruit/cadet
- Instructor training and qualification standards/guidelines
- Identifying ideal pre-requisites for recruit/cadet
- Guidelines and strategies for remedial training ▶

*The outcomes resulting from this research project are important for the police training and education community.*

## ► CONCLUSION

This research project was conducted with tremendous support and dedication from the leaders of police training institutions across Canada responsible for recruit/cadet training and the firearms instructors within those respective facilities.

This project served to establish a shared language and shared goals amongst training providers in police recruit/cadet training in Canada.

The research project established the following:

- Shared terminology for police recruit/cadet hard skills training
- Identification of similarities across training institutions
- Identification of common challenges across training institutions
- Identification of next steps in collaborating on shared research and best practices as it relates to police recruit/cadet training
- Identification of training providers who are willing to take a lead on future initiatives

There was an expressed desire across police services to perform a comparative analysis of firearms training and qualification standards at providers of basic police training. Following a successful collaboration between the Police Sector Council, the Canadian Association of Police Educators and all providers of basic police training across the country, there now is a shared understanding of collective best practices/commonalities in hard skills firearms training and qualifications between providers of basic police training. With most partners in attendance at the March 26 plenary meeting it was decided to use this newly-acquired shared understanding of hard skills firearms training and qualifications to undertake a subsequent phase of the project and pursue an evidence-based national course of fire.

The next steps will involve the ongoing partnership of CAPE, PSC and the training providers to continue the development of evidence-based research from which to build strong police recruit/cadet training programmes in Canada.

The full 169 page report can be found by going to the research resources tab on the CAPE site.

<http://www.cape-educators.com/education.htm>



# ORGANIZATIONAL PARADIGMS FOR POLICE TRAINING AND EDUCATION

ROBERT F. VODDE, PH.D.

## INTRODUCTION

To the novice and unaware, basic police training conjures up images of a boot-camp, quasi-militaristic environment; a place where recruits are physically conditioned and vocationally prepared for a career in police work. Such exaggerated and ill-conceived depictions are attributable, no doubt, to the sensationalized images generated by the media at-large. While components of basic police training irrefutably necessitate physical conditioning, drills, skill-development, and a wide array of hands-on exercises, professional police trainers and educators readily recognize that the essence of basic police training represents a comprehensive and multi-sensory learning and educative process that extends far beyond the media generated exposés.

A two-year study that examined the learning processes associated with a traditional, pedagogical, military model of basic police training in comparison to a collegiate, andragogical (adult-based) model, not only provided statistically significant data to support the efficacy of the latter, but led to the identification of six thematic and categorical constructs for its measurement. When considered in the aggregate, these six content areas serve as an effective means for organizing, facilitating, assessing, and improving basic police training, which are addressed hereinafter.

## LEARNING THEORY AND METHODOLOGIES

While the process of preparing police recruits for a professional career in law enforcement necessitates the development and acquisition of a wide-range of skill sets, nearly every aspect of basic police training encompasses the process of learning, which represents a complex enterprise that involves the acquisition and modification of knowledge, understanding, skills, strategies, beliefs, attitudes, behaviors, and discernable competencies (Schunk, 2004).

Despite its many intricacies, basic police training can be viewed as embodying two major dimensions: (1) the curriculum (i.e., what is being learned), and (2) the instructional methodology (i.e., how it is being taught and learned). While the former can ostensibly be viewed as being similar in content and subject matter, despite idiosyncratic differences distinct to culture, geography, and law; the latter can be viewed as a critical hinge pin. While any number of learning theories and practices are employed within the process of basic police training<sup>1</sup>, (contingent upon subject matter, audience, intended skill sets, and desired outcomes), research reveals that the means and style by which training is conducted (i.e., the instructional methodology), has a significant impact on its efficacy and success in achieving the desired outcomes (Vodde, 2009).

<sup>1</sup> The behavioural, cognitive, humanistic, motivational, experiential, and social process theories of learning are popularly employed within basic police training.

## ► THEMATIC CONSIDERATIONS

While the primary focus of the original study aimed to examine the efficacy of an andragogical instructional methodology, the need to establish a valid and reliable operational definition to measure and assess the process of basic police training led to identifying the following six thematic and categorical constructs, which when considered in the aggregate, serve as an effective means for organizing, facilitating, assessing, and perhaps most importantly, improving basic police training:

1. Institutional and instructional philosophy
2. Affective orientation: climate, tone, and environment
3. Self-concept and self-directedness
4. Integration and facilitation of curriculum
5. Application and integration of experiential learning
6. Stress and discipline

### **Institutional and instructional philosophy**

One of the most important components for identifying, understanding, and assessing a police academy's overall operations is its mission statement, which in principle, should reflect its institutional and instructional philosophy. While the implications of a mission statement may appear obvious, its mere existence, or absence, reflects the essence of an academy's operations. A mission statement, when conscientiously researched and institutionalized, represents the product of a deliberate and reflective process that represents the values, beliefs, ideologies, expectations, and desired outcomes of all the stakeholders impacted by an academy's training programme.

### **Affective Orientation: climate, tone, and environment**

Bloom (1969), renowned for developing a *Taxonomy of Educational Objectives*, explains that learning occurs within three domains: the cognitive,

affective, and psychomotor. While emphasis on the cognitive (knowledge and understanding) and psychomotor (skills sets) are readily apparent within basic police training, consideration of the affective variables (feelings and emotions) have been, retrospectively, conspicuously absent. While a growing understanding has been directed toward the emotional impact associated with policing (e.g. critical incident stress syndrome), traditionally, the notion of considering a police officer's "feelings", whether in the field or within basic police training, has been readily dismissed.

Underscoring the idea that learning does not occur without human emotions, Bloom (1969) explains that affective variables are often expressed in terms of "interests, attitudes, appreciations, values, and emotional sets or biases" (p. 7). Knowles (1984) argues that setting the right climate is critical to learning and is influenced by both the physical environment and psychological atmosphere.

Given Bandura's theory of social learning and modeling (1997; 1995; 1977; 1963), which propounds that learning occurs most often through observation and imitation, an instructor's attitude plays a critical role in setting the right tone and climate, and consequently, directly influences a recruit's disposition and receptivity toward learning (Ormrod, 1995, p. 131). While not to suggest that there needs to be a pre-occupation with a recruit's feelings or that they need to be coddled, it is nevertheless important to recognize that emotions play an instrumental role in the overall training and learning process (Bennett & Hess, 2004, p. 230; Birzer & Roberson, 2007, p. 226; Conser and Russell, 2000, pp. 325-326). As Holden (1994) adeptly points out, "common sense suggests that officers will learn better in a comfortable setting" (pp. 286-287).

### **Self-concept and self-directedness**

Knowles (1998), addressing the importance of an adult learners' need for self-concept and self directedness, suggests that adults have a self-

- ▶ concept presupposing that they are responsible for their own lives and their own decisions. He explains that adult learners, thus police recruits, “resent and resist situations in which they feel others are imposing their wills on them”, which is characteristic of the traditional, pedagogical, military model of police training (p. 65).

Inherent to the importance of a recruit’s sense of self-concept is the desire for personal autonomy, which speaks to the importance of “taking control of the goals and purposes of learning and assuming ownership”, which in turn, “leads to an internal change of consciousness in which the learner sees knowledge as contextual and freely questions what is learned” (Knowles, 1998, p. 135). Activities such as collaboratively participating in small breakout groups and brainstorming sessions, working on group projects, and in particular, actively researching, planning, and developing problem-based learning simulations and case scenarios, underscore the notion of self-concept and self-directedness, which are often incorporated as part of an andragogical methodology.

### **Integration and facilitation of curriculum**

Despite the perceived simplicity of basic police training, police instructors understand that it represents a comprehensive and complex process of learning that involves the attainment of outcomes measured in the form of discernable knowledge, understanding, skills, attitudes, behaviors, and competencies. Not only does achieving these outcomes involve various sequential steps identified by Bloom<sup>2</sup>, it also requires the deliberate planning of strategies for integrating, facilitating, and presenting the outcomes dictated by the curriculum.

While logistically the training curriculum can be achieved by presenting the respective subjects as independent disciplinary constructs in a linear and sequential manner, as is often the case in a traditional model, the curriculum characteristic of an andragogical model is facilitated with an eye

towards the logical integration of unifying concepts and themes. This holistic approach recognizes that most of the topics within basic police training are interrelated and serve as conceptual foundations for other subjects. Stark and Lattuca (1997), and Robbins (2000), describe this process as a systems approach, that is, one in which all its parts are arranged in a manner that produces a unified whole<sup>3</sup>.

### **Use and integration of experiential learning**

Addressing the importance of experiential learning, Knowles explains that adults (recruits) enter into a learning activity with a greater volume and variety of life experiences, which not only

<sup>2</sup> Bloom’s (1969) taxonomy identified three domains of learning that are directly applicable to basic police training: the cognitive, affective, and psychomotor. The cognitive domain addressed cognitive behaviours such as remembering, reasoning, problem solving, concept formation, and creative thinking. Within this domain, six major classes of educational behaviours were identified and arranged in a hierarchy by level of complexity so that “the objectives in one class are likely to make use of and be built on the behaviours found in the preceding classes on the list.” These consisted of: knowledge, comprehension, application, analysis, synthesis, and evaluation. The affective domain addresses what Bloom described as “objectives which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection.” The affective domain comprises five categories: receiving, responding, valuing, organizing, and characterizing. The Psychomotor Domain addresses muscular or motor skill, some manipulation of material and objects, or some act which requires neuromuscular co-ordination.” These include imitation, manipulation, precision, articulation, and naturalization.

- ▶ enhance the value and meaning of learning, but the importance of a learner's self-concept (Knowles, 1998, pp. 139-144; Brookfield, 1986, p. 40). The use and integration of experiential learning activities such as group discussions, hands-on simulation exercises, problem-solving activities, and the case method serve to connect and reinforce theoretical concepts operationally. Because the use of experiential learning is typically multi-sensory in nature and involves visual, auditory, verbal, and kinesthetic functions, learning is advanced on multiple experiential, perceptual, cognitive, and behavioral dimensions (Kolb, 1984, pp. 20-38).

### Stress and discipline

The nature of policing requires an atmosphere of structure, control, and discipline on an organizational, as well as on an individual level (Roberg, Kuykendall, and Novak, 2002, pp. 17-19). Despite the need for operating within a hierarchal structure so as to ensure efficiency, effectiveness, and accountability, changes within society and the police organization itself call for a less bureaucratic and autocratic approach (Roberg, Novak, and Cordner, (2005). Doing so, however, cannot be to the exclusion of working within an atmosphere of mutual trust, respect, collaboration, and a certain degree of autonomy (often associated with the philosophy of community-oriented policing).

Given the unpredictable and volatile nature of policing, an officer's day can range from being mundane and routine, to being hostile, violent, and life-threatening – factors that warrant serious consideration when training and preparing police recruits. For these reasons, basic police training needs to infuse relevant aspects of stress and discipline throughout the training process; however, not at the expense of the learning process that takes place, nor by creating what has been characterized as an "us against them mentality." As such, an effective police training programme should present a balanced and pragmatic approach; one which emphasizes the importance of an officer's role and responsibilities within the community, "while at

the same time attuning them to the importance of maintaining a high degree of situational awareness and tactical vigilance" (Vodde, 2009, p. 309).

### CONCLUSION

The mission of policing, irrespective of venue, is to provide for social order and control. As society continues to grow, mature, and evolve, so too does the complexity of the police mission. Because today's fast-paced, ever-changing society continues to experience unprecedented social, cultural, legal, political, economic, and technological change – the expectations of its police have grown exponentially. Next to recruitment, the training of new police officers has become a high priority issue, as have the methods employed for preparing them for a professional police career. While basic police training is not the panacea for the innumerable challenges that face today's police, it nevertheless plays a significant role in the formative years of a police officer's career. As such, any means available for improving and advancing its success, is worthy of consideration.

<sup>3</sup> Stark and Lattuca (1997), addressing the importance of curricular integration, espouse a comprehensive model where a curriculum can best be understood as an *academic plan*; one that represents "a deliberate planning process that focuses on important educational considerations," yet acknowledging that any number of internal, external, and organizational factors can influence the planning process (pp. 9-16). Given the dynamic nature of a curriculum, the authors suggest that an *academic plan* take into consideration: (1) purpose (2) content (3) sequence (4) learners (5) instructional processes (6) instructional resources (7) evaluation, and (8) adjustment. By carefully and deliberately planning, coordinating, and integrating the curriculum, a climate is created that encourages critical and analytical thinking in its broadest form.

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# A NEW TRAINING FRONTIER: AVATAR BASED INTERVIEW SIMULATOR

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**T**he Federal Law Enforcement Training Center (FLETC) has a new tool to provide its technologically-adept students with the knowledge to perform a traditional skill in a thoroughly modern way. The FLETC's Avatar Based Interview Simulator (ABIS) allows students to use a simulator to augment law enforcement interview training and has enabled the FLETC to modernize its training to meet the needs of today's modern student.

Law enforcement officers and agents know the importance of interviewing skills and have emphasized this training at the FLETC. One of the most effective ways to improve these skills is to practice. The FLETC is attempting to balance the ability to provide cutting-edge training to tech-savvy students, in a manner that is cost effective for the government. ▶

► With that balance in mind, the FLETC has addressed the need to provide additional interview training and methodologies with the development of the ABIS. The ABIS is an interviewing simulation that permits free-flowing conversation using speech recognition software, a computer-synthesized voice and a virtual avatar to create a realistic interactive training experience.

As the current generations have grown up with technology, they recognize it as a useful tool and an effective way to learn (Kvavik, 2005). This mentality affords trainers the opportunity to explore technological options to train law enforcement students. Trainers are no longer restricted to one type of training. In fact, research and experience have proven training offered in different learning styles will reach more students effectively.

In the area of law enforcement interview training, studies have shown that the training development process must include how current students communicate compared to students in the past. Statistical data gathered by the FLETC reveal the vast majority of current FLETC basic students are from the X and Y generations who have grown up communicating in a digital world and often face criticism in their interpersonal communication skills. In light of the varying research regarding the differences among generations and their ability to communicate, the FLETC is faced with the task of preparing students to become more effective interviewers. This inspired the team to explore the development and use of different methods for students to obtain additional practice in interviewing.

The ABIS will not only reinforce current training methodologies and principles, it will also support the need for additional interview practice. One of the most important facets of the ABIS development was to design a system that supports law enforcement interviewing training objectives included in the FLETC lesson plans. During each phase of the development process, the FLETC subject matter experts referred to the lesson plans

to ensure the project would reinforce interviewing principles taught. In order for the ABIS to be useful to the students, it is critical the simulator provides not just an opportunity to conduct an interview, but an opportunity to do so using the interviewing techniques taught during the lecture based sessions.

One specific training objective addressed in the development of the ABIS was the recognition of stress, truth and deception indicators manifested in non-verbal behavior. The experience of law enforcement professionals, empirical data, and behavioral theories all indicate the vast majority of communication is non-verbal, so the FLETC ensured the ABIS properly demonstrated the appropriate behavior. The FLETC has the ability to adjust the avatar's behavior with each scenario to demonstrate how a person being interviewed would respond non-verbally.

The simulated interview is conducted in the same manner as an actual interview. The student uses the taught interview techniques to obtain the information needed to complete the investigation. The amount of time the student needs to complete the ABIS interview varies with each student, with an average of approximately thirty (30) minutes per student. The student can stop the simulation when the interview is completed.

At the conclusion of the interview, the student receives a detailed feedback report. This report is critical in providing the student with information on the conduction of the interview in relation to the previously taught training objectives. The information helps the student understand their performance and discover what areas of improvement to focus on for future interviews. There is no grade recorded for the interview, but the student receives specific guidance in the feedback report. ►

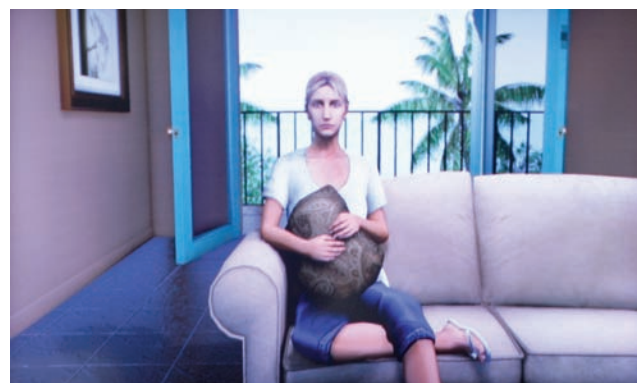
- ▶ The feedback report is divided into sections, which details the time spent in each phase of the interview process, the timeline of the interview, interview “highs and lows”, essential information gathered, and types of questions asked. The report also contains a transcript of the entire interview. Each feedback area provides the student with specific information related to that section. For example, in the interview “highs and lows” section, the student is able to see specific areas where the interview was handled in either a positive or negative manner. If a student receives a negative mark in this section, tailored feedback is provided on how to improve results and where to find additional information about that particular topic in the student text.

One of the most beneficial areas of the feedback report is the essential information section. The student receives a grid that shows the most important information they should have elicited from the interviewee. The student can see what information they missed or obtained during the interview. If the student missed the information, the report provides sample questions that could be used to elicit the missed information. This not only allows the student to see what information was missed, but also gives them a viable way to ask effective questions in the future.

## INITIAL FEEDBACK

The ABIS arrived at the FLETC in March 2010, and students are currently testing the system. Each student receives a pre- and post-use survey to capture valuable feedback about the system, including the student’s opinion on its training benefits. Recent comments received on a post-survey feedback have shown positive results. Current assessments of the system are consistently positive from students using the system for the first time.

The FLETC used the specific feedback to modify and enhance the ABIS to ensure the interview training system is responsive to the diverse needs of students from all generations.



## THE ROAD AHEAD

The FLETC is now beginning a comprehensive research study to determine what impact the ABIS has on a student’s ability to conduct interviews. The study will encompass a random sampling of students in all basic-training programs for a one-year period. Every participant of the study will complete a survey after the completion of the simulation to gather empirical data related to the system. The survey will include the following questions, along with other relevant questions.

- What was your comfort level with conducting interviews before using the ABIS?
- What is your comfort level with conducting interviews after using the ABIS?
- Please rate the overall usefulness of the ABIS as a learning tool.

As a result of the known generational differences in communication, the FLETC hypothesizes that the ABIS will enhance student interviewing abilities when compared to students not using the system. The hypothesis is predicated on the concept that students who gain a greater comfort level with the interviewing process through this new learning methodology will be better equipped to accomplish more effective interviews. The FLETC will publish the final report on the ABIS approximately one year upon completion of the study. ▶



- ▶ Ultimately, the goal of the FLETC interview training is to leverage the use of new technology to enhance student law enforcement interviewing skills. Better training performances raise the student's confidence to perform successfully as law enforcement personnel.

## BIOGRAPHIES

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Valerie Atkins currently serves as the Deputy Assistant Director, Department of Homeland Security, Federal Law Enforcement Training Center (FLETC). Headquartered in Georgia, the FLETC provides law enforcement training to 88 Federal Law Enforcement Agencies. Ms. Atkins manages basic and advanced training programs, as well as the areas of training technologies, training simulation integration, and performance based research. Ms. Atkins began her career in law enforcement as a police officer. Ms. Atkins holds a Master's degree in Public Administration and Bachelor's degrees in Psychology and Criminal Justice.

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Prior to joining the Alberta Solicitor General and Public Security he held the position of Associate Professor and Coordinator of the Criminal Justice program at Athabasca University. He has carried out empirical studies on the implementation of community based policing, police organizational/managerial change, intelligence led policing and the shifting boundaries between private and public policing. Dr. Clarke has completed research for the Canadian Association of Chiefs of Police, the Federal Solicitor General, Health Canada, Edmonton Police Service, the Metropolitan Toronto Police Service, the Alberta Association of Chiefs of Police and the Law Commission of Canada. Before his appointment to the directorship of the Staff College Curtis held the position of Director: Police and Peace Officer Training and Curriculum Development (Alberta Solicitor General and Public Security).

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Portia Dewhirst is the Director of Programs for the Police Sector Council. She is responsible for identifying key strategic Human Resources management issues and solutions for Canada's policing community. This involves developing strategies and directing research efforts and outcomes to build awareness and interest in sector stakeholders to coordinate their various HR activities and build rigorous and effective competency-based Human Resource Management for the industry.

She holds an Industrial & Organizational Psychology Master of Arts degree and has over 15 years experience consulting in the areas of Organizational Development and Strategic Human Resource Systems Development for both private and public sector organizations.

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Dr. William Norris is branch chief of the Training Research Branch (TRB) at the FLETC, and is responsible for identifying and developing innovative methodologies that impact law enforcement training. Norris is a subject matter expert in the area of human performance in law enforcement activities, developed the PEB2002 fitness guidelines, established an extensive database of fitness scores, and published numerous journal articles and a textbook. He is a certified Health/Fitness Director and Exercise Specialist through the American College of Sports Medicine.

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Joanne sits on numerous national committees in the Public Safety and policing domain. The focus of this committee work is directed towards the advancement of learning, training, development and research in the public safety sector.

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## NORBERT UNGER

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Norbert Unger joined the police services in Germany in 1971. Until 1983 he served in several functions with the state police service of Hesse. From 1983 until 1985 he trained and qualified to become a senior police officer. In 1986 he joined the Federal Criminal Police service at the Bundeskriminalamt (BKA), and served from 1986 until 1997 in several functions including drug-enforcement, training and research and counterterrorism. From 1997 to 2003 he became BKA official spokesman. From 2003 until 2005 he was in charge of investigations concerning computer crimes. Since 2005 Mr. Unger is head of the Training Centre of the BKA.

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