



SOUTH AUSTRALIA POLICE
KEEPING SA SAFE

Your Ref:
Our Ref: 20/0472
Enquiries:
Telephone: 7322 3347
Facsimile: 7322 4180

Mr Lee Odenwalder MP
Member of Parliament
PO Box 1046
ELIZABETH VALE

Email: chantelle.karlsen@parliament.sa.gov.au

Dear Sir

Re: Freedom of Information Act application

In reference to your application made pursuant to the Freedom of Information (FOI) Act 1991, access was sought to:

"A copy of the current Cadet Course Curriculum and course structure at the SA Police Academy."

It is determined to **release in full** South Australia Police Curriculum Document – Constable Development Program – Cadet Training Course dated July 2015 consisting of fifty four (54) pages.

In accordance with the requirements of Premier and Cabinet Circular PC045, details of your FOI application, and the documents to which you are given access, will be published on the SAPOL website Disclosure Log. A copy of PC045 can be found at https://www.dpc.sa.gov.au/data/assets/pdf_file/0019/20818/PC045-Disclosure-Log-Policy.pdf. If you disagree with publication, please advise the undersigned in writing by 31 October 2019.

Yours sincerely,

Senior Sergeant First Class Tracy Gentgall
Officer in Charge
Freedom of Information Unit
(Accredited Freedom of Information Officer)

10 October 2019





SOUTH AUSTRALIA POLICE
Curriculum Document

CONSTABLE DEVELOPMENT PROGRAM

Cadet Training Course

Document history			
Version number	Date	Author	Action
1	July 2015	Sgt Kylie-Marie ENGLAND Strategic Coordination Section South Australia Police Academy	New course

Part A: General Information

- | | |
|--|---|
| 1. Proponent | Strategic Coordination Section
South Australia Police Academy |
| 2. Recognised Training Area | Police Academy
Human Resource Service |
| 3. Address | South Australia Police Academy
Strathfield Tce
Taperoo
8207 6666 |
| 4. Contact details of proponent | Officer in Charge, Police Academy. |
| 5. Type of submission | Initial approval |

Part B: Course Information

1. **COURSE NAME** Constable Development Program – Cadet Training Course

Course Length

Cadet Training Course – 12 months

Probationary Period – 16.5 months (to a maximum of 2 years)ⁱ

2. **Review for re-approval** 3 years

3. **COURSE OBJECTIVES**

Course Objectives

Cadet Training Course

The **Cadet Training Course (CTC)** aims to: develop recruits from diverse backgrounds to provide a safe, efficient and professional first responder policing role through training that is relevant, rigorous and developmental.

The **CTC** provides participants with a broad range of specialised skills and knowledge required to perform operational policing activities.

The course provides participants with the ability to:

- analyse and act on information from a range of sources
- apply law, practices and procedures
- use policing theories and ethical practices
- conduct investigations
- use cognitive skills in identifying, analyzing and comparing sources of information in the conduct of criminal investigations and the application of law to police practice and procedure
- deal with victims of crime
- manage persons in custody
- assess criminal liability and apply laws of evidence
- use ethical discretion in the application of police authorities
- apply operational safety in police operations.

Employability skillsⁱⁱ (Communication, Teamwork, Problem Solving, Initiative and Enterprise, Planning and Organising, Self-Management, Learning and Technology) are integrated throughout the course in line with VET requirements for training packages.

Probationary Period

The objective of the Probationary Phase is to: ensure that probationary constables are 'field ready' for the general duties policing environment and to: be able to perform all the requirements of the Position Information Document to: a basic level.ⁱⁱⁱ

4. COURSE STRUCTURE

Cadet Training Course

The **Cadet Training Course** is based on the following principles:

- Program content is primarily focused on the first responder policing role.
- Learning and assessment is based on authentic learning, the application of knowledge and skills to realistic taskings that are encountered on the job.
- The program will involve and draw insights from front line police and specialist areas to support the development of street craft.
- Program design will support the gradual building of knowledge and skills from simple to complex.
- Current topical issues, police activities and case studies will be utilized and integrated within training to enhance planned learning activities.
- The use of technology, equipment, systems and resources will reflect how it will be used in real workplace situations.
- Teaching strategies, where appropriate, will encourage cadets to take responsibility for their learning through conducting research, accessing, interpreting and evaluating information.
- Clear learning intentions and success criteria including the use of exemplars and modeling will be used to: provide cadets with a picture of competence.
- Assessment will be relevant to the job role and conducted in a variety of ways in order to provide a holistic view of competence.
- The focus of formative assessment will be developmental and used to provide information to the learner to monitor their progress and provide constructive guidance on how to achieve learning goals.
- Learning will be enhanced through structured and supported field placements to enable the application of knowledge and skills in real and relevant work placements.
- Structure and processes will ensure cadets with individual learning needs are provided with support to achieve competence.

Key Learning Areas((KLA's) inform the primary content of the Cadet Training Course. These *KLA's* introduced cadets to the standards expected by the community and reflects the roles and responsibilities of a probationary constable within the current environment and in support of SAPOL's strategic intent. The *KLA's* focus on core policing skills and the day to day duties of a patrol officer and in addition, aim to provide an understanding of the environment in which police work and develop a sense of respect and pride in the history, ethos and role of police in the community.

Core Operational Policing Principles identify the values, skills and attributes that underpin all police do. The *Core Operational Policing Principles* are integrated throughout each of the *Key Learning Areas* and ensure that cadet training is focused not only on what police need to do, but how to do it.

This includes a focus on core principles such as safety, communication, investigation and the ethos of providing a visible responsive and professional service.

The **Cadet Training Course** is structured into: 5 Phases.

Phase 1 –

- Academy based training - 14 weeks

This phase provides induction training and content includes ethics, communication, station duties, information and computer systems training, operational safety and an introduction to evidentiary provisions

Phase 2 –

- Outphase at a Local Service Area - 2 weeks
- Firearms Training - 1 week

This first outphase exposes cadets to the workings of a Police Station and Cell Complex and offers insight into: general duties and traffic patrols.

Successful completion of firearms training qualifies the cadet in the safe use of the police issue firearm.

Phase 3 –

- Academy based training - 14 weeks

This phase provides cadets with the opportunity to: explore criminal law in detail and to consolidate investigational techniques. The main content of this phase is traffic and the investigation of criminal law.

Phase 4 –

- Outphase at a Local Service Area - 4 weeks
- Driver Training - 3 weeks

This second outphase allows cadets to gain exposure to: front line policing and includes the provision to: work afternoon/night shifts on patrol in a LSA.

Successful completion of driver training means that cadets are issued with 1A and 1B SAPOL driving permits. This allows cadets to undertake Urgent Response Driving (URD) if necessary upon graduation and placement in the LSA.

Phase 5 –

- Academy based training - 10 weeks

This phase has a focus on victim management and investigation of domestic abuse, sexual offending and child protection issues. Emergency management (bushfires, high risk situations, terrorism) is also a focus of this phase. This phase provides cadets with the opportunity to apply

victim management skills at a high level and to respond to emergency incidents.

Probationary Period

The **Probationary Period** consists of two phases

Phase 6 -

- 6 months workplace based training in a Local Service Area

Phase 7 -

- 9.5 months workplace based training in a Local Service Area
- Academy based Probationary Constable Assessment Workshop

To: pass the probationary period and gain permanent appointment to: the rank of constable, a probationary constable is required to complete specified requirements in each phase. Probation can be extended for up to: 2 years in total as per S27 (3) of the Police Act 1998.

Recognition of prior learning – Cadet Training Course

Not applicable

This course is linked to: the Certificate IV in Policing offered by TAFE SA.

5. ASSESSMENT

Refer to attached Assessment Policy for the **Cadet Training Course**

6. DELIVERY OF THE COURSE

Delivery method

In selecting delivery methodologies, consideration was given to adult teaching and learning strategies.

Supervised learning will be in the form of:

- assessment activities
- oral presentations
- operational field placements
- lectures
- guest presentations
- experiential learning using case studies, simulations, discussions and role plays.

Non supervised learning will involve the participants undertaking:

- self directed learning
- self paced study

- field trips
- online learning
- assignment preparation, research and submission.

There are a number of support mechanisms for maximising participants' completion. Structure and processes such as Milestone Review meetings will ensure cadets with individual learning needs are identified and provided with support through a Learning Support Officer in order to achieve competence.

7. RESOURCES

Physical resources

Physical resource requirements are specified in the *Training Implementation Plan – Cadet Training Course* and in individual session plans and Operation Orders for the course.

Human resources

Human resource requirements are specified in the *Training Implementation Plan – Cadet Training Course* and in individual session plans and Operation Orders for the course.

The Senior Sergeant Constable Development Unit is required to hold the Certificate IV in Training and Assessment or equivalent.

Instructors and assessors will possess:

- comprehensive knowledge and experience in the subject being delivered and
- hold a Certificate IV in Training and Assessment (or equivalent) or as a minimum, the three assessor units from that qualification, or be supervised by a person who possesses those competencies.

Guest Lecturer/facilitators:

- Person/s deemed by the course coordinator to: have comprehensive knowledge and experience in the area being addressed may be used at their discretion as a guest presenter.

8. WORKPLACE HEALTH & SAFETY AND INJURY MANAGEMENT

Refer to: *Training Implementation Plan – Cadet Training Course*.

Part C: Key Learning Area Information

1. KEY LEARNING AREA 1 INTRODUCTION TO: SAPOL

Length 61 hours

2. PURPOSE

Understanding the legislative framework, policies, priorities and values which guide how police work is essential in establishing the right culture and behaviors expected of police officers. This **Key Learning Area** introduces cadets to:

- SAPOL's corporate profile, strategic direction and priorities
- SAPOL's structure and nomenclature
- the Service Excellence Framework
- legislative responsibilities including Equity and Diversity and Work Health and Safety Policy, procedures and standards.

3. PRE-REQUISITES Not applicable

4. CONTENT

Learning outcome 1

At the end of the Key Learning Area participants will be able to complete workplace induction requirements

Assessment criteria 1

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Locate key Academy facilities.

Identify individual skills and diversity brought to the course.

Identify the key components of the training and assessment of the Constable Development Program.

Create a vision statement for the course.

Learning outcome 2

At the end of the Key Learning Area participants will be able to explain the structure and nomenclature of the South Australia Police and various units/ sections/ branches/ services within them.

Assessment criteria 2

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Explain SAPOL's rank and organisational structure.

Explain the role and functions of the Call Centre, COMCEN and Expiation Notice Branch and the relevance to front line police.

Explain the role and functions of Prosecution Services Units.

Explain the role and functions of Forensic Services Branch sections (DNAMU/Fingerprints) and the relevance to front line police.

Explain the role and function of STAR Group and the relevance to front line police.

Explain the roles and functions of Combined Operations Section (Water Operations, Dog Operations, Mounted) and the relevance to front line police.

Discuss the role and function of the SAPOL Psychology Unit.

Learning outcome 3

At the end of the Key Learning Area participants will be able to explain the relevant employment provisions of the industrial award.

Assessment criteria 3

Participants will be able to: demonstrate they have achieved this learning outcome by being able to:

Identify basic Award conditions of employment.

Learning outcome 4

At the end of the Key Learning Area participants will be able to identify SAPOL's corporate profile, strategic direction and priorities.

Assessment criteria 4

Participants will be able to: demonstrate they have achieved this learning outcome by being able to:

Discuss the principles of the SAPOL Leadership Charter.

Apply SAPOL's Service Excellence principles.

Identify the 'Fatal Five' and other education and prevention strategies.

Learning outcome 5

At the end of the Key Learning Area participants will be able to identify legislative responsibilities.

Assessment criteria 5

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Identify the fundamental principles of equity and diversity and grievance management.

Apply equity and diversity principles in the workplace.

Discuss SAPOL's Health Safety and Welfare roles and responsibilities.

Identify practices which will reduce short term and long term injuries as a result of poor manual handling practices.

Discuss injury management in SAPOL.

*Comply with Health Safety and Welfare requirements to:
work safely on roads.*

Learning outcome 6

At the end of the Key Learning Area participants will be able to identify relevant policies procedures and standards relevant to their training.

Assessment criteria 6

Participants will be able to: demonstrate they have achieved this learning outcome by being able to:

Identify SAPOL and Academy policy and procedures relevant to cadet dress standards.

Identify the expectations required of cadets.

Discuss the Hazard Information and Reporting System

Discuss SAPOL requirements when dealing with the media.

Identify Individual Performance Management requirements

Discuss the requirements of the probationary phases upon graduation.

Apply and discuss best practice techniques in responding to active armed offender situations.

Make appropriate tactical option decisions under stress from given practical incidents.

Safely use a range of operational safety techniques - active armed offenders.

Complete firearms drills and formations for active armed offender scenarios.

Learning outcome 2

At the end of the Key Learning Area participants will be able to provide an emergency response to: bushfires

Assessment criteria 2

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Explain fire laws.

Explain Dangerous Area legislation.

Identify the role of an Operation NOMAD patrol with regard to bushfire safety.

Explain processes and practices in relation to the police role at bushfires.

Investigate breaches of fire laws by applying COPPs.

ⁱ Section 27 (3) Police Act 1998

ⁱⁱ Wibrow, B, National Centre for Vocational Educational Research, *Employability Skills at a glance*, accessed 7/8/2015

ⁱⁱⁱ Assessment Plan, Constable Development Program, Probationary Constable Phases, Annex C, June 2012

^{iv} PCO 2008/1956 Staff Development, Training, Semi Automatic Pistol Recruit Training

^v PCO 2012/7510 Staff Development, Training, Electronic Control Device – Operators Course

^{vi} PCO 2001/1759 Staff Development, Training, Patrol Permit Driving Course 1A Limited and 1B

1. KEY LEARNING AREA 15 INCIDENT AND EMERGENCY RESPONSE

Length 43 hours

2. PURPOSE

The community expects a timely, effective and visible response to emergencies and incidents. Front line police need the confidence and ability to respond safely and provide preliminary command, control and coordination. In addition, there is a mandate for a 'prevention first' approach to: reduce crime and protect life and property in collaboration with a range of public safety agencies.

This **Key Learning Area** introduces cadets to the Incident Command and Control System and provides the knowledge and skills to:

- Command, control and coordinate an incident as a first responder.
- Apply policy and procedures related to incident management.

It also covers policy and procedure in relation to

- high risk driving and
- Operation Nomad.

3. PRE-REQUISITES

Not applicable

4. CONTENT

Learning outcome 1

At the end of the Key Learning Area participants will be able to apply the Incident Command and Control System at emergency incidents

Assessment criteria 1

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Use departmental standard procedures (ICCS) at the scene of operational emergencies.

Discuss the SMEAC format of a briefing and requirements of a debriefing.

Safely manage high risk incidents and siege situations.

Identify stronghold and cordon responsibilities and duties.

Manage the response to an emergency incident.

Discuss the safe management and resolution of situations involving explosives.

Respond to incidents requiring emergency action.

Identify what Immediate Action Rapid Deployment is in responding to an active armed offender incident.

Undertake custody management processes and practices.

Manage prisoners within a cell complex.

Explain the process involved in using the Livescan system.

Take fingerprints using Livescan and wet ink method.

Analyse Coronial findings relating to deaths in custody.

Identify the role of Aboriginal Visitors Scheme.

Identify government policies and case law which enables negative impacts to be addressed relating to Aboriginal deaths in custody.

Use SAPOL IT systems (SHEILD) to manage prisoners.

Demonstrate custody management by applying COPPs.

1. KEY LEARNING AREA 14 CUSTODY MANAGEMENT

Length 41 hours

2. PURPOSE

The care, safety and wellbeing of persons in custody is paramount. People are detained in custody for a variety of reasons and we must understand our roles and responsibilities and be cognizant of factors that pose a risk to the safety and welfare of persons in custody.

This **Key Learning Area** provides cadets with an awareness of factors affecting the safety and welfare of persons in custody and provides the knowledge and skills to:

- apply SAPOL policies and procedures in relation to: custody management
- monitor and provide care and support for persons in custody
- recognise and respond to situations where persons in custody or staff are at risk.

3. PRE-REQUISITES

Not applicable

4. CONTENT

Learning outcome 1

At the end of the Key Learning Area participants will be able to manage persons in custody

Assessment criteria 1

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Recall arrest authorities.

Examine the arrest to: charging processes.

Discuss SAPOL's Custody Management Philosophy.

Identify suicidal behaviours.

Explain the risk identification process in relation to: custody management.

Explain arrest responsibilities in relation to: custody management.

Explain the responsibilities regarding the conveyance of prisoners in lawful custody.

Charge a prisoner.

Identify the role and function of Aboriginal Legal Rights Movement.

Explain bail procedures.

Learning outcome 5

At the end of the Key Learning Area participants will be able to discuss issues relation to Serious an Organised Crime

Assessment criteria 5

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Discuss serious and organised crime.

Discuss how serious and organsied crime is policed.

Revise and practice Serious and Organised Crime (SOCCA) provisions and Firearms Prohibition Orders.

Investigate Serious and Organised Crime (SOCCA) and Firearms Prohibition Orders by applying COPPs.

Learning outcome 6

At the end of the Key Learning Area participants will be able to respond to terrorist activities

Assessment criteria 6

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Explain the requirements when receiving reports of incidents at critical infrastructure sites that may be terrorist, suspicious or security related.

Identify potential terrorist activities and discuss the police response.

Analyse a terrorism case study.

Learning outcome 4

At the end of the Key Learning Area participants will be able to respond to domestic abuse

Assessment criteria 4

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Identify what constitutes domestic abuse and the strategies to: address domestic abuse in the community.

Discuss the nature and dynamics of domestic abuse.

Discuss the role of police in intervening in domestic abuse.

Analyse case studies relating to domestic abuse.

Identify domestic abuse legislation.

Identify SAPOL policy and procedures relating to family and domestic abuse.

Conduct domestic abuse risk assessments to identify and mitigate risks.

Respond to incidents of domestic abuse.

Gather evidence to support Criminal Justice processes that promote perpetrator accountability and support victims.

Manage domestic abuse investigations.

Identify SAPOL resources in investigating domestic abuse.

Identify resources available to victims of domestic abuse.

Revise and practice domestic abuse.

Engage with victims of domestic violence.

Reflect on the impact of domestic abuse incidents.

Investigate domestic abuse matters requiring a Court Ordered Intervention Order by applying COPPs.

Investigate domestic abuse matters by applying COPPs.

Learning outcome 2

At the end of the Key Learning Area participants will be able to discuss technology and crime in a policing context.

Assessment criteria 2

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Discuss the effect of technology on policing in the commission and detection of crime.

Analyse a case study involving technology.

Discuss the various types of Electronic Crime and the reporting procedures for them.

Identify and apply the 3 main components to the initial E-crime investigation process.

Identify and discuss the legislation and procedures concerning Filming Offences.

Identify the online reporting system ACORN for electronic crime.

Analyse a case study relating to electronic crime.

Learning outcome 3

At the end of the Key Learning Area participants will be able to manage child protection matters.

Assessment criteria 3

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Explain the legislation relating to child protection matters.

Identify obligations under the Child Protection Act 1993.

Analyse a child sex offence case study.

Discuss child protection laws.

Identify resources when dealing with GOM children.

Explain ECARL.

1. KEY LEARNING AREA 13 CONTEMPORARY ISSUES

Length 99 hours

2. PURPOSE

Police need to be able to adapt to an ever changing environment where a range of social, technological, global and local issues inform both legislative change and our policing priorities.

This **Key Learning Area** provides cadets with an awareness of a range of contemporary issues which impact policing and develop the knowledge and skills to respond, apply legislative responsibilities and investigate where appropriate:

- domestic abuse
- child abuse
- mental health
- cyber crime
- serious and organized crime
- terrorism.

3. PRE-REQUISITES

Not applicable

4. CONTENT

Learning outcome 1

At the end of the Key Learning Area participants will be able to manage mental health incidents.

Assessment criteria 1

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Discuss how to relate to mentally ill persons.

Discuss SAPOL's response to mental health incidents.

Identify the nature of mental illness.

Discuss the role of police in managing persons requiring mental health intervention.

Engage with individuals and groups in a mental health setting.

Revise and practice managing mental health incidents.

Manage mental health incidents by applying COPPs.

Learning outcome 5

At the end of the Key Learning Area participants will be able to investigate fire laws.

Assessment criteria 5

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Explain the police response required for suspicious or non-suspicious (accidental) fires.

Revise and practice fire laws.

Learning outcome 6

At the end of the Key Learning Area participants will be able to investigate firearms offences.

Assessment criteria 6

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Explain firearms legislation.

Identify Firearm Offences.

Revise and Practice firearms offences.

Investigate firearms offences by applying COPPs.

Learning outcome 7

At the end of the Key Learning Area participants will be able to investigate coronial matters.

Assessment criteria 7

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Explain the role, function and jurisdiction of the Coroner.

Explain authorities relating to sudden deaths.

Analyse documentation required for coronial matters.

Identify resources available to assist families affected by suicide.

Revise and practice sudden death investigations.

Investigate sudden death by applying COPPs.

Revise and practice investigating a sudden death (suicide).

Investigate sudden death (suicide) by applying COPPs.

Explain robbery legislation.

Revise and practice robbery.

Investigate a robbery by applying COPPs.

Learning outcome 3

At the end of the Key Learning Area participants will be able to investigate sexual offences.

Assessment criteria 3

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Explain legislation relating to sex offences.

Explain the required patrol response to sex offences.

Identify the complexities of statements of sexual assault matters.

Explain the legislation relating to child sex offences.

Discuss the ANCOR database.

Revise and practice investigating sex offences.

Investigate sexual offences by using COPPs.

Explain stalking legislation.

Learning outcome 4

At the end of the Key Learning Area participants will be able to investigate serious drug offences as a first responder.

Assessment criteria 4

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Recall drug authorities.

Investigate serious drug offences.

Identify and discuss clandestine drug laboratories.

Analyse a case study relating to drugs.

Apply for a Drug Warrant in order to conduct a drug raid.

Revise and Practice serious drug offences.

Exercise lawful authorities in relation to: investigating breaches of the Controlled Substances Act 1984.

Identify how the Office of Technical Regulator can assist operational police at clan laboratories.

Identify methods used to disguise vehicle identity for profit motivated crime.

Explain deception and other dishonesty legislation.

Revise and practice deception.

Explain unlawful possession.

Revise and practice unlawful possession.

Investigate unlawful possession by applying COPPs.

Explain trespassing and unlawfully on premises legislation.

Revise and practice trespassing.

Investigate trespass incidents by applying COPPs.

Revise and practice unlawfully on premises.

Investigate unlawfully on premises incidents by applying COPPs.

Explain serious criminal trespass legislation.

Discuss the patrol response to: serious criminal trespass matters.

Revise and practice serious criminal trespass.

Investigate serious criminal trespass by applying COPPs.

Explain second hand dealer legislation.

Learning outcome 2

At the end of the Key Learning Area participants will be able to investigate offences against the person.

Assessment criteria 2

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Explain assault legislation.

Identify the information required in an assault statement.

Take a statement for an assault.

Explain serious assault legislation.

Explain acts to endanger life and unlawful threat legislation.

Revise and practice assaults.

Investigate assaults by applying COPPs.

Analyse a murder investigation through reviewing a case study.

1. KEY LEARNING AREA 12 INVESTIGATION IN PRACTICE

Length 174.5

2. PURPOSE

Front line police investigate a range of common criminal offences and coronial matters. These investigations form the basis of this **Key Learning Area** and the conduct of these investigations is introduced and explored holistically through the application of knowledge and skills acquired in *Investigation Fundamentals* and *Intelligence Principles*.

This **Key Learning Area** enables cadets to build on previous learning and develops the knowledge and skills to: investigate:

- offences against property
- offences against the person
- illicit drug offences
- coronial inquiries.

3. PRE-REQUISITES

Not applicable

4. CONTENT

Learning outcome 1

At the end of the Key Learning Area participants will be able to investigate offences against property.

Assessment criteria 1

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Explain property damage (graffiti) legislation.

Investigate property damage (graffiti) by applying COPPs.

Revise and practice juvenile justice (graffiti).

Investigate an offence committed by a juvenile by applying COPPs.

Explain property damage legislation.

Revise and practice property damage.

Explain theft legislation.

Take a theft statement.

Revise and practice theft.

Investigate theft by applying COPPs.

Learning outcome 11

At the end of the Key Learning Area participants will be able to investigate complex traffic offences.

Assessment criteria 11

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Recall traffic authorities.

Explain dangerous driving legislation.

Revise and practice dangerous driving.

Investigate dangerous driving by applying COPPs.

Explain drink and drug driving legislation.

Explain drink and drug driving drug and blood offences.

Explain impounding legislation and procedures.

Explain the process involved in impounding vehicles and issuing immediate licence disqualifications.

Revise and practice drink and drug driving.

Investigate drink and drug driving by applying COPPs.

Explain illegal use legislation.

Identify vehicles of interest.

Revise and practice illegal use incidents.

Investigate illegal use incidents by applying COPPs.

Review traffic legislation.

Explain offences relating to indecency.

Apply cease loiter provisions.

Investigate cease loiter/fail to cease loiter by applying COPPs.

Explain offensive weapon legislation.

Explain dangerous article/ prohibited weapons legislation.

Revise and practice weapons (public order) offences.

Investigate weapons offences by applying COPPs.

Learning outcome 10

At the end of the Key Learning Area participants will be able to investigate low level drug offences.

Assessment criteria 10

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Identify controlled substances.

Identify how policing activities link with the National Drug Strategy.

Explain police authorities under the Controlled Substances Act 1994.

Issue a Cannabis Expiation Notice (CEN).

Revise and practice simple drug offences (CENS).

Investigate simple drug offences (CEN's) by applying COPPs.

Explain the drug diversion process.

Revise and practice simple drug offences (Drug Diversions).

Investigate simple drug offences (Drug Diversions) by applying COPPs.

Use SAPOL IT systems to correctly manage drug exhibits.

Learning outcome 8

At the end of the Key Learning Area participants will be able to police licensed premises.

Assessment criteria 8

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Explain offences committed by licensees of licensed premises.

Explain offences committed by patrons in licensed premises.

Explain barring orders in relation to licensed premises.

Explain offences committed by minors in licensed premises and gaming areas.

Explain the role and function of the security and investigation industry.

Discuss the relationship between police and the private security industry.

Revise and practice liquor licensing and public intoxication.

Investigate liquor licensing offences by applying COPPs.

Learning outcome 9

At the end of the Key Learning Area participants will be able to police public order offences.

Assessment criteria 9

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Explain the offence of urinate/defecate.

Explain the offence of fail to pay taxi fare.

Explain offences under the Environmental Protection Act 1993.

Revise and practice general expiable offences (GENS)

Investigate General Expiable Offences (GENS) by applying COPPs.

Explain the offence of hinder/resist police.

Explain the offence of disorderly/offensive behavior.

Revise and practice street offences.

Investigate disorderly and behavioral offences by applying COPPs.

Explain the use of the breach of peace authority.

Investigate defects by applying COPPs.

Use SAPOL IT systems (Vehicle Defect Notice System) to: correctly manage vehicle defects.

Explain legislation relating to licensing and registration (traffic).

Investigate fail to: indicate by applying COPPs.

Investigate seatbelt offences by applying COPPs.

Investigate traffic light, give way and stop sign offences.

Investigate exceed speed offences by applying COPPs.

Revise and practice traffic offences resulting in the issuance of a Traffic Infringement Notice.

Investigate expiable traffic offences by applying COPPs.

Learning outcome 6

At the end of the Key Learning Area participants will be able to manage vehicle collisions.

Assessment criteria 6

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Explain laws applicable to vehicle collisions.

Explain authorities relating to tow trucks.

Use SAPOL IT systems (Vehicle Collision Reporting System) to: correctly enter vehicle collision reports.

Revise and practice managing collisions.

Manage vehicle collisions by applying COPPs.

Learning outcome 7

At the end of the Key Learning Area participants will be able to manage public intoxication incidents.

Assessment criteria 7

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Identify a 'public place' as per legislation, common and case law.

Explain the law, policies and procedures in dealing with intoxicated persons.

Revise and practice managing public intoxication incidents.

Manage public intoxication incidents by applying COPPs.

Learning outcome 2	At the end of the Key Learning Area participants will be able to manage warrant processes.
Assessment criteria 2	Participants will be able to demonstrate they have achieved this learning outcome by being able to: <i>Effectively manage warrant arrests.</i> <i>Use SAPOL IT systems to manage warrants.</i>
Learning outcome 3	At the end of the Key Learning Area participants will be able to manage missing person enquiries as a first responder.
Assessment criteria 3	Participants will be able to demonstrate they have achieved this learning outcome by being able to: <i>Effectively manage the initial investigations of missing persons.</i> <i>Use SAPOL IT systems to: correctly enter a Missing Person Report.</i>
Learning outcome 4	At the end of the Key Learning Area participants will be able to issue expiation notices .
Assessment criteria 4	Participants will be able to demonstrate they have achieved this learning outcome by being able to: <i>Identify the use for and the required information that is required to be submitted on an expiation notice.</i> <i>Complete Expiation Notices.</i>
Learning outcome 5	At the end of the Key Learning Area participants will be able to investigate traffic offences.
Assessment criteria 5	Participants will be able to demonstrate they have achieved this learning outcome by being able to: <i>Identify Acts, Regulations and definitions relating to traffic laws.</i> <i>Identify traffic authorities.</i> <i>Investigate traffic complaints.</i> <i>Explain legislation relating to un-roadworthy vehicles.</i> <i>Practically inspect vehicles for defects.</i> <i>Identify offences relating to: premises and prescribed vehicles.</i> <i>Revise and practice investigating defects.</i>

1. KEY LEARNING AREA 11 PATROL CORE DUTIES

Length 197 hours

2. PURPOSE

Front line policing involves proactively and reactively responding to a range of circumstances not directly linked to: criminal behavior. These form a significant portion of daily duties and are core to the role of a patrol officer. This **Key Learning Area** introduces cadets to:

- station duties
- warrant processes
- mental health obligations and

provides cadets with the knowledge and skills to police

- public order offences
- traffic offences
- noise complaints
- liquor licensing
- low level drug offending.

3. PRE-REQUISITES

Not applicable

4. CONTENT

Learning outcome 1

At the end of the Key Learning Area participants will be able to perform duties within a police station.

Assessment criteria 1

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Manage general enquires in a police station .

Correctly manage firearms enquiries made at police stations.

Correctly handle cash in a station environment.

Clear defects.

Discuss procedures for applications made under Freedom of Information.

Use SAPOL IT systems to: manage found property.

1. KEY LEARNING AREA 10 INTELLIGENCE PRINCIPLES

Length 12 hours

2. PURPOSE

Intelligence informs and guides the way police prevent, detect and respond to crime. It is imperative that police understand not only how to use intelligence on a daily basis but how to create and protect it.

This **Key Learning Area** introduces cadets to SAPOL's Intelligence Business Process and develops the knowledge and skills to:

- identify sources of information
- gather information and establish relevancy
- create intelligence products
- ensure the integrity and protection of intelligence information.

Intelligence is also identified as a **Core Operational Policing Principle** and the knowledge and skills introduced through this **Key Learning Area** are developed and assessed throughout the Cadet Training Program

3. PRE-REQUISITES

Not applicable

4. CONTENT

Learning outcome 1

At the end of the Key Learning Area participants will be able to use and create intelligence products.

Assessment criteria 1

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Discuss intelligence principles.

Discuss the application of intelligence in traffic matters.

Identify relevant and accurate information in the preparation of intelligence products.

Discuss the collection of criminal intelligence in SHIELD.

Discuss the offender debrief and human source management process.

Discuss the application and use of 'intelligence' through a range of case studies.

Use SAPOL IT systems (SHIELD) to: manage information and intelligence.

Identify sources of intelligence.

Identify the role of a PD 90 and the requirements to fully disclose information as part of the criminal prosecution process.

Identify the requirements for submission of a declaration file as part of the criminal prosecution process.

Learning outcome 10

At the end of the Key Learning Area participants will be able to explain the stages of a criminal trial and relevant procedures and practices for the giving of evidence.

Assessment criteria 10

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Relate the 'Giving evidence in court' theory to: real life court experiences.

Give evidence in a mock court.

Learning outcome 11

At the end of the Key Learning Area participants will be able to manage victims.

Assessment criteria 11

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Identify complexities in dealing with victims .

Identify resources available to victims of sexual offences.

Learning outcome 7	At the end of the Key Learning Area participants will be able to use a variety of interviewing techniques.
Assessment criteria 7	<p>Participants will be able to demonstrate they have achieved this learning outcome by being able to:</p> <p><i>Revise and practice electronic interviews.</i></p> <p><i>Explain the principles of Investigative Interviewing.</i></p> <p><i>Build rapport during interviewing.</i></p> <p><i>Use 'event lines' and 'information boxes' as part on investigation planning.</i></p> <p><i>Apply Cognitive Interviewing principles during the 'account phase'.</i></p> <p><i>Apply the Cognitive Interviewing Model.</i></p> <p><i>Interview a suspect.</i></p> <p><i>Discuss the Conversation Management Interviewing Model.</i></p> <p><i>Apply the Conversation Management Interviewing Model.</i></p> <p><i>Apply Conversation Management principles.</i></p>
Learning outcome 8	At the end of the Key Learning Area participants will be able to compile statements for evidentiary purposes.
Assessment criteria 8	<p>Participants will be able to demonstrate they have achieved this learning outcome by being able to:</p> <p><i>Prepare statements for evidentiary purposes.</i></p> <p><i>Prepare investigating officers statements for evidentiary purposes.</i></p> <p><i>Prepare investigating corroborating officers statement for evidentiary purposes.</i></p>
Learning outcome 9	At the end of the Key Learning Area participants will be able to prepare and manage an investigation through court.
Assessment criteria 9	<p>Participants will be able to demonstrate they have achieved this learning outcome by being able to:</p> <p><i>Explain the purpose of an apprehension report.</i></p> <p><i>Discuss how to: prepare and manage an investigation through to court.</i></p>

Outline legislation, policy and procedure relating to: the authority to take forensic samples.

Learning outcome 4

At the end of the Key Learning Area participants will be able to manage exhibits.

Assessment criteria 4

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Correctly handle property and exhibits.

Discuss the management and seizure of exhibits for investigation purposes.

Manage exhibits.

Learning outcome 5

At the end of the Key Learning Area participants will be able to manage a crime scene.

Assessment criteria 5

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Manage a crime scene as a first responder.

Learning outcome 6

At the end of the Key Learning Area participants will be able to investigate a crime.

Assessment criteria 6

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Explain the components and considerations of an investigation.

Investigate defences raised in criminal law offences.

Manage eyewitness identification of suspects/offenders.

Ensure identification evidence is admissible in court.

Identify forensic evidence.

Explain the use of CCTV in Investigations.

Explain when a warrant application file is required.

Explain aggravated offences.

Identify the requirements for completing tactical orders and briefings in preparation for searching premises.

*Explain how matters progress through court
Identify the role and function of Complaints and
Information's.*

Revise evidentiary considerations and practices.

*Explain the use of summonses and warrants and serve a
summons in accordance with legal requirements.*

Learning outcome 2

**At the end of the Key Learning Area participants will
be able to explain crime reporting.**

Assessment criteria 2

Participants will be able to demonstrate they have
achieved this learning outcome by being able to:

Explain the way crime is reported to police

Learning outcome 3

**At the end of the Key Learning Area participants will
be able to explain and lawfully exercise police powers
and authorities.**

Assessment criteria 3

Participants will be able to demonstrate they have
achieved this learning outcome by being able to:

*Demonstrate the correct use and application of the police
caution:*

*Apply police authority to request name and address as per
S74 Summary Offences Act 1953.*

Discuss the lawful authority to effect an arrest.

Revise and practice arrests.

Effect a lawful arrest.

*Apply post arrest procedures with reference to arrest
rights.*

*Apply post arrest procedures with reference to searches,
conveyance, unarrest.*

*Discuss authorities relating to forcing entry to effect an
arrest.*

*Explain the authority to: stop, search and detain as per
S68 Summary Offences Act 1953.*

*Define authorities and obligations relating to: 'serious
offences' and 'prescribed period'.*

*Identify the compliance requirements for Section 74D
Summary Offences Act 1953.*

Discuss General Search Warrants.

1. KEY LEARNING AREA 9 INVESTIGATION FUNDAMENTALS

Length 152 hours

2. PURPOSE

Conducting a systematic and thorough investigation requires fundamental knowledge, skills and the resolve to: seek truth in the pursuit of justice. Police are accountable and responsible for conducting investigations that are not only thorough and able to withstand scrutiny, but also focus on how we engage, support and manage victims and witnesses.

This **Key Learning Area** has a focus on ensuring a reasonable prospect of conviction and provides cadets with the knowledge and skills to:

- apply evidentiary provisions
- lawfully exercise police powers and authorities
- manage and provide support for victims
- manage a suspect
- manage a scene
- manage evidence and exhibits
- prepare documentation to a high standard
- prepare and manage an investigation through court.

Investigation is also identified as a **Core Operational Policing Principle** and the knowledge and skills introduced through this **Key Learning Area** are developed and assessed throughout the **Cadet Training Program**

3. PRE-REQUISITES

Not applicable

4. CONTENT

Learning outcome 1

At the end of the Key Learning Area participants will be able to explain the development and processes of the legal system in Australia.

Assessment criteria 1

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Analyse the nature and development of law in Australian society.

Explain the provisions of the Acts Interpretation Act 1915.

Explain how offences are classified.

Explain the rules of evidence.

Explain the types of evidence accepted in court.

Determine a person's criminal liability.

Discuss the process of bringing a suspect before the Court.

Take accurate notes of an event.

Identify errors in notebook entries.

Demonstrate observation skills and note taking.

Learning outcome 9

At the end of the Key Learning Area participants will be able to demonstrate the procedures required by a patrol officer on commencement of duty.

Assessment criteria 9

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Identify and discuss the concept of Street Craft.

Discuss the concept of 'patrolling with purpose'.

Explain the purpose of the start of shift parade and identify operational equipment.

Prepare load bearing vests for operational use.

Learning outcome 10

At the end of the Key Learning Area participants will be able to manage vehicular traffic.

Assessment criteria 10

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Correctly use a speed detection device.

Safely direct traffic.

Learning outcome 11

At the end of the Key Learning Area participants will be able to provide a first aid response.

Assessment criteria 11

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Apply basic first aid.

Learning outcome 7

At the end of the Key Learning Area participants will be able to operate standard police vehicle in conveyance, limited patrol and patrol situations^{vi}.

Assessment criteria 7

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Discuss High Risk Driving procedures in relation to: SAPOL General Orders and policies .

Prepare vehicles for operational use, use vehicle controls, display professional police driving behavior.

Apply breaking, acceleration and observation techniques.

Apply patrol driving techniques (city, suburban and skid control).

Explain theoretical aspects relating to driving skills (cornering).

Apply cornering techniques.

Apply maneuvering techniques.

Consolidate driver training theory.

Apply patrol driving techniques (city, suburban, and defensive).

Engage in High Risk Driving.

Drive at speed whilst negotiating hazards and avoid loss of vehicle control.

Apply patrol driving techniques (cornering and country roads).

Apply patrol driving techniques (loose surfaces and dirt roads).

Drive a vehicle at night.

Learning outcome 8

At the end of the Key Learning Area participants will be able to use effective observation and note taking techniques.

Assessment criteria 8

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Use effective observation techniques.

Discuss observation theories.

Take accurate police notes in accordance with law, policy and procedure.

(4,7, and 10 meters) under a variety of conditions to: the standards identified in the semi automatic pistol recruit qualification assessment sheets.

Complete all serials of fire.

Use the firearm under a variety of conditions.

Identify basic firearms types and demonstrate safe weapon handling, rendering safe and information location.

Revise safe handling practices.

Complete firearms dry drills.

Learning outcome 6

At the end of the Key Learning Area participants will be able to safely and correctly operate the departmental issued Electronic Control Device.^v

Assessment criteria 6

Participants will be able to: demonstrate they have achieved this learning outcome by being able to:

Explain how SAPOL policy relates to the use of the approved Electronic Control Device.

Understand the effects of an Electronic Control Device on the body.

Demonstrate the safety precautions and effective use of the Electronic Control Device.

Demonstrate pre operational safety procedures with the SAPOL issued Electronic Control Device.

Demonstrate effective use of the Electronic Control Device.

Explain the limitations of the Electronic Control Device.

Demonstrate post incident procedures.

Demonstrate safe handling practices and the loading/unloading procedures of the Electronic Control Device.

Demonstrate the ability to competently re-qualify in the safe handling and use of the Electronic Control Device.

Correctly demonstrate a range of defensive tactics techniques - leg locks..

Correctly demonstrate a range of defensive tactics techniques - restraint control.

Correctly demonstrate the use of OC spray in accordance with SAPOL policy and procedure.

Correctly use operational safety equipment - ASP baton.

Correctly use a range of defensive tactics techniques – strike .

Correctly use a range of defensive tactics techniques - dynamic baton .

Correctly use a range of defensive tactics techniques - low level takedowns.

Select appropriate tactical options from practical situations.

Learning outcome 5

At the end of the Key Learning Area participants will be able to safely and correctly operate the departmental issued semi-automatic pistol^{iv}.

Assessment criteria 5

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Describe SAPOL's Operational Safety Philosophy and Principles, Incident Management procedures and General orders relating to: operational safety and police issued firearms.

Explain the parts, function, cycle of operation, safety features and precautions of the semi automatic pistol.

Describe issued ammunition types, characteristics and care, point of aim and effects on the body of projectiles.

Wear the accoutrement belt equipped with all operational equipment fitted in accordance with instructions in General Orders.

Demonstrate the correct draw and re-holster techniques, safe and proficient weapons handling skills.

Demonstrate weapon loading, unloading and malfunction procedures.

Demonstrate weapon control and accuracy.

Use cover for operational purposes.

Demonstrate competence over a range of distances

Correctly demonstrate a range of operational safety techniques when searching buildings.

Manage public order incidents.

Safely manage incidents by applying the Incident Command and Control System.

Correctly demonstrate a range of operational safety techniques to engage in foot pursuits and employ cover and concealment.

Effectively search buildings.

Correctly demonstrate a range of operational safety techniques - ground assault.

Correctly demonstrate a range of operational safety techniques - high risk vehicle stops.

Correctly demonstrate a range of operational safety techniques - restraint control and takedowns with resistance.

Correctly demonstrate a range of operational safety techniques - drug searches.

Correctly demonstrate a range of operational safety techniques - cell extractions.

Safely use operational safety equipment (road spikes) in accordance with SAPOL policy and procedure.

Safely use a range of operational safety techniques - body contact revision.

Safely use a range of operational safety techniques - straight impact/firearms defence.

Safely use a range of operational safety techniques - policing crowded areas.

Learning outcome 4

At the end of the Key Learning Area participants will be able to apply defensive tactics.

Assessment criteria 4

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Correctly demonstrate a range of defensive tactics techniques -straight arm applications.

Correctly demonstrate a range of defensive tactics techniques – wristlocks.

Correctly demonstrate a range of defensive tactics techniques - shoulder locks

Learning outcome 2

At the end of the Key Learning Area participants will be able to use communications and data systems

Assessment criteria 2

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Demonstrate correct radio procedures.

Correctly use the Government Radio Network and radio procedures.

Recall Government Radio Network procedures.

Effectively use MCA/MDT.

Learning outcome 3

At the end of the Key Learning Area participants will be able to apply operational safety and operational philosophy and principles.

Assessment criteria 3

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Identify induction requirements of the Operational Safety Training Unit.

Outline SAPOL's Operational Safety Philosophy, Principles and Tactical Options Model.

Discuss use of force and fundamental operational safety requirements.

Correctly demonstrate effective tactical communication techniques.

Correctly demonstrate a range of operational safety techniques - safe landing.

Correctly demonstrate a range of operational safety techniques in relation to the safe handling of firearms.

Correctly demonstrate a range of operational safety techniques - searching persons.

Correctly demonstrate a range of operational safety techniques – handcuffing.

Correctly demonstrate a range of operational safety techniques relating to stopping vehicles and conveying persons in custody.

Correctly demonstrate a range of operational safety techniques to search vehicles.

Correctly demonstrate a range of operational safety techniques - handcuffing and restraint control.

1. KEY LEARNING AREA 8 OPERATIONAL SKILLS

Length 407 hours

2. PURPOSE

Patrolling with purpose and confidently and safely responding to situations is an essential aspect of police work. The police role is unique and police utilize a range of skills, equipment and systems in order to respond in an operational and potentially high risk environment.

This **Key Learning Area** introduces cadets to parade principles and patrol principles and methodologies and develops proficiency in a range of operational skills such as:

- communication and data systems use
- operational safety, philosophy and principles
- defensive tactics
- firearms and electronic control device (ECD) use
- driving police vehicles
- operational equipment.

3. PRE-REQUISITES

Not applicable

4. CONTENT

Learning outcome 1

At the end of the Key Learning Area participants will be able to use IT systems.

Assessment criteria 1

Identify SAPOL IT Systems, user policies and set up user accounts.

Use SAPOL IT applications – SHIELD.

Effectively navigate the SAPOL intranet.

Correctly use SAPOL IT applications - Workforce Central.

Use SAPOL IT systems (ORMS) to correctly manage Offender Records.

Use IT systems (JIS and PIMS) to search for information.

Use IT systems to conduct Vehicle Licensing System, Firearms and BEAMS enquiries.

Use SAPOL IT systems (SHIELD) to manage flags and cautions.

Use SAPOL IT systems to correctly manage exhibit property.

Use SAPOL IT systems (SAPPS) to obtain information.

Identify suicide risk factors and to: make appropriate interventions.

Discuss the psychological impact of policing.

Learning outcome 6

At the end of the Key Learning Area participants will be able to maintain health and fitness standards.

Assessment criteria 6

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Discuss strategies for personal health and wellbeing.

Complete pre entry fitness testing to the specified standard.

Complete strength testing to the specified standard.

Complete fitness testing to the specified standard.

Complete a 2.4 km run within specified time frame.

Complete cardio circuit.

Learning outcome 3

At the end of the Key Learning Area participants will be able to apply teamwork skills.

Assessment criteria 3

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Demonstrate team work.

Apply teamwork and confidence building activities in physical training activities.

Learning outcome 4

At the end of the Key Learning Area participants will be able to apply time and self-management skills.

Assessment criteria 4

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Discuss methods of maintaining work life balance.

Discuss tips to prepare for written examinations.

Use Microsoft Outlook to effectively manage time correspondence and emails.

Learning outcome 5

At the end of the Key Learning Area participants will be able to use strategies to develop self-awareness and resilience.

Assessment criteria 5

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Discuss personal learning styles.

Apply the DISC behavioural model to personal profiling.

Identify personal stressors and emotional states relating to: police work.

Discuss the use of self-reflection and feedback from others to improve performance and emotional intelligence.

Use strategies to develop personal resilience.

Identify the impact difficult taskings may have on personal resilience.

Identify personal stressors and emotional states when dealing with death.

Demonstrate an ability to handle deceased persons.

Discuss behaviour that demonstrates the management of emotion when dealing with death taskings.

1. KEY LEARNING AREA 7 POLICE OFFICER QUALITIES

Length 60.5 hours

2. PURPOSE

Police officers are leaders in the community and are expected to demonstrate professional behavior, engage positively and empathetically with each other and the public. An effective police officer also contributes to: a cohesive team, can problem solve, make decisions and demonstrate strength of character and fortitude in the face of situations that may be confronting and challenging.

This **Key Learning Area** introduces cadets to: the attributes and values to be nurtured in policing. The development of these qualities is woven throughout the training and through the application of the **Core Operational Policing Principles** and enables cadets to: demonstrate:

- Leadership
- Professionalism
- Integrity
- Engagement
- Decision making and problem solving
- Teamwork
- Time and self-management
- Self-awareness
- Resilience.

3. PRE-REQUISITES

Not applicable

4. CONTENT

Learning outcome 1

At the end of the Key Learning Area participants will be able to discuss the concept of leadership.

Assessment criteria 1

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Discuss the concepts of leadership and followership.

Learning outcome 2

At the end of the Key Learning Area participants will be able to apply decision making and problem solving skills.

Assessment criteria 2

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Identify methods of problem solving.

Learning outcome 3

At the end of the Key Learning Area participants will be able to examine cultural and community diversity.

Assessment criteria 3

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Outline Aboriginal history.

Describe and discuss legal instruments and practices which impacted on post settlement Australia.

Discuss the impact of the various policies imposed on modern Aboriginal people.

Identify remedies aimed at improving recognition of Aboriginal people in Australian law and society.

Explain how diversity in the community impacts upon the provision of policing services.

Engage with multicultural individuals and groups to: broaden cultural competence.

Identify behaviours which demonstrate cultural awareness and contribute to: community engagement.

Learning outcome 4

At the end of the Key Learning Area participants will be able to identify resources, activities and procedures which may be utilised in order to perform an effective policing response when working with diverse groups.

Assessment criteria 4

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Explain procedures regarding the use of interpreters.

Explain procedures regarding the arrest of indigenous persons.

Discuss police involvement with people with intellectual disabilities.

Discuss the actions that can be taken to support service delivery to people with disabilities.

1. KEY LEARNING AREA 6 WORKING WITH A DIVERSE COMMUNITY

Length 32 hours

2. PURPOSE

Police work within a diverse community which includes a range of cultures, sub cultures and social groups. In order to: police effectively, police need an understanding of how a person's culture, background or difference informs their values, beliefs and behaviours. The development of mutual understanding is essential in providing respectful, sensitive and appropriate policing services.

This **Key Learning Area** introduces cadets to:

- the diverse nature of the community
- prejudice and discrimination and

provides cadets with the knowledge and skills to:

- Treat all people with dignity and respect, through understanding and insight of cultural and community diversity.
- Access resources to perform an effective policing response when working with diverse groups.

3. PRE-REQUISITES Not applicable

4. CONTENT

Learning outcome 1

At the end of the Key Learning Area participants will be able to discuss the diverse nature of the community.

Assessment criteria 1

Explain how diversity in the community impacts upon the provision of policing services

Identify intellectual disabilities.

Deliver an oral presentation on a multicultural issue.

Learning outcome 2

At the end of the Key Learning Area participants will be able to discuss prejudice and discrimination.

Assessment criteria 2

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Identify cultural bias.

Identify changes in cultural bias.

Learning outcome 5

At the end of the Key Learning Area participants will be able to make effective presentations.

Assessment criteria 5

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Deliver oral presentations.

Provide situation reports.

Learning outcome 2 **At the end of the Key Learning Area participants will be able to apply effective written communication skills.**

Assessment criteria 2 Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Apply basic rules of written English.

Apply rules for writing academic assignments and essays.

Apply proofreading skills.

Apply basic word processing skills.

Communicate effectively by applying written English skills.

Produce internal SAPOL documents to the specified standard.

Learning outcome 3 **At the end of the Key Learning Area participants will be able to use a variety of effective communication strategies to develop rapport.**

Assessment criteria 3 Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Examine methods of non verbal communication.

Discuss how to establish rapport to deliver quality service.

Discuss principles of active listening skills.

Apply active listening skills to: policing situations.

Apply communication skills to effectively communicate with people with disabilities.

Learning outcome 4 **At the end of the Key Learning Area participants will be able to use a variety of effective communication strategies to resolve or negotiate issues or incidents.**

Assessment criteria 4 Participants will be able to: demonstrate they have achieved this learning outcome by being able to:

Use verbal persuasion techniques.

Discuss negotiation skills.

Apply negotiation skills to policing situations.

1. KEY LEARNING AREA 5 EFFECTIVE COMMUNICATION

Length 35 hours

2. PURPOSE

Effective policing depends on good communication skills. In an operational environment police need the ability to assess situations and adapt communication styles. Police need to instigate and engage in conversations with the public and equally to negotiate and de-escalate volatile situations.

Written communication is also fundamental to: ensure accurate records and support professional business practice. This **Key Learning Area** introduces the fundamental concepts and skills to enable cadets to:

- Reflect on their own communication style and its impact on others.
- Use verbal communication tailored to different audiences and situations.
- Develop a rapport with clients and community members.
- Negotiate, resolve conflict and de-escalate situations.
- Prepare accurate and effective written documentation.

Communication is also identified as a **Core Operational Policing Principle** and the knowledge and skills introduced through this **Key Learning Area** are developed and assessed throughout the **Cadet Training Course**.

3. PRE-REQUISITES

Not applicable

4. CONTENT

Learning outcome 1

At the end of the Key Learning Area participants will be able to demonstrate foundational communications skills

Assessment criteria 1

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Identify the requirements of communications training for the course.

Apply key study skills.

Conduct basic library research skills.

Discuss how to critique articles.

Discuss the concept of Emotional Intelligence and its relevance to police work.

Learning outcome 3 **At the end of the Key Learning Area participants will be able to examine the relationship between victims, offenders and the criminal justice system.**

Assessment criteria 3 Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Discuss the Juvenile Justice System.

Identify the role of external agencies in dealing with young offenders.

Analyse the issue of restorative justice.

Learning outcome 4 **At the end of the Key Learning Area participants will be able to analyse crime prevention strategies.**

Assessment criteria 4 Participants will be able to: demonstrate they have achieved this learning outcome by being able to:

Explain the role of police in the prevention, detection and reduction of crime.

Discuss crime prevention strategies as they relate to: criminology.

Learning outcome 5 **At the end of the Key Learning Area participants will be able to discuss social issues that affect policing.**

Assessment criteria 5 Participants will be able to: demonstrate they have achieved this learning outcome by being able to:

Discuss the social impact of the effects of liquor on the community.

Identify anti social behavior.

1. KEY LEARNING AREA 4 SOCIETY AND CRIME

Length 21 hours

2. PURPOSE

Police work within a society where a range of environmental, social and physiological issues impact on why crime is committed. To provide an effective service police need to understand these factors, the relationship between victims and offenders, the impact that crime has on the community and the strategies in place to: prevent crime. This **Key Learning Area** introduces cadets to:

- the environment in which police work
- why crime is committed
- the relationship between victims, offenders and the criminal justice system
- the impact of crime on victims
- crime prevention strategies.

3. PRE-REQUISITES Not applicable

4. CONTENT

Learning outcome 1 **At the end of the Key Learning Area participants will be able to analyse why crime is committed.**

Assessment criteria 1 Participants will be able to: demonstrate they have achieved this learning outcome by being able to:

Discuss theories behind why crime is committed.

Learning outcome 2 **At the end of the Key Learning Area participants will be able to examine the effect of crime on victims.**

Assessment criteria 2 Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Discuss the impact of crime on victims.

Discuss the support networks provided to victims in the criminal justice process.

Explain the police role in the preparation of Victim Impact Statements.

Learning outcome 3

At the end of the Key Learning Area participants will be able to explain policies, procedures and systems that govern ethical conduct.

Assessment criteria 3

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Identify SAPOL and Academy Policies and Procedures (Standing Orders) relevant to cadets.

Identify the ethical obligations of members of SAPOL.

Discuss the need for professional and organisational values to align.

Discuss how ethical and professional standards are promoted within SAPOL.

Explain corruption prevention strategies.

Learning outcome 4

At the end of the Key Learning Area participants will be able to demonstrate ethical and professional conduct.

Assessment criteria 4

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Access and release information lawfully and ethically.

Identify conflicts of interest.

Discuss the appropriate use of discretionary powers.

Demonstrate lawful and ethical decision making in response to: an ethical dilemma.

Identify ethical and professional standards in using social media.

Describe how police culture can hinder or enhance professionalism.

1. KEY LEARNING AREA 3 PROFESSIONAL PRACTICE

Length 17 hours

2. PURPOSE

The manner in which police conduct themselves both on and off duty is critical in maintaining public confidence. Respectful interactions and decision making that is fair, consistent and can withstand scrutiny builds trust with the community. This **Key Learning Area** introduces cadets to:

- police legitimacy and public value
- expectations of ethical and professional conduct
- policies, procedures and systems that govern ethical conduct.

Professional Practice is also identified as a **Core Operational Policing Principle** and the knowledge and skills introduced through this **KLA** are developed and assessed throughout the **Cadet Training Course**.

3. PRE-REQUISITES

Not applicable

4. CONTENT

Learning outcome 1

At the end of the Key Learning Area participants will be able to discuss police legitimacy and public value.

Assessment criteria 1

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Discuss the concept of police legitimacy.

Learning outcome 2

At the end of the Key Learning Area participants will be able to demonstrate an awareness of ethical issues in policing.

Assessment criteria 2

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Identify qualities that constitute professional police behavior.

Analyse case studies relating to ethical issues.

Demonstrate the relationship between personal and organisational ethics.

Relate personal values to professional practice.

Discuss the common themes from Royal Commission on Police Corruption and their impact on policing.

1. KEY LEARNING AREA 2 ROLE OF POLICE

Length 5 hours

2. PURPOSE

Police Officers are part of an established and well respected institution. Accountable to the community police have a unique and integral role to ensure the community is safe and feels safe. Policing is a career based on teamwork, trust, dedication and a sense of belonging and pride. This **Key Learning Area** introduces cadets to:

- the role and function of police in society
- SAPOL's position in Government and the justice system
- police culture, history and ethos.

3. PRE-REQUISITES

Not applicable

4. CONTENT

Learning outcome 1

At the end of the Key Learning Area participants will be able to discuss the purpose and role of police.

Assessment criteria 1

Participants will be able to demonstrate they have achieved this learning outcome by being able to:

Identify key events in the history of the South Australia Police.

Explain SAPOL's purpose and role.

Explain the operational policing role.

Examine the principle of 'stewardship' in a policing context.

Discuss community engagement strategies.