

Training Design

The Law Enforcement Basic Training Academy is based on an “Outcome Based” curriculum model. In this design model, predetermined performance outcomes help create the structure, content, sequence and assessment of the basic training academy curriculum. These performance outcomes are identified by the most current Job Task Analysis for Entry Level Officers in the Commonwealth of Kentucky. Thus, the training program has many different areas which are designed to teach incoming officers how to perform the job related tasks of a Kentucky law enforcement officer.

Instructional Techniques

The Basic Training Academy utilizes several different instructional techniques and strategies throughout the academy to assist officers in learning the knowledge and skills needed to perform their job effectively. Some of the instructional techniques used to train recruits in the many areas of basic training include:

Facilitation: Students are guided by the instructor and given resources to reach an identified learning outcome. In this process, students take the responsibility for learning what is needed.

Lecture: A verbal presentation of information given by the instructor to the student usually in a formal classroom setting.

Demonstration: The instructor models for students how to perform a set of skills while giving them detailed instructions on the steps being shown.

Practice: Students are explained and/or shown a particular task/skill by an instructor and then practice with or without the guidance of an instructor.

Guided Discussion: A topic is presented to multiple students and there is an exchange of information and ideas between members of the group.

Role Playing: Instructor and/or students take on the role of another person to see what it is like to be and/or interact with that person.

Simulation: Students are put in an environment and/or situation that are intended to imitate real life circumstances.

Problem-Based Learning: A problem is presented in which students must analyze and identify solutions using a structured problem solving process.

Collaborative Learning: Students are placed in groups and work together to reach an identified learning outcome.

Case Study: A series of facts is presented to the student and/or group of students in order to analyze the facts and make decisions and/or determinations.

Online Learning: Students are provided with information and or learning events using a computer.

Assessments

Recruits are assessed throughout the academy and in many various ways. Recruits assessments are used to obtain information about the recruits knowledge, skills and attitudes. The types of assessments used by the Basic Training Academy include the following:

Diagnostic Assessments: These assessments (e.g., pretests, PT maximums, etc.) are done prior to a learning event and are used to determine the current level of knowledge and skills of the recruit officer in order to identify learning improvements and make necessary training adjustments.

Formative Assessments: These assessments (e.g., quizzes, assignments, practice sessions etc.) are used throughout the academy to provide the instructor and student with information about current levels of knowledge and skills. Recruits attending the academy are instructed in many areas and are responsible for completing assignments prior to, during and after class periods.

Summative Assessments: These assessments (e.g., final exams, qualifications, etc.) are used to measure final levels of knowledge and skills and determine passing of a particular training area. In order to successfully complete training, recruits are tested in various areas and must pass all required examinations including academic, practical and skills tests.

Reaction Assessments: These assessments (e.g., student critiques, interviews etc.) are used to gain information about recruits observations and perceptions about the training experience and are given throughout the academy.

Key terms used in the academy for assessments

Practical Applications: Training involving a portion of a technique or focused on one specific component of an area of instruction; generally does not involve formal critiques

Practical Assessments: Scenario training involving simulated situations officers face during the course of their law enforcement duties; a formal critique of the application of techniques is conducted.

Practical Examinations: These may be academic or skills related exams that are graded and a numerical or a pass/fail designation is given.