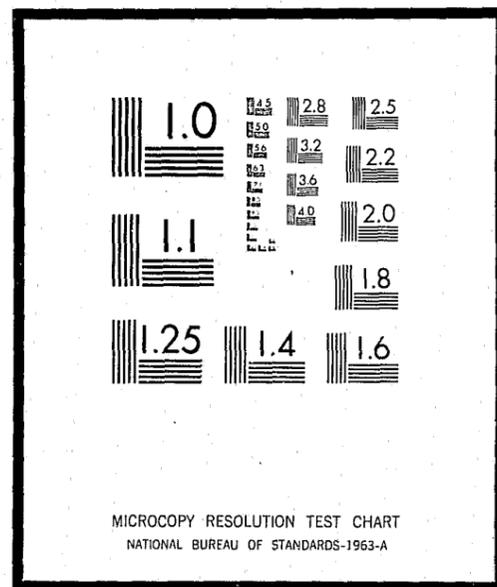


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PROBATIONER TRAINING

REPORT OF A WORKING PARTY OF THE
POLICE ADVISORY BOARD FOR SCOTLAND

EDINBURGH/1973

SCOTTISH HOME AND HEALTH DEPARTMENT

PROBATIONER TRAINING

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REPORT OF A WORKING PARTY OF THE
POLICE ADVISORY BOARD FOR SCOTLAND

EDINBURGH/1973

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Membership

Mr W. M. Smith (Chairman)	Her Majesty's Inspector of Constabulary
Sir Henry Wood	Formerly Principal of Jordanhill College of Education.
Mr J. R. Little	Chief Constable, City of Dundee Police.
Mr J. H. Orr	Chief Constable, Lothians & Peebles Constabulary
Mr R Bell	Chief Superintendent, Aberdeen City Police.
Mr A.Morrison	Chief Superintendent, City of Glasgow Police. Until 1 September 1973, Superintendent in charge of training.
Mr D. Wilson	Secretary, Scottish Police Federation
Mr E. F. Thompkins	Her Majesty's Inspector of Schools.
Mr J. Taylor	Scottish Home & Health Department. Until July 1973
Mr A. Rhind	Scottish Home & Health Department. From August 1973
Mr J. R. Cubberley	Scottish Home & Health Department. Until January 1973
Mr A. W. Wallace (Secretary)	Scottish Home & Health Department. Until May 1973
Mr D. J. Crawley (Secretary)	Scottish Home & Health Department. From May 1973.
ASSESSOR	
Col R. C. Robertson-Macleod	Commandant of the Scottish Police College.

Sub - group on material to be taught

At its 3rd meeting, the Working Party appointed a sub-group on material to be taught, by which much of the detailed work forming the basis of this Report and its appendices was done. Members of the sub-group were:

C/Supt. M. McIntosh (Chairman)	Staff Officer, HM Inspectorate of Constabulary
C/Supt. R. Clancy	Deputy Commandant, Scottish Police College.
Supt. W. Moodie	Director of Junior Training, Scottish Police College.
C/Supt. A. Morrison	Until 1 September 1973, Superintendent in charge of training, City of Glasgow Police.
C/Insp. W. Watson	Force Training Officer, City of Edinburgh Police.
C/Insp. A. Elmslie	Force Training Officer, City of Aberdeen Police.
C/Insp. A. Robertson	Force Training Officer, City of Dundee Police.
Mr. A. W. Wallace (Secretary)	Scottish Home and Health Department Until May 1973
Mr D. J. Crawley (Secretary)	Scottish Home and Health Department, From May 1973

Chapter 1/ Introductory

Terms of Reference

1.1 The Working Party on Probationer Training was set up by the Police Advisory Board for Scotland at its meeting in June 1972 with the following remit:

'To examine the training needs of probationer policemen in Scotland'.

The Working Party's first meeting was held on 15 December 1972 and, in all, we have had six meetings.

Membership

1.2 The Working Party has attempted to amalgamate the experience of serving members of the police, some of them closely connected with police training, with the wider educational experience of civilian experts who have been able to look critically at police training from an independent standpoint. The broad educational approach was important because we agreed early in our deliberations that the increasingly difficult role played by the policeman in the community meant that his training should concentrate more on the wider educational and social skills than formerly and we feel that the non-police element on the Working Party has been of great value in showing us how this should be done.

Existing System in Scotland

1.3 At present, probationer training in Scotland lasts for 2 years and consists of two elements; formal training carried out centrally at the Scottish Police College, and informal on-the-job training and courses on local legislation and procedures in the separate forces. New recruits immediately attend an elementary course of only four weeks at the College, which is designed to give basic instruction to equip them to undertake routine beat duties before going to their local forces. However, as much of the time on this course is taken up by administration, physical exercise and drill, the time available for instruction is strictly limited. Once in their own forces, new recruits attend some local courses dealing with local legislation and police practice and other topics which may include war duties, driving or activities peculiar to certain local forces, such as mountain rescue. The main emphasis at this level, however, is on informal on-the-job training by carrying out beat duties in the company, initially at least, of an experienced police constable. All probationers learn, to some degree, about the work of the various specialist branches in the police service and in some forces they will serve for short periods in some of them on attachment. After a period of about 11 months, they return to the Police College for their main period of training, lasting for 12 weeks, after which they return to their local forces for the remainder of their probationary period. During their 12 weeks at the College, probationers receive extensive instruction in criminal and road traffic law as well as in general subjects such as giving evidence. The format involves classroom instruction interspersed with practical exercises, physical training and drill. To a greater extent than in the first short course, the instruction from College staff, who are all serving police officers, is supplemented by talks from visiting lecturers on general subjects affecting the police. Whereas in the first course, there are two written examinations, in the second, there is only one formal examination which is taken at the end of the course.

The need for change

1.4 We would say at the outset that there is much of great value in the present system of

training. Those most closely involved with it have been responsive to new developments in the duties the police require to fulfil and have adopted more modern methods of teaching. The College tries to encourage student participation and has begun to move away from the 'talk and chalk' type of instruction. Considerable use is made of visual aids, such as overhead projectors and closed circuit television and the College can make video tape recordings for its own training purposes. The curriculum also includes practical exercises designed to help students apply their theoretical knowledge.

1.5 However, while we can only applaud such developments, we feel that the time has come to apply them much more systematically. The context in which training problems in Scotland have to be seen must take into account results of reducing the number of police forces in Scotland in 1975. We have therefore felt it necessary to consider carefully how training responsibilities can be re-distributed between the College and the regions.

1.6 In many respects criticism of the present system of probationer training has been justified. We have noted how the role of the constable has developed over the years and we have been concerned that present day training, however good in itself, is not sufficient to meet the demands made on him. Its content is not based on any modern assessment of his role; he learns far too much about the details of statute law and far too little about how in practice to enforce its provisions. The present courses at the College do little to stimulate his awareness of his social responsibilities at a time when public hostility towards the police may be fired by the slightest insensitive action. Now that a police constable may so easily find himself trying to restrain a crowd of abusive picketers, having to summons a speeding motorist or to act against drug taking amongst the young, it is most important that he should not only realise the extent of his powers but also understand the motivations of these otherwise law abiding people and relate his duties to his positive social role. Otherwise the policeman is likely to develop into a solitary and embattled enforcer of the law without an understanding of the society in which he works.

Chapter 2/The objectives of probationer training

2.1 With the considerations set out in the last section in mind, the Working Party realised that the wider modern role of the constable required a fundamental change in the approach to training. Our overall objective was to devise a co-ordinated system of training which would extend over the whole of the probationary period and which would help the constable to continue educating himself professionally. In this, the Scottish Police College is to be seen as providing the theoretical and practical ground work which should be extended by experience, by inter-related and progressive local training undertaken by the parent force and by private study. We also intend that training in the future will pay more attention to the broader education of policemen than at present.

2.2 The Working Party was greatly assisted in formulating its objectives and setting about its work by the Alderson Report on probationer training in the Metropolitan Police, which was presented in 1969, and also by the work of the Home Office Working Party whose conclusions have now been put into operation in England and Wales. The former report set out some most valuable principles which we have adopted and the latter provided us with the fruits of a great deal of intensive research which have been invaluable to us.

2.3 It may be helpful to summarise the essentials of the Alderson Report. Primarily, practical and theoretical training should be interweaved, partly to ensure that recruits see the relevance of their training to their normal duties and partly to relieve the intensity of their initial training, which for many older recruits might be their first experience of formal education for many years. Secondly, a fairly lengthy period of training is required before a probationer constable goes on the beat if he is successfully to carry out his duties there; and for the same reason, he should receive continuation training throughout his probationary period. Thirdly, he should be brought to appreciate all aspects of police work by means of short courses and attachments to branches specialising in particular aspects of police work. Fourthly, it is important for the initial training course to include studies designed to educate probationers about the role of policemen in society. An example of the type of problem which should be considered which was of particular relevance to the Metropolitan Police, was race relations. Special social problems of particular relevance in Scotland which should be discussed might be alcoholism and football hooliganism. Lastly, the Alderson Working Party maintained that probationers should be taught to drive and should receive instruction in the use of technical equipment.

2.4 With some reservations, we adopted these principles as a necessary part of achieving the overall objectives of training. To determine more exactly what was required we prepared, in consultation with the Chief Constables of Scotland, a job specification for a uniformed police constable which helped us to define more precisely the training needs. (Appendix A).

2.5 The general aim should be to produce competent police constables; the constable should have a thorough theoretical knowledge of police procedure and of as much of the law as is required for his duties. He should be able to apply this knowledge adequately in practice; he must be able not only to use the correct procedures in identifiable situations, but to grasp the salient features of the often confused situations found in real life and to apply the relevant laws and procedures. He should be able to exercise his considerable area of discretion on, for example, whether or not to report an offence for proceedings. He should also be able to com-

communicate easily and confidently with members of the public; and he should be able to express himself clearly and accurately on paper when preparing reports, especially those for the Procurator Fiscal, and orally, in particular when in court. He should be aware of the role of the police in society and should know of the agencies whose resources are available to him for dealing with human problems. Additionally, he should of course be able to use the technical equipment operated by the modern policeman and he should be physically fit and trained in the physical skills required by his work. When he is at work in his force, he should understand the relevance of his own activity to police work as a whole and he must have a thorough knowledge of the nature of the police station and beat area where he will be working after his probation. The long term objective of probationer training should be to provide a basis for the development of a constable's knowledge both formally and informally throughout his career.

Chapter 3/ Structure of probationer training

3.1 The Working Party visualises within the two year period of probation a number of clear divisions into which training should fall, in order that it should develop coherently and that a constable should know as much as is required of him at each stage. We have kept in mind the need to have a balance between theory, practical exercises and on-the-job training and we have also been conscious of the need to construct a programme which will not make undue demands on the resources of individual police forces or disrupt the normal policing of an area, and which will not make unreasonable demands on the resources of a central college. We should emphasise that we feel it essential for probationer constables to be regarded clearly as being in training during the whole of their probation and not to be treated as fully trained policemen. Naturally, this must be qualified by the fact that the ability of each probationer to take responsibility in more difficult situations will vary from individual to individual and by the exigencies of the service from time to time.

Induction Training

3.2 We recommend that each probationer on appointment should attend an induction course operated by his own force lasting approximately one week, and we attach at Appendix B a list of topics we recommend this course should include. We recognise that while larger forces will find it easy to organise a course of this length, smaller forces may face difficulties because they do not have sufficient recruits to make a week long course practicable, except at fairly infrequent intervals. Since it is inadvisable to defer appointments we accept that it will be necessary for these forces to adapt this course to their own requirements but we do think that all the matters contained in Appendix B should be covered before formal training begins.

Basic Course — Central

3.3 The probationer should attend an initial formal training course at the Scottish Police College at Tulliallan which will last for 8 weeks. The length of this basic course was determined by the tuition required to make the probationer on return to his force capable of operating under the general supervision of a senior constable. The present 4 weeks course is regarded by students and staff alike as too short even for an introduction to police work and we have taken this opportunity to make the course more meaningful. The syllabus has also been made less crowded to allow the probationer more time to develop extra curricula social, recreational and educational activities. The programme we have prepared for this course is based on 50 minute periods of tuition and assumes that the College will continue to operate a 5 day working week. Its content is discussed in the following chapter and in Appendix C.

3.4 One reason for establishing the present, shorter four week initial course at the Scottish Police College was the wastage of probationers between the first and second course. However, the number of such resignations has recently fallen to about 2 per cent of the intake, consequently lessening the economic arguments which might, in the final analysis, have to be balanced against what we see as the good educational arguments for having a longer initial course. Moreover, we believe that a longer and more relevant course which contributes to a probationer's understanding of his duties and role will encourage him to stay in the service.

Force Training

3.5 We do not feel that formal training should be in any sense confined to the College and

we recommend that force procedure courses should continue to be held. Immediately after the probationer returns from his basic course at the College, he should attend a continuous course at a force training centre which should be not less than two weeks in length and may well need to be three. The programme is a matter for chief constables to decide, bearing in mind that slightly less training than at present is to be given centrally, but we attach a syllabus of all the subjects we think should be included (Appendix E) in which the emphasis is on local legislation, procedures and skills.

3.6 In addition some of the local training syllabus should be dealt with on a day-release basis, once a week to a force training officer, which would enable the training department to maintain contact with probationers, to make an independent assessment of their progress and to undertake remedial training to correct any weaknesses discovered. The main purpose of this regular session with a training officer should be to review and discuss a scheme of assignments which the constable should undertake by studying at home during the whole period of his probation spent with his own force. It may be valuable to use programmed learning text books in this connection. In some forces where communication is difficult a section sergeant may be given responsibility for tutoring a number of probationers. In some very large forces sessions may be conducted by divisional training officers on behalf of the force training department.

Assignment Training

3.7 Assignment training is a method of organising a programme of study of legislation and procedure into blocks of work which should be carried out by the individual officer and then brought back to the field training officer to be discussed. The programme of assignments would be decided upon by the force training department and would be set and supervised by field training sergeants,* who would of course keep in touch with the training departments on the progress of their probationers. The time each assignment should take and the actual content of the course should be a matter for training officers to decide, taking into account the need for their programmes to complement the programmes of the central courses, but we recommend that the Sub-Group on Material to be Taught, of this Working Party, should be continued in being to prepare a general scheme for assignment training which should be circulated to training officers as a guide.

3.8 Between the basic central course and the advanced course we recommend that there should be one training day per week during the assignment programme which should last for only 20 weeks in order to allow it to be fitted in with holidays and sickness, the busy summer period, night shift working and the block release course recommended above. We would expect the training day to include a review of work done in the previous week by objective testing and group discussion possibly led by a practical officer working in the field under consideration and to allow some time for preparation and research connected with the following week's work.

Operational Training and Experience

3.9 The principal objects of the probationer's first period with his force after the basic training and force procedure courses should be to give him practical experience of police work. For not less than one month, depending on his calibre, he should patrol a beat accompanied by a selected constable and under his direct guidance; and should be given wide experience of situations involving the practical application of matters learnt during the first stage of formal training. Individual supervision of probationers after this time should not be necessary, but they should always be closely supervised by section sergeants throughout their probation. To ensure the widest possible experience after their first month, probationers should be rotated through a number of beats, each of which would provide experience in different aspects of police work; this would have the advantage of ensuring that a probationer worked alongside a number of constables with differing experience and knowledge. During this period, special attention should be paid to developing his confidence in handling the public. It will also be important for him to learn in detail the characteristics of the division or area to which he is assigned, to gain knowledge of local crime patterns and local criminals and to discover the assistance he can obtain from other services and organisations, for example the fire service and statutory and voluntary social work organisations. In expressing these views, we recognise that although probationers should always ideally be placed in a position where they will gain most

experience, the requirements of efficient policing must take precedence over training requirements and to concentrate an undue number of probationers in any one area would be undesirable.

Advanced Course — Central

3.10 We recommend that the probationer should attend a further course at the Scottish Police College during his second year of probation, lasting for six weeks. The syllabus for this course is discussed in the following chapter.

Force Training — Second Period

3.11 Between the end of the second central course and the end of the probation period, the constable should continue with his scheme of study; we recommend that there should be a further 20 week programme of more demanding assignments allied, as before, with a weekly training day during which at this stage it would be useful to hold talks and discussions on relevant police and welfare problems and to introduce the probationer to the various services and agencies with which he will have to deal. The probation course should be completed by an examination similar to the present promotion examination to ensure probationers have an incentive to maintain their efforts to the end.

Visits to Specialist Departments

3.12 Force training at this stage should include visits to specialist departments. We understand that some forces arrange periods of attachment as part of probationer training but the general experience is that such attachments do not serve any useful purpose and cause great inconvenience to the specialist departments concerned. In consequence, we recommend shorter visits which should have the object of teaching the probationer about the work of the specialist, but some Chief Constables may continue to prefer periods of attachment.

Organisation of Central Courses

3.13 It will be apparent from the structure of probationer training already outlined that the Working Party considers that the Scottish Police College has a role of fundamental importance to play. During our discussions we were presented with a report prepared by the sub-committee on training of the working party on police organisation in the proposed Strathclyde region which made the revolutionary proposal to abolish central training for probationers and to have all probationary training carried out by the regional forces. The report was strongly critical of the present syllabus at the College, suggesting that it dealt too much with legislation and procedures which were irrelevant to the probationary constable. It felt the course was a compromise one including many subjects which were not relevant to all areas and teaching procedures which had to be re-taught locally, causing confusion in the mind of the probationer. Other arguments for decentralising training lay in the differences of local legislation, the difficulty of persuading good instructors to move house in order to be able to teach at the central college and the saving in cost which would be gained if there were regional colleges attended by probationers living at home who would travel in daily. The writers of the report also wished to see more space at the central college given over to the training of supervisory ranks.

3.14 With one dissentient voice, who was himself a signatory of the Strathclyde report, the Working Party rejected this proposal and accordingly we recommend that the training of probationers should be undertaken as outlined at the Scottish Police College. We appreciated many of the criticisms of the present system put forward in the Strathclyde report but we did not think that decentralised training would improve the position, while it could have dangers. Several of the criticisms and suggested remedies had already been recorded in our minutes. For instance, we strongly believe that more emphasis should be given to practical application of police work, that special legislation only or mainly relevant in certain areas should be taught in those areas, not centrally, and that much more than at present, the teaching of local legislation and procedures should be left to local forces. But we also believe there are important positive arguments for keeping probationer training at Tulliallan. The College is vital in fostering a common attitude throughout the Scottish Police Service, it contributes to its prestige and helps to develop a common feeling of pride. It provides equipment and recreational facilities which would be extremely difficult to build up elsewhere and it

* (see para. 3.17 below)

has in fact no difficulty in recruiting instructors at present, whereas instructors might be deterred from travelling daily to regional centres. Moreover, the really good instructors of whom there are all too few, would be dispersed all over the country. We agreed that residential training provided at the College was more effective than that which could be provided by a regional centre relying on daily attendance only: the studies of many students would almost certainly suffer because they would have to spend long periods travelling. Moreover, a central college is essential for teaching the social skills, general education and attitudes which need to be common to all Scottish policemen for the good of the public and of the service. We would recommend that, if there is indeed a need for a great deal more senior training, the remedy is to secure more accommodation for that purpose rather than to destroy the concept of centralised probationer training which has made such an important contribution to the Scottish Police in the past 25 years.

Organisation at Force Level

3.15 We recognise that the extra commitments we are recommending for each force will require special organisation. Adequate facilities for instruction and discussion at force level and, in the larger forces, at divisional level, may have to be provided.

Experienced Constables

3.16 We have recommended above that the probationer should be attached for his first month of beat duty to an experienced constable. His influence on the probationer will undoubtedly be important and we feel such constables should be selected carefully and regard paid to their general attitude to the police service and their practical experience of the work. They should of course have at least two years service.

Field Training Officers

3.17 We are very much aware that the future size of regional forces will mean that there will be a substantial number of probationers in each force at any one time and a number of experienced constables will be involved in guiding them. We also feel it is important that force training departments should be able to exercise direct supervision over day to day training, in addition to the normal supervision of probationers carried out by their operational superiors. Accordingly we recommend the appointment of part time or full time field training officers, at sergeant level, who would be directly responsible to the force training officer for keeping watch over probationers' progress in their on-the-job training, for arranging attachments and for arranging and supervising the force training programme and home study assignments. They would work in close collaboration with divisional supervisory officers but the direct responsibility for supervising and helping probationers in their operational work will remain with the section sergeant. A job description of a field training sergeant is attached as Appendix F.

Progress Reports

3.18 Reports should be made on probationers' progress throughout their probation as a normal part of the recommended staff appraisal scheme which has special provision for reporting on probationers. A brief report at the end of the one month period of supervision by an experienced constable should be included in this process, and the training officers should also consult at frequent intervals with these constables.

Co-Ordination and Development of Central and Local Training

3.19 In consequence of our work we are convinced of the need for machinery to ensure a continuing review of the training requirements of the Scottish police forces at force and college level, to make recommendations regarding equipment, accommodation, staffing, any syllabus alterations and to foster the development of educational aids such as programmed learning. To this end we recommend that a sub-committee be appointed on the lines of the Sub-Group of training officers who have been of such service to L.P. Since after reorganisation there will be only eight police forces, the committee should consist of the training officers for each force, two officers from the College and be chaired by a Staff Officer from the Inspectorate. This Committee should meet not less than twice a year and should forward its suggestions and recommendations to the College Committee.

Chapter 4/The content of probationer training

4.1 The Working Party considered that an important part of its function was to establish a syllabus in some detail so that it could determine the emphasis to be placed on particular subjects, the length of time in which they should be taught and the most effective manner of teaching. To this end, we sought comments from all Chief Constables and we established a sub-committee of training officers representing the North, East, South-East and West of the country, together with the Deputy Commandant and Director of Junior Training from the Scottish Police College and a Staff Officer of the Inspectorate. These training officers undertook a most valuable and intensive study of various aspects of the syllabi and made recommendations to the Working Party which have been invaluable. Their final recommendations are summarised in the appendices to this report. Appendix B gives the detail of the material to be taught during the induction course; Appendix C covers the first central training course, Appendix D the second, and Appendix E sets out the essential material for a formal course of force procedure training.

4.2 The basic principle we have kept clearly in mind when considering the material to be taught is its relevance to the functions of the constable on the job. By emphasis on exercises illustrating the application of theory in practice we have tried to prepare the probationer for the situations he is likely to encounter rather than imparting knowledge of sections of the criminal law of little relevance. We feel that the universal introduction of pocket radio has radically changed the priorities for training a constable because he can speedily obtain advice on complicated matters. On the other hand, many incidents require immediate action which he must be able to undertake on his own initiative and we strongly recommend that tuition should be aimed at making the constable understand and be able to act in such situations. Obviously this cannot be done without reference to the criminal law, but we do not feel that a verbatim knowledge of the provisions of statutes should any longer be an object of training.

Content of Basic Course

4.3 The first part of formal training should, we think, concentrate on basic beat duties. The probationer should be introduced carefully to his strange new role and it is at this stage that we feel instruction should be given to him on the role of the police in the community. Apart from this, the emphasis should be on procedures, techniques and skills. We have tried to spare the student from too much theory and what has been included should always be illustrated by practical exercises. It is most important that he should leave this course knowing the powers he has and the action he will need to take in the initial stages of any common incident. There is therefore much more emphasis on common street offences than on the details of more complicated crimes, which are considered during the second course. To some matters which the constable may encounter, such as betting and gaming, we have allotted only one period because we feel that a brief introduction will adequately serve the purpose for the first stage of training. Some weighting is still given to physical skills and recreation and this will allow the student relief from classroom instruction and practical work.

Content of Advanced Course

4.4 By the end of his probation period, the probationer should have sufficient legislative and other theoretical knowledge to be a competent constable, and he should be able to apply his knowledge, and develop it in the light of changes in procedure and legislation. The advanced course provides an opportunity for the student to revise in the light of his individual experience

the essentials taught during the first course. Certain of the subjects taught then, such as road traffic legislation or rules of evidence should now be taught in more depth; and certain matters not covered, such as common law crimes, should be taught fully. While it is inevitable that a greater proportion of this course will be given up to classroom instruction in theory and law, the extent to which this is necessary will depend partly on how much the constable is able to learn during his force training by means of study assignments. However, practical exercises have, where possible, been included and some part of the time should be spent on physical exercise.

Contents of Force Training

4.5 Early in our discussions, we decided that a proportion of training could be performed more effectively at force level. Some subjects such as force procedure have to be taught locally as they always have been; whilst others presently taught at the College, such as road accident reporting, would benefit from being taught locally where the practical application is more immediate; other subjects more relevant in some areas than others, e.g. poaching, betting and gaming and shipping offences. It is true that after 1975 the distinction between city and county forces will be erased and that it will be more difficult to argue that certain matters are relevant to only one type of force; but the importance attached to these subjects is essentially a decision determined by local conditions and consequently a matter for force rather than central training which should concentrate on the basics essential to all policemen. We are conscious that the very diversity of the areas making up some of the proposed regional forces will raise problems of difference of knowledge, techniques and procedures for different parts of the area and may require special training considerations.

Study Assignments

4.6 We feel that study assignments during force training should be used to enlarge the constable's background knowledge of legislation and other matters as a supplement to the tuition during his formal courses. In some instances, as with subjects such as betting and gaming legislation, the study course should be a preparation for instruction during the second central course.

Particular Skills

4.7 The Working Party examined in detail certain of the skills which were represented as being of special importance in police operations.

Communication by Written and Spoken English

4.8 We accepted that the constable should be practised in the basic skills of communication. The question whether time should specifically be set aside for such matters as written and spoken English was less easy to decide. The standard entrance examination does a great deal to weed out the less able at English and since we are recommending a large number of practical exercises which will require the writing of reports, we decided that it will be possible to check on and improve the probationers' written English, in the normal course at training. It would be very difficult to include an English language course in the College curriculum because, to be of any value, it would take up a great deal of time. We recommend, however, that regard be paid to a constable's ability in English by College instructors and by his supervisors throughout his probation; where necessary, students should be encouraged to improve their standard by private study.

4.9 We recommend also that a similar approach be made to spoken English. The many practical exercises will involve instruction in speaking and each student should be encouraged to speak in front of the class.

Social Role of the Policeman

4.10 In our view the social role of the policeman has become so important as to require special attention. It is essential for the probationer to understand the purpose of policing and the importance of being able to communicate adequately with members of the public and of understanding their point of view. Policemen act in many ways as an initial social service and they

should realise how valuable their help can often be and should be aware how they can channel aid from the appropriate agencies to people in need. Eleven periods of instruction on these matters have been included in the first stage of training and further instruction and advice on relations with the public will be built into the tuition on other subjects in both courses.

Public Order

4.11 The maintenance of public order is an increasingly critical function of the police and we feel that the probationer should receive careful advice on how to deal with public order situations, for small mistakes by individuals in this area may lead to serious damage to the police reputation. Accordingly, two periods on crowd control are included in the syllabus for the initial course and six periods in all aspects of public order in the second course. It may be that this basic instruction will, in the light of a particular situation, require amplification at force level.

Reporting

4.12 It is not considered that report writing techniques should be taught centrally mainly because there is too much variation in the forms used by each force to make this worthwhile and central instruction would serve only to confuse the probationer. However, it is important that the student should acquire an appreciation of the essentials which are needed to make up a report of an incident since it is a record of police action and an understanding of the basic requirements is desirable for practical exercises. For these purposes the College should adopt a basic standard form for reports, making it clear that this will generally not be followed by individual forces. Accuracy, clarity and fluency in oral reporting is equally as important and instructors will no doubt pay attention to this: but report writing in our view is ultimately most suitable for force instruction.

Use of Technical Equipment

4.13 We have recommended that the use of technical equipment, e.g. pocket radio and dictating machines, should normally be taught locally because of the range of different models and different procedures. It would be helpful, however, if probationers had some idea of using dictating machines before they start their first period of in-service training and we recommend that two periods should be set aside at the College for this purpose. The College should be equipped with a reasonable range of machines, which should be fully used by students during practical exercises. Some basic tuition on radio equipment will also be given for the purpose of College exercises although, as with report writing, variations in force procedures require that responsibility for instruction must be on the force.

Driving

4.14 It was represented to the Working Party that all police officers should be able to drive. We ascertained that a large proportion of probationers have driving licences when they are appointed, others learn to drive on their own initiative and some constables are taught by their forces. In these circumstances we recommend that if driving instruction is necessary it should be given at force level and if a special qualification for driving police cars is required, the driving division of the College provides a two weeks standard driving course.

First Aid

4.15 A police constable is frequently the first person in authority to arrive at the scene of an accident and should therefore be able to administer first aid. In the new syllabus prepared for England and Wales an eleven period course has been included to cover elementary first aid, made up in consultation with the St. John's Ambulance Association. It is a shortened version of their elementary course. We recommend that a similar course be prepared with the help of the St Andrew's Ambulance Association for inclusion in the Basic Course here. We expect it will require twelve periods because some instruction on the treatment and handling of common fractures should be included for the benefit of those in rural areas where ambulances will not be available very quickly.

Drill

4.16 The amount of time which is at present devoted to drill and inspection is disproportionately great. It has become an object in itself and the passing out parade has been given undue priority. A measure of drill serves a useful function in teaching a recruit the need to hold himself properly, walk smartly and march in formation with his colleagues. It accustoms him to the different kind of bearing which is required when wearing a uniform. Moreover, a passing out parade gives an objective at which to aim and is also a good occasion on which to involve parents in their son's difficult career and to give a feeling of pride in the service. We accordingly recommend that there should be one period a week of drill which should culminate in a simplified passing out parade at the end of the first formal training course. One argument for spending a good deal of time on drill has been the need for teaching traffic control but we feel that such tuition can better be covered by periods specifically given over to that purpose and by force training.

Police Holds

4.17 The policeman is from time to time faced with situations in which he must act swiftly to immobilise a criminal and it is therefore essential that he should continue to be taught some effective police holds. As a lengthy and complicated programme of holds is extremely difficult to master without constant practice, we consider that a few basic holds should be practised to a high degree of efficiency which should be sufficient for use in ordinary situations. Two periods are set aside for this during the basic course and we recommend that probationers should be given practice and instruction during force training. The Working Party saw a demonstration of the police holds in use now and of the new ones which are to be taught at English police training centres. However, we did not feel we had the appropriate expertise to determine, without very detailed consideration, what holds are most suitable for teaching and we recommend that the sub-committee of training officers should consult with experts at the College and in the forces to determine which holds should be taught and to prepare a pamphlet on them for general use.

Swimming

4.18 Swimming is an excellent and enjoyable fitness exercise and can be important for the constable in some emergency situations. We therefore recommend that he should be taught to swim, should complete a basic course in life saving and should be encouraged to take the various awards of the Royal Life Saving Society. Again, we hope that central training will be supplemented by regular force practice.

Physical Training and Recreation

4.19 We have considered the value of physical training as taught at present at the Scottish Police College and we think that it lacks definite purpose. The object of physical training should be to educate the man in how to become fit and remain so. The object of recreational periods should be to allow students to take part in the sports that most interest them. Some will no doubt wish to play in traditional team games, or take cross-country runs, but others may be interested in different sports. We feel that these periods and some of the free time at the College provide an opportunity for a man to learn a sport which will be useful to him after his probationary period.

Chapter 5/Teaching the probationer

Principle

5.1 We recognise that our approach to training is dependent upon a substantial revision of teaching methods. Probationer training, in our view, should involve constant participation by the student at all stages because he will always require to use his own initiative if he is to be a competent police constable and the teaching methods used should allow for this. We are also aware that recruits to the service cover a very broad spectrum of intelligence and we hope the College will take this into account in devising flexible methods of instruction. For instance, more able students may wish to pursue extra studies on their own account and they should be given time and opportunity to do this. On the other hand, our more practical approach to instruction will, we are sure, make the courses easier to assimilate for those older recruits who have long left formal schooling behind them; academic competence alone will not always result in any significant difference in performance on this type of course.

TEACHING METHODS

Classroom Instruction

5.2 Instruction in the class will still play a vital role in training as the need to acquire a good deal of theoretical knowledge remains inescapable. Wherever possible it should be lightened and made more understandable by the use of visual aids, demonstration and description of practical examples, discussions and question and answer sessions and by using duplicated material for retention by the student.

Visual Aids

5.3 We intend that instruction should rely much more on visual aids of every type than hitherto. Some excellent films have been prepared of different aspects of police work — such as drugs control — and these should be used wherever possible. Slides are fairly easy to prepare and can be most valuable in demonstrating aspects of instruction. We are also strongly in favour of using closed-circuit television wherever this is suitable because films for use with it are relatively cheap and easy to produce with quite basic equipment and are a most effective means of teaching knowledge which has to be repeated in order for it to be learned. CCTV films, being locally produced, have the advantage of being a much more flexible medium than centrally produced films for use with a normal projector. It is essential however that the films should be of a high quality in order to sustain interest and therefore specialists in preparing this type of material and technicians skilled in operating the equipment should be employed.

Practical Exercises

5.4 A very large part of the proposed syllabus will involve practical exercises in which situations will be set up for the student to deal with and report on. By this means he should be more prepared for these situations, will develop communication skills and will be more able to work closely with his colleagues.

Private Study and Assignment Training

5.5 Since a police constable should be able to act on his own initiative, he should be encouraged to think for himself and train himself. This will be achieved if he learns when at

the College to refer to textbooks and to research for himself and we suggest that there should be several periods in the week where each student will study in a library. The objects of these periods should be review of what has already been taught, research and preparation for the next periods by means of assignments done either individually or in groups. Some of these periods may also be used for tutorial and counselling sessions. When he returns to his force, much of his training should be by his own personal studies. Wherever possible, instruction at force level should be given in small tutorial groups rather than by class instruction so that individuals can raise problems encountered in their own studies, and this concept of personal study should be extended and co-ordinated by the use of home study assignments which may include programmed learning. There are, we agree, difficulties in expecting constables to spend a great deal of time studying after a full period of duty but this problem can be met by allowing time for private study during the force training day and naturally the man must expect to have to use some of his free time to extend his knowledge in order to further his own career. We feel that careful application to this form of study will help an individual's performance in the examinations at the end of the probation period and that they should be designed to reflect this.

Programmed Learning

5.6 It has been brought to our notice that there are various systems of programmed learning that could be of great value in the co-ordination and control of the private study which it is most desirable a constable should undertake to become efficient and knowledgeable. Programmed learning textbooks would reduce legislation and regulations to an easily digestible printed form and they would also be reasonably adaptable to changes in legislation if constructed on the loose-leaf principle. Such text books could also be made to cover the content of the College courses to help probationers revise their study programmes. In force training, they would not only assist the individual study of officers in remote districts, but would also be invaluable in assisting students who have difficulty with a particular aspect of their work.

5.7 We have been advised that the Scottish Education Department and several Colleges have special knowledge on the preparation of programmed texts and we recommend that they should be consulted and an organisation which deals with this type of work be given the task of preparing a specimen text. If, in the light of this experiment, programmed learning proves to be a useful instrument for police purposes, then a series of such books on particular aspects of law and procedure should be prepared over the next few years.

Examinations

5.8 We recommend that the present type of examination during the basic course should be replaced by objective testing carried out once fortnightly. At the end of the advanced course, there should be an examination combining objective testing and more traditional essay style tests. As we have said, we also believe that there should be a confirmation examination at the end of probation.

INSTRUCTORS

Selection

5.9 Instructors should be selected from officers holding the ranks of sergeant or inspector, as appropriate, or officers qualified for promotion thereto. They should be experienced in police matters, able to express themselves clearly and able to analyse their work. Selection should, as at present, be carried out by the College Committee and we feel that the four weeks course now held at the College for selected applicants is satisfactory and should remain. In addition, we recommend that there should be a further two weeks at a training college for teachers when the officers should receive an intensive introduction to teaching methods and technology. We have been told that Jordanhill College of Education specialises in training teachers for further education and that it would be practicable for them to put on such a course and it therefore seems to us to be the most suitable place. Courses could be organised twice a year and staff in force training departments who have not been through a potential instructors course might with advantage undergo the full six weeks training.

Conditions of Service

5.10 We also considered instructors' conditions of service as we were very much aware of the need to attract good people if College courses are to be taught successfully. The point to which we would most wish to draw attention is that instructors' allowances should be reviewed periodically. Additionally, since instructors are detached from their families, as much consideration as possible should be given to allowing them to take leave during school holiday periods.

Civilian Instructors

5.11 We feel that there would be value in introducing a civilian element into the college teaching staff, if it can be found a useful part to play in the instruction programme. Physical education teachers, as long as they are of a very high quality, might well be civilians and could indeed be employed on secondment from an education authority. In addition, a teacher might be employed if any recruits are found to be specially weak at English.

FACILITIES

5.12 If our recommendations are to be carried out we recognise that facilities will have to be extended and improved. The College view of the ideal staff/student ratio, which we endorse, is that there should be two instructors to every 18 students, and that generally a class should consist of 18 students, which will mean there will have to be more accommodation for the extra staff and for the greater number of classes. To implement the recommendations on personal study, there should be study bedrooms and a good library. To allow development of probationers' extra curricular interests of a social and recreational kind there should be a much better common room and equipment for a wide range of sports. We understand that some developments of this kind are already under consideration.

Resources Centre

5.13 Various types of educational technology are of course already widely used in police training at both force and central level but it is a fast developing area and we feel that it should be examined more systematically to ensure that policemen are taught with the best and most effective methods. Experience in the educational field has shown that having some kind of properly staffed resources centre in a college or school means that equipment is used to its full potential, whereas if it is scattered about in cupboards, under the responsibility of individual teachers or instructors, it is wasted. We therefore recommend that a resources centre should be established at the College to keep and maintain educational equipment and to provide a service for training officers in the forces. The minimum staff should consist of two technicians, one of whom should have experience in graphic writing, and the centre should be headed by a selected Grade I instructor in the final year of his secondment to the College. His job, apart from the organisation and maintenance of teaching aids would be to advise and research into teaching methods and encourage their use, to keep in touch with developments in visual aids and other educational technology and to advise on the extension of the College's equipment. In all of this, he would liaise with the co-ordinating committee of force training officers and College staff, recommended above. (Paragraph 3.19).

Library

5.14 The resources centre might fulfil part of the function of a library or might provide facilities within a library where students can examine or borrow programmed learning text books, instructional tapes and visual material. A library is much needed for the junior section of the College and will be more so when students are expected to spend some part of their day in private study there. Apart from educational material provided by the resources centre, the library should stock books relevant to police work, the usual general selection of reference books and a substantial amount of general reading which could be decided upon in consultation with the librarians of one or two further education colleges.

Chapter 6/Specialist courses

Policewomen Training

6.1 The training of policewomen at present follows the same pattern as the training of policemen. Both are catered for at the Scottish Police College and, in general, they are taught together but some additional training in greater depth is given in subjects which have appeared to be specially relevant to women police. It now seems to us that most of these subjects do not in fact have any special relevance for policewomen. Prostitution and abortion, in which they receive special training, do not constitute even a very light work load for women officers and they do not have a specialist role in dealing with infant deaths although at present they receive separate additional instruction on the subject.

6.2 There is continuing progress towards equality of opportunity and full integration of the male and female branches of the service and therefore women should be taught exactly the same things as their male colleagues. Nevertheless, it is likely that policewomen will continue to have a special role to play in dealing with women and we therefore recommend that, during central training, they should receive two special periods in the care, custody, searching and escorting of female prisoners, one of them instructional and the other practical; and they should also be given a lecture from a gynaecologist. In all other aspects of training, including the one month period of accompaniment by a selected constable as far as general police work is concerned, women should not be given any special treatment.

Refresher Courses

6.3 Having conducted this review of the training of probationary constables, it seemed to us that we could not ignore the needs of those constables who may remain in the rank for a long time and so do not receive any formal training after their probation. Although it goes beyond the precise terms of our remit, we therefore decided that we should give some attention to the question of refresher courses for constables, a matter which was brought to the attention of the Police Advisory Board during the meeting when this Working Party was established, because it was felt that senior constables should be given some help in absorbing the steady flow of new legislation and procedural advice and should have explained to them new policies and current trends of importance. We recommend that each constable should attend a course of not less than two weeks in length, operated by his force at 5, 10, 15 and 20 years service in the rank. Such courses should be designed for men of all lengths of service to attend together and they should consist of a mixture of talks, discussions and group work. Their aim should be to bring the constable up to date with legislation and procedures, with force policy on current matters of importance, with modern police technology and with management techniques.

Further Education for Policemen

6.4 At present, policemen receive some encouragement to go to night school to acquire 'O' grade GCEs and Highers and chief constables will normally agree to adjustment of shifts to accommodate this, but there is no specific aid. They may also take the Scottish Higher National Certificate in Police Studies under the auspices of the Scottish Business Education Council and cadets are allowed day release to study for the Scottish National Certificate in Public Administration. Where possible this privilege should be extended to others and wherever there is an opportunity, chief constables should encourage their men to undergo further education.

Chapter 7/ Summary of recommendations

7.1 Our more important recommendations can be summarised as follows:

a. **Training Arrangements** (*Chapter 3*)

- i. Force and central training should make up a coherent, inter-related system of teaching probationer policemen until confirmation of their appointment.
- ii. Each probationer, on appointment, should attend an induction course operated by his own force, lasting approximately one week. (Para 3.2.)
- iii. Following the induction course, there should be a basic course at the Scottish Police College lasting for eight weeks. (Paras 3.3. and 3.4; see also paragraphs 3.13 and 3.14).
- iv. Immediately probationers return to their force from the basic course, they should attend a course organised by their own forces on legislation and procedures applicable locally, lasting for two/three weeks. (Para 3.5.)
- v. During the following ten months, while the probationer is gaining practical experience, there should be a 20 week study programme. Each week, probationers should attend at a force or divisional training centre for a training day of which a main purpose would be to review and set study assignments. (Paras 3.7 and 3.8).
- vi. Eleven months after the end of the basic course, probationers, properly briefed, should return to the Scottish Police College for an advanced course, lasting six weeks. (Para. 3.10).
- vii. Between the advanced course and the end of probation, there should be a further 20 week programme of study assignments and weekly training days. (Para. 3.11).
- viii. Each probationer should be required by his force to sit a confirmation exam at the end of his probation. (Para. 3.11).
- ix. Each constable will receive practical on-the-job training throughout his probation, except while attending the two central courses and the one force block release course. For his first month on the beat, he should be accompanied by a selected, experienced constable and be under his direct guidance. (Paras. 3.9 and 3.16).
- x. Probationers should visit specialist departments to learn about their work. (Para. 3.12).
- xi. Field Training Officers should be appointed, part time or full time according to the nature of the force, in order to arrange the local study programme and to maintain contact between probationers and the

training department. (Para. 3.17 and Appendix F).

- xii. Regular reports should be made on probationers. (Para. 3.18).
 - xiii. A standing committee of force training officers and College staff should be established to review and advise on the co-ordination of force and central training and other training matters. (Para. 3.19).
- b. **Material to be Taught (Chapter 4)**
- i. We recommend syllabi for adoption by the College for the basic and advanced training courses, and we recommend subjects for inclusion by forces in induction courses and force procedure courses. (Paras. 4.1 to 4.4; Appendices B, C, D and E).
 - ii. More emphasis should be given to force training because any material with local application should be taught at that level. (Para. 4.5.).
 - iii. Substantial emphasis should still be laid upon the practical skills policemen need to acquire, but more time should be given to teaching them and practising them during force training. (Paras. 4.7 to 4.19).
 - iv. The sub-committee of the Working Party, made up of training officers and college staff, should remain in being to prepare and issue a full syllabus of subjects which should be included in force training so that it properly complements central training. (Para. 3.7.).
- c. **Teaching Methods and College Facilities (Chapter 5)**
- i. Teaching methods should encourage participation by the student. (Para. 5.1).
 - ii. Students should be expected to do some study of their own and some provision for this should be made in the College syllabi and in the force training day. (Para. 5.5.).
 - iii. There should be research, and a pilot project, into the use of programmed learning text books as a vehicle for conveying legislation and procedures to probationer policemen. (Paras. 5.6 and 5.7).
 - iv. Films, slides, closed circuit television and other educational technology should be used to their full potential. (Para. 5.3.)
 - v. Objective testing should be used alongside other methods in tests and examinations during the probation period. (Para. 5.8).
 - vi. The present arrangements for selecting and training College instructors should be maintained. In addition, they should attend an intensive two week course in educational methods at a College specialising in training adults for further education. Staff of force training departments might undergo the same training. (Para. 5.9).
 - vii. Instructors' allowances should be reviewed periodically. (Para. 5.10).
 - viii. Civilian teachers on secondment from education authorities might be employed to teach physical education, and to coach in English. (Para. 5.11).
 - ix. The staff:student ratio at the College should be 2:18 and the standard class size should be 18. (Para. 5.12).

- x. Probationers should be accommodated in study bedrooms (Para. 5.12).
- xi. There should be a resources centre to keep, maintain and update educational equipment and to advise on its use. (Para. 5.13).
- xii. There should be a library where probationers can work, research and refer to a good selection of books and audio-visual educational material. (Para. 5.14.).

d. **Specialist Courses (Chapter 6)**

- i. There should be no special training for policewomen probationers apart from three extra periods during central training. (Paras. 6.1 to 2).
- ii. Forces should organise refresher courses for their senior constables to attend at five yearly intervals during their service. (Para. 6.3).
- iii. Existing arrangements for assisting cadets and police constables when they wish to take courses of further education should be continued and more encouragement and assistance should be given where possible. (Para. 6.4).

Acknowledgements

7.2 In conclusion, we would like to thank all those who have helped us in preparing this Report. We are most grateful to the sub-group of training officers for their intensive efforts and for the invaluable assistance and advice given at various times by the Junior Division Training Staff at the College and by many others.

7.3 In particular we would express our appreciation of the work of our secretaries. On Mr. A.W. Wallace fell the burden of making the initial arrangements for our studies and for seeking out a great deal of the material on which they were based. In May 1973, he was succeeded by Mr. D.J. Crawley who has admirably discharged the duty of recording our recommendations. His achievement is the more commendable in that his work has been carried out under constant pressure to meet a very short timetable. We are most grateful to both.

Job description –

Police constable uniform branch

This job description is based on sampling and evaluation carried out during the preparation of the report of the Joint Working Party of the Police Advisory Boards on the Rank Structure of the Police, Part I, Ranks up to Chief Superintendent. Since it has been compiled solely to form the basis of training objectives it concentrates on what a constable does or may be required to do and excludes any basic requirements for physique, personal qualities or character.

1. Routine Operational Duties

- (a) Acts on his own discretion to maintain law and order when patrolling his allotted area, but is subject from time to time to direction from his supervising officers. He usually has access to advice and assistance via his personal radio.
- (b) Maintains close relationship between police and public in order to foster goodwill and the free flow of information. Deals directly with all classes of the public. Gives advice and assistance of various kinds to members of the public.
- (c) Reports crimes and offences subject to criteria laid down in Force Instructions.
- (d) Detains and is responsible for the safe custody and conveyance to station or court of those persons he has arrested or in his custody.
- (e) Conducts preliminary investigation into all offences made known to him and usually completes the investigation in all but the more serious matters, for which he will seek the assistance of specialists or supervising officers. Prepares reports.
- (f) Takes necessary action at traffic accidents in his area; obtains witnesses' statements and submits detailed accident reports. Calls in specialist departments where necessary and may prepare, or assist in the preparation of, case papers for presentation at court.
- (g) Investigates and takes action on complaints and information received from members of the public. Action can range from giving advice to prolonged observation or investigation.
- (h) Checks security of premises with particular attention to lock-up, high risk or vulnerable property for the purpose of prevention and detection of crime. Gives crime prevention advice to property holders. Attends to emergency and intruder alarm calls.
- (i) Executes warrants and serves summonses.
- (j) Takes the initial action at a serious incident and calls the emergency services when necessary. If the incident is too serious or complicated for him to deal with, he calls for the assistance of a senior officer. He may be required to give first aid treatment or to rescue or revive a drowning person or persons in danger from fire.

- (k) Deals with enquiries from other forces and divisions.
- (l) Enforces road traffic regulations. Ensures traffic signs are in order. Directs pedestrian or vehicular traffic, particularly at busy periods. Reports defects in roads or poor paths or other hazards to public safety, maintains regular observation of the operation of school crossing patrols and traffic wardens and fills vacant school crossings where necessary.
- (m) Safeguards or delivers into safe custody all property and cash coming into his possession and records his activity.
- (n) Observes trends and occurrences in his area and liaises with the collator, CID, etc., to exchange information.
- (o) Visits and inspects licensed premises, betting shops, places of public entertainment, etc, usually with a sergeant.
- (p) Makes initial investigation into sudden deaths; calls in specialists and supervising officers in unusual, or suspicious circumstances. May be required to arrange and must attend identifications and post mortems. Reports the incident in the prescribed form.
- (q) Delivers death and hospital messages.
- (r) Takes appropriate action under Diseases of Animals Acts.
- (s) Drives a police car.

2. Emergency or Occasional Operational Duties

- (a) Occasionally carries out such duties as gaoler, station officer, communications, general office duty.
- (b) Acts as escort to prisoners, some of whom may be of high risk category.
- (c) Keeps the peace at public meetings, events, processions, trade disputes, strikes, etc.
- (d) Accompanies certain court officers and other officials in the performance of their duties.
- (e) Is often first at the scene of a major emergency, e.g. fires, air crashes, rail disasters, etc. Takes initial action; calls the emergency services and his senior officers.
- (f) May assist at a night vehicle check point.

3. Official Contacts

- (a) Meets all sections of the community in his official capacity.

4. Legal Work

- (a) Keeps abreast of changes in legislation by reference to circulars and attends briefings and lectures given by his senior officers.
- (b) Prepares police reports for the public prosecutor.
- (c) Gives evidence in criminal courts in accordance with the laws of evidence.
- (d) Occasionally attends civil courts as a witness.

5. Care of Assets

- (a) Responsible for the safe custody of operational equipment, eg personal radio.

6. Training

- (a) Advises and instructs, in the practical aspects of police work, any probationer constable who might be attached to him during his tour of duty.

Induction course

(Force Training)

Object

Equipment and documentation of probationer, stimulation of interest and preparation for basic course.

Time

Content should include:

- Formal appointment as Constable and opening address by Chief Constable or Assistant Chief Constable.
- Formal attestation by Magistrate or Justice of the Peace.
- Documentation and conditions of service.
- Issue of uniform, equipment and warrant cards.
- Uniform inspection and correction of mis-fits.
- Photographing and fingerprinting.
- Travelling privileges.
- Reporting sick procedure and National Insurance Benefits.
- History of the Police and history of the Force.
- Rank structure and organisation of the Force.
- Force geography.
- Initial action at scene of occurrence and use of notebook.
- Police Federation.
- Welfare officer and welfare schemes.
- Athletic Association/Sports and Social Clubs.
- Police Mutual Assurance Society.
- Outline of probationer training (include what will happen at Central College).
- Visit to local court.
- Staff appraisal.
- Interview with senior officer.
- Discipline – introduction.

Basic course

(Central Training)

APPENDIX C

SYLLABUS

1.	Police Powers	11 periods
2.	Beat Procedures	11 periods
3.	Initial Actions	15 periods
4.	Crimes and Offences	16 periods
5.	Criminal Intelligence	1 period
6.	Road Traffic Laws	41 periods
7.	Miscellaneous Statutes	15 periods
8.	Liquor Licensing Laws	10 periods
9.	Courts and Court Procedures	8 periods
10.	Evidence	4 periods
11.	Children & Young Persons	1 period
12.	The Police and the Community	11 periods
13.	Police Auxiliaries	1 period
14.	Scottish Police Federation	1 period
15.	Discipline	2 periods
16.	Skills and Physical Education	69 periods
17.	Student Study Time	41 periods
18.	Examinations	6 periods
19.	Course Administration	8 periods

1. POLICE POWERS 11 periods

(a) Arrest and Entry

Object: The constable should be aware of his powers and of the rights of citizens; he should know the circumstances in which it is correct to make an arrest and enter property, and how an arrest should be made.

Method: Four periods of instruction followed by four periods of demonstration and practical exercises.

Comment and emphasis: Make clear the distinction between powers at statute or warrant and powers at common law.

(b) Search and Productions

Object: The constable should know when he can search persons or buildings and should be able to handle correctly the material he finds.

Method: Two periods of instruction and one period in which a short film should be shown, followed by a practical exercise.

Comment and emphasis: Handling and security of productions is vital.

2. BEAT PROCEDURE 11 periods

Object: To introduce the probationer to the day-to-day situations he is most likely to come across on the beat.

(a) A general introduction over two periods using film and instruction which should explain the constable's contact with the public and stress the need for courtesy; outline the methods of beat policing and explain the use of local knowledge, giving some brief examples of beat situations.

(b) Two lecture periods and two practical periods explaining how complaints and complainers should be handled. The importance of courtesy must again be stressed. The constable should be able to decide the category and importance of the complaint, detail the relevant information and be aware of the action to be taken in each case. In addition there should be one staged demonstration of a domestic dispute and the constable's special role in this type of dispute should be explained. Points to note are the need to attempt reconciliation in domestic disputes, the difficulty in finding evidence to substantiate claims of assault in such cases, the need to look for injuries and to take care of children if police action is necessary.

(c) Three periods of instruction illustrated by CCTV should teach the constable the proper methods of patrolling, protecting and examining property and the action to be taken in suspicious circumstances. Tuition should include the types of premises, what to examine, the importance of knowing occupiers' habits; and it should make clear the need for systematic examination of blocks of property, avoidance of regular patterns of patrol and for double checking of vulnerable property. The details and operation of burglar alarms systems should be explained. Points for action should include covering exits, calling for assistance and searching premises etc.

(d) A single lecture should cover in general terms the various street hazards which may occur and the types of action, e.g. closure of streets or evacuation of buildings, which should be taken.

3. INITIAL ACTIONS 15 periods

(a) At scene of crime

Object: The constable should be able to take control at the scene of a crime, should know the immediate points to look for and the appropriate actions to be taken, including calling for assistance.

Method: Three periods of lectures illustrated by films or CCTV followed by one practical exercise based on a commonly found crime scene.

Comment and emphasis: The constable should be aware of the need to preserve the scene of the crime and any evidence as they are; he should be able to use his notebook profitably and he should know how to search, with caution, the area and be aware of what he is looking for. Special procedures should be taught where the presence of explosives is suspected.

(b) At the scene of death

Object: The constable should be able to cope with the situation at the scene of a death.

Method: Three instructional lectures illustrated by film or CCTV. Practical exercises would better be given at force level, where local procedures could be taught.

Comment and emphasis: The constable should know the legal requirements to be followed at deaths; he should be able to realise the importance of ascertaining the time of death and looking for points which would indicate the cause of death and the identity of the deceased; seek out witnesses; collect personal papers and make appropriate notes of the incident.

(c) At other occurrences

Object: The constable should have a general knowledge of the variety of extraordinary situations he may meet, which he will be required to handle.

(i) Fires — two lectures and one practical exercise in fire rescue. The lectures should teach police duties on the discovery of fire, including calling for assistance, checking for trapped persons, evacuating other premises and diverting traffic. Also, the importance of liaison with the fire service should be stressed.

(ii) Major incidents — One lecture period in which the range of occurrences and some possible courses of action should be indicated.

(iii) Lost/found children and missing persons — The circumstances when a search is urgent should be explained in one lecture and one practical period and the constable should be given details of the information which should be sought in order to circulate rapidly an initial report to assist a full scale search. When the missing person is an adult, the different circumstances (e.g. history, illnesses, arguments, desire to remain 'lost') should be explained. The practical period should consist of an exercise in extracting a full description of a missing child from a distraught relative.

(d) Crowd Control

Object: To introduce the constable to the various crowd situations he may encounter and outline the actions he should take.

Method: One period of instruction and one practical exercise.

Comment and emphasis: Mention should be made of the main types of occurrence including industrial disputes.

4. CRIMES AND OFFENCES 16 periods

Object: The constable should be familiar with the crimes and offences he will normally meet on the beat, the ways in which they are normally committed and the initial action he should take.

Method: Ten periods of instruction illustrated by any suitable visual aids and six periods for practical exercises involving as many crimes and offences as possible.

Comment and emphasis: Crimes should include common and serious assault, including police assault, use of weapons, breach of the peace (simple and domestic), malicious mischief, theft (simple and housebreaking) with special points relevant to the latter, assault and robbery and taking and driving away motor vehicles. Mention should be made of the special problems relating to the Rent Acts and trespass e.g. unlawful eviction.

5. CRIMINAL INTELLIGENCE 1 period

Object: The constable should be aware of the need for a constant flow of information regarding criminals and their associates, and he should know the role of the criminal intelligence officers or collators.

Method: One period of instruction

Comment and emphasis: The instruction should show how individual items of material can be built up and lead to an arrest and should show how the material is stored and updated. Tuition will be extended considerably at force level where there will be local systems and procedures.

6. ROAD TRAFFIC LAWS 41 periods

(a) Object: To teach the constable the basics of road traffic legislation and traffic control.

Method: Classroom instruction illustrated by slides, examples and detailed handouts. The periods should be arranged as below.

- 1 period — Vehicle classification and weighing
- 1 period — Registration of vehicles, excise duty and trade licences
- 1 period — Driving licences
- 1 period — Insurance and test certificates
- 2 periods — Offences — causing death by driving, reckless or dangerous driving, careless driving, police power to arrest
- 1 period — Offences — includes obstruction, races, trials of speed, competitions, highways, footpaths and bridle ways, two on a motor cycle, dangerous loads, protective headgear, and dogs on highways
- 1 period — Traffic signs and signals including powers of traffic wardens
- 1 period — Warning of intended prosecution
- 1 period — Goods vehicles — includes licensing, plating and testing and drivers' hours
- 1 period — Lights on vehicles
- 1 period — Public service vehicles
- 1 period — Pedestrian crossing regulations

- 1 period — Drunk driving — including drunk in charge, elements to support a charge of driving while drunk, power to arrest and subsequent procedures
- 2 periods — Breath tests
- 2 periods — Construction and use

Practical exercises should be arranged as follows.

- 2 periods — Taking of particulars from driving licences and other certificates.
- 2 periods — Power to arrest under Road Traffic Act 1972 — students acting as arresting officers including where a driver is disqualified.
- 4 periods — Assembly of breath testing device. Complete demonstration by instructors from time of arrest to the detaining of the accused. Further practical work.
- 4 periods — Demonstration by instructors of a drunk driving case showing procedure from first observation of the accused; participation by students.

(b) Object: The constable should be able to assess the situation and take the necessary action at the scene of a road accident.

Method: Classroom instruction should be arranged in as follows

- 1 period — Responsibility of driver to stop and report.
- 2 periods — Action at scene of accident includes collection of particulars etc.

Practical exercises as follows

- 1 period — Demonstration by instructors on how to deal with road accidents.
- 7 periods — Students working on a circuit of six different accidents taking all particulars required from each group of vehicles and carrying out all the procedures at each accident.

7. MISCELLANEOUS STATUTES 15 periods

(a) Dangerous Drugs

Object: The constable should be able to recognise illegal drugs, to know his powers in relation to drug offences and to know how to call for support.

Method: One period of theory and one period for identification of drugs in which there should be a description and demonstration by drug squad experts.

Comment and emphasis: The theory should explain the growing problem of drug abuse and the system of drug control in the UK and emphasise the importance of effective intelligence.

(b) Betting, gaming and lotteries

Object: To introduce the constable to the social problems connected with betting, gaming and lotteries to ensure he is at least aware of the present day duties of the police in relation to these.

Method: One period of instruction.

(c) **Firearms**

Object: The constable should know the purpose of all firearms; the practical safety measures when handling a firearm; provisions relating to firearm or shot-gun certificates and a general knowledge of the law relating to firearms.

Method: Four periods in which instruction and discussion should be illustrated by CCTV, demonstrations of handling and practical exercises.

Comment and emphasis: The instruction will include a broad outline of the law relating to firearms, the powers of the police to stop, search and arrest those carrying them, the practical uses of firearms in crime, suggesting tactical responses, and will emphasise the safety aspect.

(d) **Explosives**

Object: The constable should be able to identify explosives and be aware of when they may be present and where they may be found; he should have a general outline of the law relating to explosives and fireworks, he should be able to take initial action when explosives are found and he should know how they are used by criminals.

Method: Two periods of instruction illustrated by the use of a display board and of CCTV to show handling. The army might give a demonstration for one period when this can be arranged.

(e) **Animals**

Object: The constable should know the basic law relating to animals and should know what action he should take.

Method: Three periods of instruction with discussion and question and answer sessions.

Comment and emphasis: The instruction should be concerned with cruelty to animals, injured animals and police powers in relation to these; a general resume of notifiable diseases covering police responsibilities and the responsibilities of the DVI; and transit of animals; regulations and police powers in relation to dogs.

(f) **Poaching**

Object: The constable should be introduced to the laws on poaching and the police powers in relation to it.

Method: One period of instruction, with discussion.

Comment and emphasis: While this subject might appear to be of only local application and will therefore lend itself to force tuition, aspects of it are important nationally.

(g) **Miscellaneous legislation — litter and noise**

Object: The constable should be aware of the offences of unauthorised dumping of motor vehicles, of leaving litter and of nuisance by noise and should know what action he can take.

Method: One period of instruction and exercise will suffice at this stage.

8. LIQUOR LICENSING LAWS 10 periods

Object: The constable should be familiar with the law relating to liquor licensing, should know which offences he is most likely to be faced with and should be able to

take the correct action.

Method: Instruction and practical exercises arranged as follows:

- 1 period — Instruction on types of certificate and permitted hours
- 1 period — Instruction on powers of entry referring also to differences in respect of registered clubs and off-sales premises.
- 2 periods — Common offences
- 6 periods — Practical exercises involving the offences of drunk and incapable, drunk in charge of a carriage, of a child, drunk and disorderly, together with the offences in the Licensing (Scotland) Act 1959, as amended, and the Licensing (Scotland) Act 1962.

9. COURTS AND COURT PROCEDURE 8 periods

Object: The constable should have grasped the basic outline of the system and of court procedure and he should know what is required of a police officer in court.

Method: Instructional and practical periods as set out below.

- 1 period — Introduction and brief description of types of courts
- 1 period — Brief outline of solemn and summary procedure
- 1 period — Courts, children's hearings and criminal procedure with regard to children and young persons
- 1 period — Procedure in relation to the service of summonses and warrants
- 4 periods — Practical exercises on the above and practical exercise in giving evidence in court.

10. EVIDENCE 4 periods

Object: The constable should know the basic rules relating to evidence; how to take statements and to caution and charge accused or suspected persons.

Method: Instructional and practical periods as set out below.

- 1 period — Definition of evidence; proof of guilt and amount of proof required; admissibility of evidence.
- 1 period — Statements of accused or suspected persons; cautioning and charging suspects.
- 1 period — Practical exercise on cautioning and charging
- 1 period — The rights of the accused.

11. CHILDREN AND YOUNG PERSONS 1 period

Object: The constable should be aware of the special legislation regarding children and should be advised on how to handle the type of situation where children are involved.

Method: One instructional period as an introduction.

12. THE POLICE AND THE COMMUNITY 11 periods

Object: The constable should be aware of the role of the policeman in society, of his difficulties and responsibilities and should — as far as is possible for the individual constable — be taught how to communicate with people and understand their problems.

Method: Instructional and practical periods as set out below.

- 1 period -- Status of the police, including the history of the British police and their status in present day society.
- 1 period -- The attitude of the public towards authority and how the police can best present their aims and obtain support from the public for their work.
- 1 period -- The law and the individual, including an examination of the rights of the individual and where the freedom of the individual conflicts with the best interests of the community and has to bow to a respect for the law. This should be dealt with by discussion and a question and answer session.
- 1 period -- Communication with people.
- 1 period -- A study of race relations
- 1 period -- Practical demonstrations of communication with the public
- 1 period -- The role of the police as a social service -- discussion
- 1 period -- Presentation of case studies encountered by police officers in their work, and discussion
- 1 period -- Human problems in modern society
- 2 periods -- The causes and effects of crime

13. POLICE AUXILIARIES 1 period

Object: The constable should know the categories of non-service personnel who assist the police in their work and should be aware of their function and the limits of their powers.

Method: One period of instruction

Comment and emphasis: Mention should be made of traffic wardens, special constabulary, civilian administrative and technical staff.

14. SCOTTISH POLICE FEDERATION 1 period

Object: The constable should be aware of the history, structure and functions of the Scottish Police Federation.

Method: One period for a talk by an official of the Scottish Police Federation.

15. DISCIPLINE 2 periods

Object: The probationer should be instructed in the main provisions of the discipline code and its penalties, and should again have impressed upon him the need for courtesy and civility to public and colleagues.

Method: Two periods of instruction and discussion during which the need for discipline should be talked about and explained.

16. SKILLS AND PHYSICAL EDUCATION 69 periods

(a) Reporting techniques

Object: The constable should be proficient in keeping his notebook, in report writing and in dictation.

Method: One period on the essentials of a police report as used at the Scottish Police College and two periods of instruction in the use of dictating machines and practice. Other reporting techniques should be taught as part of the practical

exercises under other headings.

Comment and emphasis: The probationer should be taught to express his reports in a logical sequence which is accurate, brief and clear.

(b) Communications

Object: The constable should be proficient in the use of communications as used at the Scottish Police College.

Method: One period of instruction and practice in the use of personal radios.

(c) Library

Object: The constable should be instructed in the use of library facilities and the ways of study and research.

Method: One period of instruction

(d) First aid

Object: The constable should be able to give first aid and should have reached a standard set by the St Andrew's Ambulance Association.

Method: 12 periods of instruction and practical using a St Andrew's Ambulance Association syllabus.

(e) Police holds

Object: The constable should be able to use effectively the basic police holds together with a number of self-defence manoeuvres.

Method: Five periods of instruction and practical.

(f) Drill

Object: The constable should be able to carry himself smartly in uniform.

Method: Ten periods of practical instruction should be given in marching in a group, halting, about turn, wheeling on the march, saluting, open and close order and picking up the timing of the group. There should be a passing out parade at the end of the course.

(g) Traffic signals

Object: The constable should know the signals for directing traffic and how they should be used.

Method: Two periods of instruction, demonstration and film. Practical exercises will be done during force training.

(h) Physical training

Object: The constable should be trained in a series of exercises which will allow him to keep fit during and after the probationer period.

Method: Six periods of practical.

(i) Swimming

Object: The constable should be able to swim and should be taught basic life saving techniques which will be built on at force level and during advanced training.

Method: Fourteen periods of practical.

(j) Recreation

Object: The constable should be able to take part in the team sports which interest him, and should start to learn a physical recreation which he will be able to take part in after his probationary period.

Method: Sixteen periods on the basis of 2 periods per week. He should be encouraged to extend his sporting activities in the evenings and at weekends, bearing in mind that the working day may be rather shorter than at present.

(k) Other rescue techniques

Object: The constable should have a broad knowledge of how to carry out rescues from e.g. crashed aircraft, bridges etc.

Method: One period of instruction and one practical both related to the instruction on major incidents.

Comment and emphasis: Other rescue techniques such as mountain rescue will be covered more fully during force training.

17. STUDENT STUDY TIME 41 periods

Object: The constable should have one period daily to undertake preparation and research; or attend tutorials or be counselled by his instructors.

18. EXAMINATIONS 6 periods

A one period objective test once fortnightly with a final examination over three periods.

19. COURSE ADMINISTRATION

Assembly and registration	1 period
College regulations and fire drill	1 period
Commandant's opening address	1 period
Tour of College	1 period
Parade	3 periods
Commandant's final address	1 period

Advanced course

(Central Training)

SYLLABUS

1. Police Powers	4 periods
2. Beat procedures	6 periods
3. Crimes	31 periods
4. Police Actions at scenes of crime and other incidents	12 periods
5. Public order	6 periods
6. Criminal Intelligence	1 period
7. Road Traffic Law	24 periods
8. Dangerous Drugs	4 periods
9. Betting, Gaming and Lotteries	4 periods
10. Firearms	4 periods
11. Explosives	1 period
12. Animals	4 periods
13. Poaching	3 periods
14. Liquor Licensing Laws	7 periods
15. Courts and Court Procedure	2 periods
16. Evidence	6 periods
17. Children and Young Persons	6 periods
18. Miscellaneous Statutes	8 periods
19. Skills and Physical Education	30 periods
20. Student Study Time	21 periods
21. Examinations	2 periods
22. Course Administration	4 periods

1. POLICE POWERS 4 periods

Object: To revise and extend the theoretical knowledge of this subject with a re-examination of the law relating to it.

Method: Four periods of instruction and discussion with a question and answer session based on probationers' force experience.

Comment and emphasis: Arrest, search and entry under common and statute law, with and without warrant should be dealt with; in addition, the special problems of dealing with suspects should be considered.

2. BEAT PROCEDURE 6 periods

Object: The constable should be able to operate efficiently and helpfully on the beat when this instruction is added to his experience.

Methods: Six instructional periods illustrated by practical exercises and CCTV or films, as suggested below.

Comment and emphasis: The value of repeating at this stage the need for tact and courtesy cannot be underestimated. Extra tuition should be given in regard to treatment of children during enquiries; in regard to handling females and service personnel; for special handling of enquiries at places of employment, in regard to sexual offences, through the Department of Social Security and at Labour Exchanges; in regard to helping the elderly and infirm, keeping track of moral degenerates; and treatment of mentally disordered persons. The constable should also be made aware of his routine duties in relation to fire hazards, e.g. his powers when fires need extinguishing; in cases of improper use of fire hydrants and false alarms of fire, and his duties in relation to children exposed to risk of burning and, briefly, to chimney fires. The policeman's role in crime prevention should be demonstrated.

3. CRIMES 31 periods

Object: The constable should know the essentials of all the common law crimes he is likely to encounter; he should be aware of the crimes normally dealt with by specialist officers; and he should be able to take appropriate action in each case.

Method: Classroom instruction and practical exercises as detailed below.

- 1 period -- Introduction to crimes — discussing civil, criminal, common and statute law together with the elements of guilt.
- 1 period -- Accession — definition of abettor and accessory. Accession in relation to violence. Counselling and assistance before a crime.
- 3 periods -- Theft and reset — two periods instruction and one period practical exercises on the essentials of theft under common law and statute. Limited and recent possession and various aggravations of theft. On reset include reference to guilty knowledge.
- 2 periods -- Theft by housebreaking and opening lock fast places — one period instruction and one period practical exercises on perpetration and police action.
- 2 periods -- Suspected persons and reputed thieves — powers in relation to suspected persons or reputed thieves found loitering in defined areas. Reference to Vagrancy Act, and bogus workmen.
- 1 period -- Fraud, Forgery and uttering — classroom instruction on the essential elements of these crimes giving common examples

- 1 period -- of methods of commission.
- 1 period -- Abduction — instruction on the essentials of this crime and the persons against whom it can be committed.
- 1 period -- Offensive weapons — instruction on the common law crimes relating to these and consideration of the relevant statute.
- 2 periods -- Assault and robbery — one period of instruction and one practical exercise on essentials of and examples of aggravations. Police action when attending complaints. Consideration of threats at common and statute law.
- 2 periods -- Homicide — one period instruction, one period practical on criminal categories of homicide, and police actions at the scene of crime.
- 1 period -- Malicious mischief and fire raising — explanation of these crimes and the essential elements of proof connected with them.
- 2 periods -- Breach of the peace and mobbing and rioting — classroom instruction for one period followed by a role-playing exercise for one period. Include riotous conduct, disorderly behaviour, attempted suicide and the essentials of proof for these. Additionally, definition of mobbing and rioting together with essentials of proof and also consideration of the Riot Act 1714.
- 1 period -- Crimes against public justice — essential elements of perjury, provocation and oath, subornation of perjury, contempt of court and false oaths.
- 1 period -- Public meetings and public order — classroom instruction on offences generally including meetings in private premises, streets and at elections. Also consideration of restrictions on political uniforms, quasi-military organisations and public processions.
- 2 periods -- Crimes of indecency — classroom instruction on lewd and libidinous practices, indecent exposure, gross indecency sodomy and bestiality.
- 1 period -- Incest, concealment of pregnancy and bigamy — definition essentials of proof required.
- 2 periods -- Rape — classroom instruction on the essentials of the crime of rape and the police action which should be taken.
- 1 period -- Abortion — classroom instruction giving basic knowledge of criminal abortion and the police action that should be taken. Reference should be made to emergency termination of pregnancy.
- 1 period -- Prostitution, brothels and procuration — classroom instruction on criminal offences relating to these.
- 1 period -- Bribery and corruption — classroom instruction giving explanation of the crimes and an outline of the statutes involved.
- 1 period -- Indecent publications — introduction, application at common and statute law and police actions. Include reference to unsolicited goods and services.
- 1 period -- Coinage offences — explanation of the common offences, i.e. making or altering, outline any counterfeit coins, uttering and possession and the necessary police action.

4. POLICE ACTIONS AT SCENES OF CRIME AND OTHER INCIDENTS 12 periods

Object: The constable should be able to deal with all minor and serious situations he is likely to find.

Method: Revision periods and practical exercises as below.

- (a) *Scenes of crime:* One revision lecture and five periods for instruction combined with practical exercises in each of the more serious crimes: assault (serious), murder, rape, theft by housebreaking and a fatal hit and run road traffic accident.
- (b) *At deaths:* One revision lecture followed by two practical exercises — one when there are no apparent suspicious circumstances and one when these exist.
- (c) *Fires and major incidents:* Three periods of lectures by visiting fire officers and senior police officers who can lecture on their practical experience of these matters from the point of view of police involvement.

5. PUBLIC ORDER 6 periods

Object: The constable should realise the different attitudes and methods of control required to keep or to restore order in various crowd situations.

Method: Six periods of instruction, mixed with practical exercises, a film and discussion.

Comment and emphasis: All types of unrest and crowd situations should be dealt with; demonstrations; processions; industrial disputes, emergencies; sporting events; pop festivals.

6. CRIMINAL INTELLIGENCE 1 period

Object: The constable should be made more fully aware of how intelligence work fits into police work; what he can contribute to criminal intelligence work and what he can gain from it.

Method: One period where an instructor should discuss the practical application of criminal intelligence and the work of the collator. He might also refer to the work of the Special Branch.

Comment and emphasis: the importance of the flow of information in relation to practical problems such as drugs control and abuse should be emphasised.

7. ROAD TRAFFIC LAWS 24 periods

Object: The constable should know in depth the details of the road traffic legislation he will be called upon to operate together with the road traffic offences he will meet and the procedures for dealing with them.

Method: Classroom instruction, discussion and exercises as set out below:—

- 1 period — Causing death by reckless or careless driving — revision of essential facts constituting a charge, including examples of alternative charges.
- 1 period — Reckless and dangerous driving — the essentials should be revised and more tuition should be given on the charges that can be brought and the evidence which is required.
- 1 period — Careless and inconsiderate driving — the essentials should be revised and the details of offences, charges and evidence taught.
- 1 period — Accidents — action at scene, enquiries into accidents, and inspection of vehicles.

- 2 periods — Examination of vehicles by the police — police powers of examination on the road, in premises or in sale rooms, power to test brakes on pedal cycles and the restrictions on the sale of unroadworthy vehicles.
- 1 period — Speed restrictions — the factors deciding speed restrictions, the speeds of various vehicles and police methods of dealing with offenders. The special position of emergency services should be mentioned here.
- 2 periods — Miscellaneous road traffic offences — driving of vehicles on common land or footpaths, siting of skips on highways, damage to roads or signposts, mud or articles on roads, forgery of documents, plates etc, removal and disposal of vehicles and abandoned vehicles.
- 5 periods — Breath tests and drunk drivers — three periods on revision and extra tuition on police powers and actions together with two periods of practical exercises.
- 1 period — Competitions and trials — regulations relating to these and police involvement with them.
- 2 periods — Public service vehicles — revision and extra tuition on offences, contract carriage requirements and speed restrictions.
- 3 periods — Goods vehicles — Tuition on licensing, plating and testing, examination, hours of driving and keeping of records.
- 1 period — Trade licence — revision and explanation of the subject, including plates and licences, offences regarding trade plates, restrictions as to use on motor trailers and carriage of goods or passengers.
- 2 periods — Construction and use — revision and tuition of detailed requirements and police action.
- 1 period — Visiting vehicles — explanation and instruction on requirements relating to registration, excise duty, licences, insurance, condition of vehicles and also to public service vehicles.

8. DANGEROUS DRUGS 4 periods

Object: The constable should have explored the background to the drugs problem. He should be abreast of the latest developments and should know what police powers he has and what resources are at his disposal.

Method: One revision period, two instruction periods and one CCTV period.

Comment and emphasis: Tuition should include drug addiction and licensed drug treatment centres; the principal offences and penalties; a study of police powers of search, seizure of evidence and of arrest; it should take note of chemists' records, inspections, liaison with Home Office and distribution of drugs and explain legal sources of supply. The CCTV period should deal with identification, trafficking, surveillance in drug detection, searches for drugs and analysis of them.

9. BETTING, GAMING AND LOTTERIES 4 periods

Object: To recapitulate the assignment training the constable will have undertaken and to put it into perspective, showing him the police role.

Method: On each of these three topics there should be one period of discussion, question and answer, and also one period of CCTV and slides.

Comment and emphasis: The tuition should ensure that the constable has grasped the essentials of the restrictions on betting, gaming and lotteries, is aware of the

various forms of these activities, the offences which normally occur and the actions the police may take.

10. FIREARMS 4 periods

Object: To recapitulate firearms law learnt in assignment training and to ensure that the constable knows the restrictions and offences relating to firearms dealers.

Method: Four periods of instruction and discussion, illustrated where appropriate by slides.

Comments and emphasis: This should cover control of firearms, firearms dealers, law enforcement and police powers, firearms and young people and the holding of firearms by Crown servants.

11. EXPLOSIVES 1 period

Object: The constable should have an up-to-date knowledge of the problem of explosives and should be able to deal with them.

Method: One period of discussion and recapitulation of the instruction in basic training, considered with any practical situations encountered by the probationer.

12. ANIMALS 4 periods

Object: To recapitulate what has been learnt by assignment training and to put it into perspective so that the constable has a more thorough knowledge of the regulations affecting animals and the situations he will be required to cope with.

Method: Recapitulation by question, answer and discussion with instruction of fresh theory illustrated by any suitable visual aids.

Comment and emphasis: Mention should be made of the protection of wild birds, experiments on animals, regulations in relation to cruelty and to injured animals; to abandoning animals, to causing livestock unnecessary suffering, and the police powers in relation to all these points. The problems relating to dogs which should be considered include dealing with stray dogs, dogs worrying livestock, wearing of collars by dogs, dog licences and the commonly met offences relating to these.

13. POACHING 3 periods

Object: The constable should know the offences regarding poaching which he is likely to meet with and should be able to apply the correct police powers.

Method: Three periods of instruction illustrated by visual aids.

Comment and emphasis: Brief references to the legislation should lead to discussion of the problems of ground game, game licences, deer poaching, salmon poaching and the ways in which poaching offences are commonly committed. The carriage and selling of poached game should be explained and practical advice should be given on how to apply police powers of search, seizure and arrest in these situations. Reference should be made to close seasons and also to fouling rivers with noxious substances.

14. LIQUOR LICENSING LAWS 7 periods

Object: The constable should know in some depth the law relating to licensing and how to deal with common street and licensing offences.

Method: Instruction and discussion arranged as below:

3 periods — Liquor laws, including a brief account of licensing courts and how they operate.

4 periods — Common street and licensing offences — this should include revision of the exercises taught during basic training and useful additional and more complex material can be introduced.

15. COURTS AND COURT PROCEDURE 2 periods

Object: To check the constable's knowledge of the judiciary and procedure, and to see whether he is adopting correct conduct in court.

Method: Two periods of revision.

16. EVIDENCE 6 periods

Object: The constable should have a more detailed knowledge of the laws of evidence and should be accustomed to identification parade procedure.

Method: Periods as set out below:

2 periods — Revision of material taught in basic training

1 period — Types of evidence — real, documentary, circumstantial

1 period — Types of evidence — hearsay, husband and wife

2 periods — Demonstration and practical exercise on identification parade procedure.

17. CHILDREN & YOUNG PERSONS 6 periods

Object: The constable should know in more detail the legislation regarding children and their care and protection and should be able to deal with children.

Method: Instruction and practical exercises as set out below:

1 period — Common offences relating to children and young persons

1 period — Practical exercise on the above

1 period — Offences dealing with moral danger to children

1 period — Compulsory measures for care

1 period — Practical exercise on compulsory measures for care

1 period — Children and agricultural accidents; safety of children in cinemas

18. MISCELLANEOUS LEGISLATION 8 periods

Object: The constable should know the effect of miscellaneous legislation where it commonly relates to practical policing.

Method: Recapitulation of assignment training instruction exercises and use of visual aids where these are suitable. The periods should be arranged as below:

- 1 period -- Litter, dumping of vehicles, noise and hawking
- 1 period -- Restrictions on pedlars
- 2 periods -- Brokers and old metal dealers
- 1 period -- Restrictions on aliens and political sanctuary
- 1 period -- Police duties at elections and the principal offences encountered.
- 2 periods -- Charitable collections

19. SKILLS AND PHYSICAL EDUCATION 30 periods

(a) Reporting techniques

No specific instruction need to be given, but close attention should be paid to the quality of reports submitted in relation to all aspects of the course.

(b) Drill

Object: Personal untidiness and deportment should be corrected and the constable should be aware of the need for a smart appearance at all times.

Method: Six periods of revision of drill techniques taught during basic training.

(c) Recreation

Object: to enable the constable to take part in team games when he wishes to and to encourage him to be reasonably adept at a sport which will be useful to him later on.

Method: Two periods of supervised activity each week.

20. STUDENT STUDY TIME 21 periods

Object: The constable should have regular periods to undertake preparation and research or attend tutorials or be counselled by his instructors.

21. EXAMINATIONS 2 periods

Combined objective testing and written examination held at the end of the course.

22. COURSE ADMINISTRATION 4 periods

- 1 period -- Assembly and registration
- 1 period -- Commandant's opening address
- 2 periods -- Outside visitors and closing address

Force instruction Force training

2-3 weeks

1. LOCAL PROCEDURES

Force geography; force organisation; system of policing; the composition, function and assistance to be obtained from all specialist departments and sections within them; in this context of particular importance are scientific aids, sub-aqua, crime intelligence and dog sections; methods and forms used in recording crimes, complaints, vehicular accidents and other occurrences; local procedures in dealing with found property, production, juvenile offenders; the transport and "booking in" of prisoners; the service of legal documents; bomb scares and suspicious objects.

2. INITIAL ACTIONS

Supplement central training by giving local procedure instruction in dealing with incidents such as sudden deaths; fires; serious incidents/Road Traffic Accidents; found/injured animals (eg obtaining veterinary assistance); found/abandoned children; destitute/homeless people, etc.

3. COURTS AND COURT PROCEDURE

Supplement central training by local procedure and by visits to courts.

4. LOCAL LEGISLATION

Include all bye-laws that are of significance and relevant to police duties.

5. MISCELLANEOUS LEGISLATION

Where there is a local application of any statutory enactment tuition should be given as an extension and in addition to formal training at the Scottish Police College; the following might be relevant:

Betting, Gaming and Lotteries	Given with local application
Litter and Noise Nuisance	The principal acts in relation to these should be taught along with local bye-laws which exist in most localities
Foreign Vessels	Deserters therefrom (where appropriate)
Charitable Collections	Local application
Safety in Cinemas	Especially where film shows are given to entire child audiences (eg film clubs on Saturday mornings)
Pedlars - Brokers Scrap-Metal Merchants	Given with local application

6. POLICE WAR DUTIES

Using the syllabus attached at Appendix 'A' to the Scottish Home and Health Department memorandum on *Home Defence and War Duties Training for the Police* issued with the Departmental circular No ES(SCOT) 11/1973.

7. SKILLS

- (i) Reporting procedures and report writing.
- (ii) Communications: the whole topic, internal and inter-force.
- (iii) Police Holds.
- (iv) Swimming: particularly the practice of life-saving techniques.
- (v) Physical Education (Note: tuition in either of items (iii), (iv) or (v) specified here given daily will help to relieve classroom tedium).
- (vi) Use of specialised equipment, eg camera, ambu-resuscitator, elementary kits (portable) for taking fingerprints, etc.

The following skills should be given as Force training but in separate courses to the general one outlined above.

- (a) Driving: Elementary Course for beginners and Advanced for experienced drivers.
- (b) Rescue Techniques: eg Mountain; sub-aqua, and this given only to teams of officers who show interest, aptitude and skill in a particular field.

Field training sergeant

Job Description

Object:

Effective implementation of a planned field training programme

Responsible to:

Operational: Divisional or sub-divisional officer
Training: Force training officer

Responsibilities:

1. To maintain and improve the standard of performance of all regular police, cadets and Special Constabulary.
 - (a) To implement in the Division the programme of training issued by the Force Training Officer, viz.,
 - (i) To provide theoretical training to probationary constables between the basic and advanced training courses on one day per week for 20 weeks.
 - (ii) To arrange training sessions once a month for probationary constables between the advanced training course and confirmation, and to provide individual tutorial sessions as needed during this phase.
 - (iii) To supervise the allocation and submission of home study assignments, to correct them and revise as directed.
 - (iv) To assist officers preparing for Police (Scotland) Examinations.
 - (b) To take a close interest in 'on the job' training of probationary constables as well as cadets attached to the Division and to discuss progress giving individual advice and guidance when necessary.
 - (c) To submit reports as directed on the performance of all probationary constables and cadets.
 - (d) To instil in probationary constables and cadets a sense of pride in their appearance, and to ensure that they are properly clothed and equipped.
 - (e) To take a close interest in the welfare of probationary constables and cadets and to inform the Divisional Superintendent or the Force Training Officer, as appropriate, if assistance is required.
 - (f) To supervise the 'on the job' training of Special Constabulary.
 - (g) To instruct Divisional personnel in new legislation.

- (h) To advise on all matters of a complicated or contentious nature.
- (i) To report any breach of discipline except minor offences which can be dealt with by verbal admonition.
- (j) To carry out other duties as instructed by superiors or as indicated by circumstances.

2. To maintain and improve effective communication.

- (a) To liaise closely with the Force Training Officer
- (b) To discuss with the Divisional Superintendent the progress of each probationary constable.
- (c) To liaise closely with Section Sergeants and Shift Inspectors.
- (d) To interview each probationary constable and cadet on his arrival at the Division.
- (e) To furnish the Divisional Chief Superintendent with any information of particular importance or interest concerning the performance of probationary constables or cadets.
- (f) To initiate and encourage suggestions for the improvement of efficiency and welfare.
- (g) To maintain contact with other Divisional Training Sergeants.
- (h) To ensure all relevant information is disseminated to personnel timeously, clearly and accurately.
- (i) To liaise with specialist departments.
- (j) To encourage recruitment to the Regular Force, Cadets, and Special Constabulary.

END