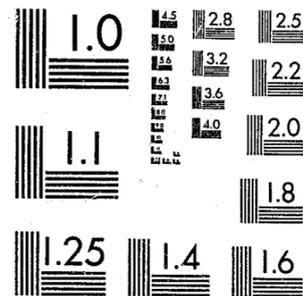


CR sent
9-24-83

National Criminal Justice Reference Service



This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504.

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U. S. Department of Justice.

National Institute of Justice
United States Department of Justice
Washington, D. C. 20531

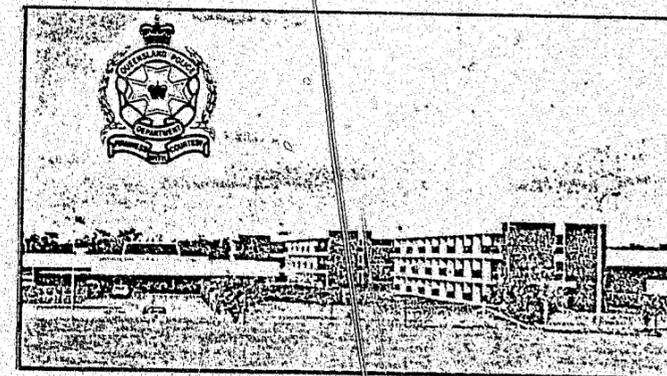
11/11/85



Education Working
Committee

SIXTH
REPORT

94434



September 1983

94434

U.S. Department of Justice
National Institute of Justice 94434

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this copyrighted material has been granted by
Queensland Police Academy

to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permission of the copyright owner.



NCJRS

MAY 1981

ACQUISITIONS

**THE SCOPE OF THE RESEARCH
INTO
POLICE PRE-SERVICE TRAINING**

COMMISSIONED OFFICERS

OFFICERS-IN-CHARGE OF STATIONS

CONSTABLES WITH UP TO TWO YEARS OF SERVICE

CONSTABLES AT SIX MONTHS SERVICE

CONSTABLES' DIARIES FOR FIRST FIFTY DAYS

POLICE SPECIALIST SECTIONS

ACADEMY LECTURING STAFF

THE PUBLIC OF QUEENSLAND

(i)

Chapter 1	Page 1	Introduction
Chapter 2	Page 6	The Fifty Day Diaries
Chapter 3	Page 27	Constables at Six Months Service
Chapter 4	Page 36	Constables to Two Years Service
Chapter 5	Page 59	Officers-In-Charge of Stations
Chapter 6	Page 74	Commissioned Officers
Chapter 7	Page 97	Specialist Sections
Chapter 8	Page 106	Police Academy Staff
Chapter 9	Page 109	The Public Survey
Chapter 10	Page 166	A Proposal for Consideration
		Appendices

(ii)

Appendix 1	Page 187	Tertiary Entrance Scores 1979-1980 (Cadets) I.Q. Test Results 1980 of 1983
Appendix 2	Page 190	The 50 Day Diary
Appendix 3	Page 197	Survey at Six Months
Appendix 4	Page 203	Survey - Constables to Two Years
Appendix 5	Page 217	Survey - Officers-in-Charge of Stations
Appendix 6	Page 228	Survey - Commissioned Officers
Appendix 7	Page 242	Survey - Specialist Sections
Appendix 8	Page 249	Police Academy Staff
Appendix 9	Page 257	"The Public Survey"
Appendix 10	Page 287	Statistics (Figure 30, P.96)

(iii)

FIGURES

Fig.			Page
1	(50 Day Diary)	Duties for days 1-10	9
2	(50 Day Diary)	Duties repeated days 1-10	11
3	(50 Day Diary)	Remaining duties days 1-50	12
4	(50 Day Diary)	Academy, Adequate/Inadequate	14
5	(50 Day Diary)	Police Duties, Pros & Cons	21
6	(6 Month Service)	The sample - Prob/Cadet: Male/Female	28
7	(6 Month Service)	The sample - age	28
8	(2 Years Service)	The sample (complete analysis)	37
9	(2 Years Service)	Subject areas considered relevant	43
9a	(2 Years Service)	How well did Academy achieve aims?	44
10	(2 Years Service)	How well prepared for police duties?	46
11	(2 Years Service)	Discipline/Appearance/Conduct	47
12	(2 Years Service)	Time Allocations	49
13	(2 Years Service)	Stressful situations	52
14	(2 Years Service)	Assistance available	54
15	(2 Years Service)	Attitudes of young constables	55
16	(2 Years Service)	Impression of pre-service course	58
17	(Officers-in-Charge)	The sample (Complete analysis)	60
18	(Officers-in-Charge)	Emphasis in Training	61
19	(Officers-in-Charge)	Performance of young constables	66
20	(Officers-in-Charge)	How well is trainee prepared for duty	67
21	(Officers-in-Charge)	Discipline/Appearance/Conduct	69
22	(Officers-in-Charge)	Attitudes of young constables	70
23	(Officers-in-Charge)	Impression of pre-service trainees	73
24	(Comm. Office)	The sample (Complete Analysis)	75
25	(Comm. Office)	Training given at the Academy	82
26	(Comm. Office)	How well is trainee prepared for duty	83
27	(Comm. Office)	Discipline/Appearance/Conduct	84
28	(Comm. Office)	Attitudes of young constables	87
29	(Comm. Office)	Impressions of course/training	94
30	Comparative Priorities of Course Content Con/O.C./C.O.		96
30a	Comparative Impression of Course Con/O.C./C.O.		96a
31	(Public)	The sample Age/Residence	111
32	(Public)	Emphasis in training	112
33	(Public)	Minimum Education	118
34	(Public)	How well do police....	119
35	(Public)	Assessment of police performance	120
36	(Public)	Police in the country	122
37	(Public)	Leniency	125
38	(Public)	Groups for special consideration	126

(iv)

Fig.			Page
39	(Public)	Distinctive Lifestyle?	128
40	(Public)	Assessment of police service	132
41	(Public)	Positive/Negative characteristics	133
42	(Public)	The Public Image	136
43	(Public)	Responses (to Fig. 42) based upon....	141
44	(Public)	Police Efficiency	142
45	(Public)	Responses (to Fig. 44) based upon....	147
46	(Public)	The frequency of "final comments"	154
47		The scope of the research project.	164
48		A model proposed for consideration. (Seven stage integrated training programme)	170
49		Proposed programme in more detail.	172
50		Training - Seven stages building block approach.	174
51		Rotation of Training Staff.	178
52		Programme co-ordinated to monthly intakes.	181
53		Tertiary Entrance Score (Cadet) 1979-1983.	188
54		Comparatives I.Q. Scores (Probationaries) 1980-1983.	189



QUEENSLAND POLICE DEPARTMENT
QUEENSLAND POLICE ACADEMY

RUDD STREET,
OXLEY, Q. 4075

22 September 1983

Our Ref.

Your Ref.

POSTAL ADDRESS:
P.O. Box 136,
CORINDA, Q. 4075
Telephone: 375 4057

Mr. D.F. McDonald
Assistant Commissioner
Chairman
EDUCATION STEERING COMMITTEE

This sixth report of the Education Working Committee is presented for your consideration.

The intention is for this report to stand alone. To this end I summarise the circumstances leading up to the sixth report and make mention of those more important matters that have been dealt with -

On 2 December 1981, following discussion between (then) Assistant Commissioner N.T. Creevey, (then) Superintendent F.K. McDonnell and Inspector F.M. Rynne, an Education Steering Committee was established under the Chairmanship of Mr. Creevey. The Committee addressed itself to the whole purpose of the Queensland Police Academy, its courses and staffing.

The Education Steering Committee established an Education Working Committee, based at the Academy, and charged it with the responsibility to undertake certain research and provide the parent body with information upon which decisions could be made.

Since that first meeting the Working Committee has reported and made recommendations in several areas, ones of more significance being -

. Clarification of the Aims of the Queensland Police Academy

"The Queensland Police Academy aims to provide the environment and learning resources which foster the individual development, attitudes, knowledge and skill essential for a self-disciplined, professional officer to meet the needs of policing in a changing democratic society".

(Recommendation approved and adopted)

. Organisational Structure of the Academy

(Recommendations approved and adopted)

. Job Descriptions for Academy Staff

(Recommendations approved and adopted)

• Civilian Lecturers' Industrial Agreement

Discussion is now taking place between the Public Service Board and the Professional Officers' Association.

• Transport

The need for additional transport units (including a mini-bus) was pointed out and a Police bus is now allocated to the Academy for a trial period.

• Cleansing Contract

The existing unsatisfactory situation is acknowledged and is being considered having regard to availability of finance.

• Gardener/Groundsman

The present staff cannot be increased in the light of existing economic conditions.

• Academy Switchboard

The Academy telephone switch system is inadequate and the recommendation was made that it be replaced with a P.A.B.X. facility which should be installed at the Reception Desk with an operator who would serve also as a receptionist.

A separate report has been furnished.

• Counselling/Chaplaincy

The need for a Chaplain/Counsellor is deserving of further discussion.

• Proposal for Research Using the Systems Approach to Training

The Steering Committee approved the recommendation that a thorough analysis be carried out to determine precisely the duties and responsibilities of a police officer with up to two years of service.

By way of questionnaires, structured interviews and discussion groups, the Working Committee has obtained the opinions of over six hundred serving police officers of all ranks and grades, in all parts of the State and in all work areas. They have recorded what they perceive to be appropriate input for a pre-service course designed to equip a young constable to function effectively upon leaving the Academy.

The following groups were surveyed -

Commissioned Officers (100 respondents)
Officers in Charge of Stations (256)
Constables with up to two years service (172)
Constables at six months service (128)
Constables' diaries for first fifty days (97)
Police Specialist Sections (49)
Training Officers (6)
Academy Lecturing Staff

• Public Survey

In the belief that any recasting of a pre-service course should be made in an atmosphere of community participation, the Working Committee recommended the undertaking of a survey to ascertain public expectations of the police service and the implications of those expectations for police education and training.

Upon approval of that recommendation, questionnaires were distributed to those persons and organisations from whom a useful response might be expected and who are representative of the general public. 1925 survey forms were returned.

PROPOSED TRAINING MODEL

The Queensland Police Academy now offers two pre-service training courses -

- (1) The Cadet course of eighteen months duration for young men who have just completed Grade 12; and
- (2) The Probationary Course of six months duration for males and females aged between nineteen and thirty-five years.

Chapter recommends and gives a broad outline of a proposed twelve months course for Trainee Constables to replace the existing Cadet and Probationary courses. A diagram of the course model is produced on page 272. Whilst the course is well explained in Chapter 10, I make these introductory observations -

The model provides for initial training which will effectively prepare a Constable to carry out general police duties during the early part of his career. It also serves as a sound base and a connecting link for those in-service courses the officer will need to undertake as he progresses in the service.

The new course is based on the outcome of the various studies initiated by the Working Committee. It also takes into account a broad canvas of police training literature and the common thrust of the findings by Royal Commissions held in Great Britain, Victoria, New South Wales, and Queensland.

Resoundingly, all these studies underline the need to emphasize the human relations/social skills training vital to the police role in a modern society.

The research sought to establish what this role is. Serving officers have indicated they see it as a combination of law enforcement and service. Indeed all the surveys, police and public, support this thought. Further to this, the recent Victoria Broadmeadows Study disclosed 70% of police time involves service and peacekeeping duties; a British study by Punch and Naylor sets the figure at 80%.

Any new training scheme must note the experience of our own Internal Investigations Branch. Superintendent J.A.J. Wilson advises that most complaints against police officers do not arise for want of knowledge of law and police duties, rather a breakdown in interpersonal relations between the complainant and the officer.

Having regard for the length of the present probationary course, with 69% of the time directed to law and police duties it must be said that the course has a legal bias. Yet no one has suggested seriously that the law/duties content be reduced; it is expected that trainees know these

The conclusion must therefore be drawn that the course for trainee constables should be enlarged to allow for further education and training in job related interpersonal skills. We should be mindful also that the young work-face officer has the most contact with the public and therefore should be purposefully trained to engender helpful community attitudes and public support.

Although the comparative advantages of the proposed Trainee Constable's Course and the existing pre-service courses are listed in Chapter 10, the point of most concern arising from such a change-over must be the termination of the Cadet system and the possible loss of the services of excellent young men direct from Grade 12. The awarding of scholarships to selected school leavers could overcome this loss.

Finally, we suggest that an Education Steering Committee oversee and approve all training initiatives for the Queensland Police Force. At the moment it appears, there is some duplication of effort and best advantage is not taken of research work already carried out as some training programmes are explored ad hoc or in isolation. All training programmes must be parts of an integrated whole which serves the specific and total training needs of the Force. To accomplish this there have to be connecting links between courses, one programme serving as a base for the next, there being a natural progression from one to another.

We firmly believe that this systematic and effective approach to training can be achieved best under the guidance and control of a Committee under your Chairmanship, with the Superintendent Training, as Deputy Chairman.

Each section with permanent or occasional training needs must be represented at appropriate meetings. Steering Committee supervision ensures that specific goals are achieved by well designed courses integrated with the total education and training programmes of the Department.

To conclude, we return to the main purpose of this report: to present the concept of a new training course model for consideration. The Working Committee has carried out the instructions of your parent Committee and we now await the outcome of your further deliberations and directions.

D.J. Braithwaite
D.J. BRAITHWAITE
CHAIRMAN
EDUCATION WORKING COMMITTEE

Committee Members - Inspector F.M. Rynne B.Ed.St.
Mr. F.D. Putland B.Ed.
Mr. E. Anthony B.A., B.Ed., M.A.C.E.

In the research project devised to ascertain the actual duties performed by junior constables immediately following induction, a diary was designed and printed for distribution. The booklet was handed to trainees on the last day of training, the project was explained and their co-operation was sought.

One hundred and fifty-three diaries were issued to -

A SQUAD 1982	24
B SQUAD 1982	23
C SQUAD 1982	24
D SQUAD 1982	23
E SQUAD 1982	17
Cadet Graduates 1982	42

Ninety-seven diaries were returned. Seventy-five from constables who had completed the probationary course, twenty-two from constables who had completed the cadet course. Five of the constables were women.

There is one obvious aberration in this survey as twenty of the new constables were assigned to Commonwealth Games duties. However, the respondents otherwise represented a typical distribution of first appointments -

Commonwealth Games	20
City Station	28
Valley	22
Woolloongabba	20
Redcliffe	3
Ipswich	1
Toowoomba	1
Unspecified	2

The information provided by the 97 respondents has been collated and is presented in tables with their pertinent comments reproduced.

The responses for the first ten days are analysed in detail and all duties recorded by constables are shown. From day 11 to day 50 our tables show only those new duties performed (i.e. those tasks not already recorded in the previous responses).

The pattern established in days 1 to 10 is maintained throughout the entire fifty day periods recorded. Quite clearly there are several duties most likely to be encountered by a new constable and these are the areas where thorough pre-service preparations should be concentrated. (There is, of course, the possibility that tasks now being performed by new constables are inappropriate. If this is judged to be the case, a more thoughtfully structured and supervised induction period must be developed).

Specifically, it can be seen that in a total of 97 x 50 working days for newly sworn-in constables (i.e. 4850 days of police work - about thirteen working years if you like) only twenty-seven constables recorded "induction/orientation/familiarisation" type experiences. Even then, the experience lasted not more than one day.

Figure 1 presents the complete summary of the recorded duties for days 1 to 10.

Obviously, the duties assigned to constables in the first days of service differed from Station to Station. Some (very few) were given a structured induction programme designed to improve their knowledge of the establishment and its procedures, and to clarify the expectations of the Officer-in-charge.

At most Stations, however, the duties are quite incidental and unstructured, while in some cases the new constable is unsupervised.

The Academy provides pre-service training. Much closer liaison must be established between the Academy, training establishments and training officers with the aim of developing and implementing a basic but adequate induction programme for new constables.

	1	2	3	4	5	6	7	8	9	10	TOTAL AT 10 DAYS
BEAT / FOOT PATROL	37	29	39	38	32	31	32	32	33	26	329
INDUCTION / ORIENTATION	26		1								27
COMMONWEALTH GAMES	20	12	10	15	19	18	14	10	11	9	138
T.O.N.	15	11	17	15	16	13	12	12	20	16	147
COURT DUTY	11	5	6	5	4	2	5	2	2		42
*(COUNTER)	12	6	10	13	8	8	10	11	5	11	94
*(TYPING / CLERICAL)											
TRAFFIC CONTROL	3	8	8	11	5	2	11	11	12	11	82
TRAFFIC ACCIDENT	3	2	2	2	2	3	4	4	3	2	23
LOST CHILD	2		4	1				1			8
VAGRANTS	2	3	4	11	6	6	6	6	10		54
COMPUTER		11	7	3		2	5	3	1		32
MOBILE PATROLS	9		6	8	11	8	5	6	6		59
DIRECTIONS TO PUBLIC	9	5		2	3	3	3	4			29
TRANSPORTING OFFICERS	7		3	4	7	1	4			2	29
C.O.R.	6	3	5	3		3	5	3	4		29
CROWD CONTROL	4	3	1		3	1	5	2	2		21
U.I.L.	4			1	4	4	4	3	3		23
RADIO TRAINING	3	6		1	2	2	3	4	2		23
ABORIGINALS	2		3		1	1	1		1		8
LOST PROPERTY	2	3		1		2				2	10
Q.V. & M.O.	1		1								2
ASSAULT	1					1			1		3
ACTIVITY REPORT CARDS	1			1	1						3
DOMESTIC	1	1	2	4	2	3	3	3			19
PRISONER ESCORT	1	1	3								5
CIVIL DISPUTE	1										1
BREAK AND ENTER	1		2	1		2	2	2	3		13
VAN 433 431			5	6		3		7	7	4	32
TRAFFIC ACCIDENT REPORT			2								2
STEALING			1	1	1	1					4
ASSAULT REPORT			1								1
DEAD BODY			1								1
ALCO TEST			1			1		1			3
SWITCHBOARD				1	5				4		10
SPORTING FIXTURES				1	5						6
ESCORT MENTAL PATIENT				1							1
WARRANT				1					1		2
SCHOOL CROSSING				1				1			2
TRANSPORT JUVENILE				1							1
DEATH NOTICE				1	1						2
SUDDEN DEATH				1							1
F.I.R.				1		1		1			3
OBSCENE LANGUAGE				1			1	1			3
MORGUE				1	1				1	1	2
COURT RESULTS				1	1	3	1		1	1	7
BREACH REPORT				1	1						2
UNLAWFUL KILLING				1	1						1
NOISE ABATEMENT				1							1
FIRE				1			2				3
WILFUL DESTRUCTION						3				1	4
PROWLERS						2					2
WATCHHOUSE						1					1
ARREST ON WARRANT						1					1
AMBULANCE ESCORT						1					1
MISSING PERSON						1			1		2
STOCK PERMIT						1					1
STOLEN VEHICLE						1	1		1	1	4
RESCUE THREE KITTENS						1					1
WILFUL EXPOSURE						1					1
HOSPITAL ABSCONDER						1					1
UNDER AGE DRINKING						1					1
LAND RIGHTS DEMONSTRATION								4		1	5
INDECENT BEHAVIOUR								1			1
FAILURE LAWFUL DIRECTION								1			1
UNREGISTERED VEHICLE								1			1
DEFECTIVE VEHICLE								1			1
BRAWL								1			1
DELIVER SUMMONSES								1			1
TRANSPORT ILL TO HOSPITAL								1			1
EVIDENCE SEARCH								1			1
PRISON DUTY									1		1
ARMED ROBBERY									1		1
BAIL BOOK										1	1
DRIVE MINI BUS										1	1
OBTAIN INFORMATION RE DECEASED										1	1
GASSING INCIDENT										1	1

Figure 1

In the table (Figure 2) the frequency of all duties recorded more than once in the first ten days is shown.

It could well be argued that Computer Training and Radio Training (32 and 23 responses respectively) are rightly parts of any adequate pre-service training programme and that provision must be made in future developments at the Academy to incorporate these facilities for training purposes.

The remainder of figure 2 must serve as a valuable guide to the priorities within the pre-service training programme.

DUTIES RECORDED MORE THAN ONCE IN FIRST TEN DAYS

	<u>NUMBER OF TIMES DUTY RECORDED</u>
BEAT / FOOT PATROL	329
T.O.N.	147
COUNTER /CLERICAL	94
TRAFFIC CONTROL	82
MOBILE PATROLS	59
VAGRANTS / DRUNKS	54
COURT DUTIES	42
VAN DUTIES	32
COMPUTER TRAINING	32
TRANSPORTING OFFICERS	29
C.O.R.	29
DIRECTIONS TO PUBLIC	29
INDUCTION / ORIENTATION	27
TRAFFIC ACCIDENT	23
U.I.L.	23
RADIO TRAINING	23
CROWD CONTROL	21
DOMESTIC DISTURBANCE	19
BREAK AND ENTER	13
LOST PROPERTY	10
SWITCHBOARD	10
ABORIGINES	8
LOST CHILDREN	8
COURT RESULTS	7
SPORTING FIXTURES	6
LAND RIGHTS DEMONSTRATION	5
PRISONER ESCORT	5
STEALING	4
WILFUL DESTRUCTION	4
STOLEN VEHICLE	4
ASSAULT	3
ACTIVITY REPORT CARDS	3
ALCO TEST	3
F.I.R.	3
OBSCENE LANGUAGE	3
FIRE	3
Q.V. AND M.O.	2
TRAFFIC ACCIDENT REPORT	2
WARRANT	2
SCHOOL CROSSING	2
DEATH NOTICE	2
BREACH REPORT	2
MORGUE	2
PROWLER	2
MISSING PERSON	2

* AND IN THIS PARTICULAR PERIOD - COMMONWEALTH GAMES 138

Figure 2

In Figure 3 the list of duties performed by young constables in the first fifty days of service is completed.

- DAY 2 CIVIL DISPUTE (TOW TRUCK OPERATOR / DRIVER)
- DAY 3 ASSAULT REPORT; DEAD BODY
- DAY 4 ESCORT MENTAL PATIENT; TRANSPORT JUVENILE OFFENDER; SUDDEN DEATH
- DAY 5 UNLAWFUL KILLING; NOISE ABATEMENT
- DAY 6 WATCHHOUSE; ARREST ON WARRANT; ESCORT AMBULANCE; STOCK PERMIT
- DAY 7 RESCUE THREE KITTENS; WILFUL EXPOSURE; HOSPITAL ABSCONDER; UNDERAGE DRINKING
- DAY 8 INDECENT BEHAVIOUR; FAILURE TO OBEY LAWFUL DIRECTION; UNREGISTERED VEHICLE;
DEFECTIVE VEHICLE; BRAWL; DELIVER SUMMONSES; TRANSPORT SICK GENT TO HOSPITAL;
SEARCH SCENE FOR EVIDENCE
- DAY 9 PRISON DUTY; ARMED ROBBERY
- DAY 10 BAIL BOOK; DRIVE MINI BUS; OBTAIN INFORMATION RE DECEASED; ACCIDENTAL GASSING
- DAY 11 BOMB HOAX
- DAY 12 PARLIAMENT HOUSE DUTY; KEY LOCKED IN CAR
- DAY 13 CHILD USING FIREARM; DETAIN 4 FOR ASSAULT - HAND TO C.I. BRANCH
- DAY 14 MOVED H.Q. FURNITURE; CHANGED FLAT TYRE (GOOD DEED); WORKED IN POLICE STORE
- DAY 15 DRIVING TEST (OVER 70)
- DAY 16 ISSUE DISQUALIFICATION NOTICE
- DAY 17 STUCK ROAD SAFETY STICKERS ON THOUSANDS OF ENVELOPES
- DAY 18 ASSISTED PHOTOGRAPHIC AND FINGERPRINT SECTIONS
- DAY 19 SEARCH ALBION PARK FOR PICK-POCKET; MINDED JURY
- DAY 20 MALE HARRASSING A YOUNG GIRL
- DAY 21 NIL
- DAY 22 TRANSPORT MARIJUANA PLANTS TO BOTANIST; GUARD FOR KING OF TONGA
- DAY 23 ARRESTED DRUG OFFENDER
- DAY 24 NIL
- DAY 25 SUICIDE
- DAY 26 NIL
- DAY 27 NIL
- DAY 28 KEPT PEACE AT REPOSSESSION OF MOTOR VEHICLE; VEHICLE FIRE; HIT AND RUN; UN-
LAWFUL USE OF MOTOR VEHICLE; UNLAWFUL WOUNDING
- DAY 29 NIL
- DAY 30 TRANSPORT CONFIDENTIAL PAPERS TO PAPER MILL
- DAY 31 DEATH NOTICE (INTERPRETER NEEDED); Q. CAR
- DAY 32 NIL
- DAY 33 SPOTTER IN S.E.S. HELICOPTER
- DAY 34 SAT IN ESCAPEE'S HOME WAITING
- DAY 35 HIGH SPEED CHASE
- DAY 36 DEATH AT PRIVATE RESIDENCE
- DAY 37 NIL
- DAY 38 RECORD OF INTERVIEW (PARENTS PRESENT)
- DAY 39 USE OF STRAIGHT JACKET; M.I.R. TRAINING
- DAY 40 RETURN CHILDREN TAKEN BY ESTRANGED HUSBAND
- DAY 41 ARRESTED PERSON LETTING DOWN TYRES OF POLICE CARS
- DAY 42 NIL
- DAY 43 NIL
- DAY 44 NIL
- DAY 45 NIL
- DAY 46 NIL
- DAY 47 PET CAT KILLED BY PERSON WITH STICK; INVESTIGATING SKINNY DIPPING (3.00AM);
ALLEGED RAPE
- DAY 48 BOMB HOAX
- DAY 49 ALLEGED INDECENT ASSAULT
- DAY 50 COMPLAINT RE ATTEMPTED ROBBERY

Figure 3

The following comments upon Commonwealth Games Duties are interesting!

- Day 1 Commonwealth Games Preparation - Boring, repetitive, clerical duties, Discouraging.
- Day 2 Clerical, boring non-police duties.
- Day 3 Could have been done by public service clerk, i.e. clerical duties. Merely filling in time.
- Day 3 (Commonwealth Games) - Third day of a series of boring and demoralising chores. No job done required any mental strain or aptitude that any normal 8 year old could not endure. (age 33)
- Day 4 More fulfilling than first three days.
- Day 5 -
- Day 13 Obligated one of the athletes by handcuffing him for purpose of taking photographs
- Day 19 Last day at last!!

Constables provided valuable brief comments with many of their entries. Figure 4 and Figure 5 arrange these comments in four broad groups -

- 1. ACADEMY TRAINING (a) ADEQUATE
(b) INADEQUATE
- 2. POLICE DUTY (a) PROS
(b) CONS

ACADEMY

ADEQUATE

- Day 1 Instruction on beat duty at Academy was most valuable.
- Day 2 Activity Report Cards - Well explained at the Academy
Ansafo - Academy instruction was very good.
- Day 3 Traffic Accident Report - Module 4 lecture was most helpful.
Domestic Disturbance - Handled well remembered most of what I was taught.
Arresting a Drunk - Academy work was good
- Day 4 T.O.N. - Academy training quite adequate.
- Day 5 Report Writing - Lecture and report writing instructions helpful in completing T.O.N.s.
- Day 6 Firearm Training - Firearm training is adequate - vulnerable without firearms.
- Day 7 Court Orderly - As per instructions received at Queensland Police Academy.
- Day 10 Drunk-Arrest - Procedure covered very well by Academy
Domestic Disturbance - This area is well explained in training. Good training at Academy.
Aborigines in park - Seminar helpful.
- Day 11 Academy Training - Academy training was good on: Court Briefs; Typing; U.I.L.; Traffic.
- Day 14 Alco Test - Academy training was good.
- Day 15 Q.P. 9 Report - Academy education - extremely helpful.
C.O.R. - Well covered in course.

INADEQUATE

- Day 1 Counter - Not enough training on counter duties.
Radios (Hand Held) - We had no training in these and weren't told what call sign to use.
- Day 2 Giving Directions - Need to be made aware of major places in Brisbane. Several people ask police for directions.
Traffic Control - Such things as turning off lights and getting onto the intersection were not well covered at the Academy.
- Day 3 Directing Traffic - We did not have any lectures on this at the Academy.
V.D.U. - Difficulty in using V.D.U. - no previous experience.
M.O. Checks - We should be taught how to take these.
- Day 4 Use of V.D.U. - No Academy training...
Radio Training - Tests demanding because of inadequate training.
Traffic Control - Today I found the need for traffic direction; found myself hopelessly lost. We had no practical training at all. This should be an important part of Academy Training.
- Day 5 Watchhouse - Processing of prisoners a little different from what is taught at Academy. A little more practical training in searching prisoners should be given during the course.
Death Notification - Needs much more time at the Academy as I was at a complete loss as to what I should do and what sort of situation could arise.

Figure 4

ACADEMY

ADEQUATE

- Day 16 T.O.N. - Great training in this task but I ~~still~~ mucked it up!!
Traffic Accidents - Practical exercises at Academy were very handy.
- Day 17 Lost Property - Lecture was helpful
- Day 21 Mobile Patrol - This area was very well covered at the Academy
- Day 23 Radar - Worked as a radar stopper. Thank God for the training.
- Day 24 Domestic Dispute - Covered very well at Academy
- Day 27 Drunks - How to handle drunks was very well covered at Academy.
- Day 30 Noise Abatement Act - Very well covered at Academy.
- Day 31 Domestic Disturbance - Academy training was good.
C.O.R. - Academy training was good.
- Day 33 Noisy Party - Academy training good.
Traffic Accident - Good practice at Academy in regards to taking down complaint re Traffic Accident.
- Day 34 Fire - Covered very well at Academy
- Day 37 T.O.N. - Lecture helpful. Training in Human Relations was very good in dealing with argumentative motorists.
- Day 38 Domestic - All aspects taught at the Academy.

INADEQUATE

- Day 5 Warrants - Had trouble knowing the exact way to execute a warrant.
- Day 6 Licenses - I made about 3 errors. Licenses should be discussed at the Academy. Some instruction in issuing licenses would have been beneficial.
Traffic - I don't think there was enough time spent on traffic direction in pre-service training.
- Day 7 Arrests - Not yet confident in knowing when I can or cannot make an arrest. More teaching needed.
V.D.U. - No training on use.
Activity Report Cards - Don't know much about these.
Traffic - I feel that traffic control and traffic signals could be dealt with at the Academy
Traffic Accident - Instruction in report writing would be useful.
- Day 8 Breaches - Instructors had only really covered breaching people after road accident. Breaches were not very well explained.
Licenses - Suggest practice in issuing licenses. Quite a few people want licenses and I did not know how to do them.
- Day 9 Notice of Intention - I didn't have a clue. Also, I didn't have a clue regarding procedure at J.P.'s.
Traffic - If traffic control is done so often at the beginning of one's service, more time should be spent on it at the Academy.

ACADEMY

ADEQUATE

- Day 39 R.S.B.T. - Academy training good
- Day 40 Morgue - Took body to morgue. Procedures etc. well covered in course.
Report Writing - Report writing at Academy came in handy
- Day 42 T.O.N. - Lecture on T.O.N. helpful.
- Day 43 Drunks - Training in self-restraint very useful.
- Day 45 Break and Enter - This was covered very well at the Academy.
Self Defence - Proved useful.

INADEQUATE

- Day 10 T.O.N. - Didn't quite know approach with argumentative people.
U.I.L. - I was completely lost.
Traffic Accidents - Not sure of what questions to ask.
Arresting Demonstrators - Little briefing given to us on what to say to demonstrators when arresting them.
Land Rights Arrests - This area was not covered at the Academy.
- Day 11 M.R.D. - I had very little knowledge of M.R.D. breaches.
C.O.R. - Training inadequate. Practical exercises should be given.
- Day 12 Warrants - Lecture on warrants was useful, although I feel it could have been revised.
T.O.N. - More training needed for field work in issuing T.O.N.'s
Watchhouse Procedures - These should be taught comprehensively as there is no time to ask your mate what to do when there are 50 other arrests waiting behind you.
- Day 13 V.D.U. - No instruction in V.D.U. Left me and my Sergeant in lurch. Neither knew how to cope.
T.O.N. - Need more knowledge of how to deal with before leaving the Academy.
- Day 14 Radio - More Academy time should be directed toward use of police radio and police terminology.
- Day 15 Drugs - Trainees should be shown what marijuana looks and smells like.

ACADEMY

ADEQUATE

INADEQUATE

- Day 15 Child Drunks - Procedures could be outlined at Academy
Inquiry Counter - Not enough experience
Break and Enter - Little known on how to search for clues.
Issue Summons - I needed a lot of help with procedures.
Police Parkas - Learnt why the inside of police parkas are orange.
- Day 16 (Form 43) - "Watch as I do", lesson might have helped.
V.D.U. - Explanation of its uses and capabilities before leaving the Academy would be useful.
- Day 17 U.I.L. - Paperwork associated with U.I.L. should be better explained at Academy.
- Day 18 Report Writing - Stuffed up traffic accident report. During our entire training we were only ever given one traffic breach to do. (Cadet)
R.S.B.T. - More practical experience needed.
Radar - Perhaps more emphasis could be placed on what is important on the back of the "old gold".
- Day 19 Corroborator - Need more practice at this.
- Day 20 Court Procedures - Would be most helpful if there were practical demonstrations at Academy.
- Day 21 U.I.L. - Certainly not confident in handling this. Should have had a dry run at the Academy. - at least one. (Prob.).

Figure 4 continued

ACADEMY

ADEQUATE

INADEQUATE

- Day 21 Death Notice - Some time has to be given to explain how to do this.
Drugs - Need more training on how to handle drug-affected people.
- Day 24 Computer Training - Should be handled at Academy - an important part of future police work.
Lecture on Stealing - The practical aspects of stealing could have been covered in more depth at the Academy.
- Day 25 Traffic Accident with Injuries - Training in this area could be improved.
- Day 26 V.D.U. - Should be introduced at Academy.
Death Report - No training for this at Academy.
Watchhouse - Could have used more instruction on watchhouse procedure.
Juveniles - We could have had more instruction on questioning juveniles.
- Day 27 U.I.L. - Should have done more practical work on U.I.L. at Academy.
Watchhouse - Could have used more instruction on watchhouse procedure.
Activity Reports - No training at Academy, but routine.
- Day 28 Firearms - Need more experience with firearms.
Traffic Control - This should not be taught as drill but as a part of the Traffic Act lecture. Practical instruction in this area would be very useful.
Vehicle Fire - Not covered in training

ACADEMY

ADEQUATE

INADEQUATE

- Day 28 U.I.L. - More practical exercises in dealing with U.I.L. offenders would be useful.
- Day 29 Licenses - Issuing of driver's licenses could be more closely looked at.
- Day 30 Court See Throughs - Not explained at Academy.
Computer - Required to perform operations on computer which I had not been taught to do.
- Day 32 Traffic Breaches - Could be discussed in a little more depth.
Radio - No formal training. I was very confused when using this equipment.
U.I.L. - Practical exercises would be useful
Training - make it clearer as to what questions need to be asked.
Issuing Licenses - Superiors at Station seemed to expect that I knew how to perform this task.
R.S.B.T. - More time could be spent on actual application.
- Day 33 Summons and Warrants - Could be covered a little more extensively at Academy.
Mentally Ill - We were told how a mentally ill person acts but not really how they should be treated when being transported or interviewed.
- Day 35 Giving Directions - Something should be done to familiarise constables with the Brisbane area. People are often stuck with the inability of police to assist with directions.
- Day 37 V.D.U. - No experience on the use of V.D.U.
- Day 39 Traffic Breach Reports - More study on the completion of these reports would be an advantage.

A D A D E M Y

ADEQUATE

INADEQUATE

- Day 41 Interviews - Need more training in interviewing and associated work.
V.D.U. - Academy training does not cover this aspect of police work
Note Taking - More time could be spent on this.
- Day 46 Criminal Code/Law on Evidence - Cannot see the point of studying the Criminal Code and Law on Evidence in such detail when simple stealing matters are handed over to the C.I.B.
- Day 48 Radio Room - Not covered in course.
Bomb Hoax at Jail - Not covered at Academy something should be done.

Figure 4 continued

POLICE DUTIES

PROS

- Day 1 The Public - People like to talk to police.
Training Officers - Thankful for the encouragement and friendly advice of the training officers.
- Day 2 Beat Sergeant - I appreciate the frequent visits of the beat sergeant who checks to see if everything is O.K.
Beat Duty - I had a very good partner who explained things well.
- Day 4 Beat - Enjoyable to talk to public.
Drunk Arrest - Watching other police was very profitable.
Computer - Very interesting instruction of a high standard.
- Day 5 Mobiles - Very intelligent and interested partner from Newstead.
- Day 6 Beat Duty - Most offenders happy to speak to police - one person abused me!
I gained much more today than in the last week - simply by speaking to people.
- Day 8 Day 8 - First day I have a partner with any experience.
- Day 9 Beat - Very interesting mixing with all types of people.
T.O.N. - Issued 25 T.O.N.'s - hard but very satisfying day's work.
Location Missing Children - Good experience.
Friends try to cover up her whereabouts.
- Day 10 Beat - Good experience in dealing with pedestrian and vehicular traffic.

CONS

- Day 1 Beat Duty - We should have a senior man with us. We are thrown out on our own.
First Day - I used none of the knowledge I acquired in 6 months, even the reports were done differently.
- Day 3 Giving Directions - I felt I was a directory Service.
Prison - An awful place, far worse than the morgue.
- Day 4 Death Notification - By far the hardest duty to date was telling the elderly woman of her brother's death.
- Day 7 Giving Directions - Need local knowledge.
- Day 8 Point Duty - No point experience at all but told to get out there and do it.
- Day 9 Drunks - Pitiful people.
Same drunk I arrested before.
- Day 12 Drunks - I'm starting to remember their faces.
- Day 20 R.S.B.T. - My first! Never actually seen it before.
- Day 22 First Public Contact - This was my first day out. I was abused, spat on, hit, ignored and disobeyed.
- Day 23 Watchhouse - A good place for learning to fight.
- Day 28 Night Shift - Tendency to become disorientated as you sleep through the day.

Figure 5

POLICE DUTIES

PROS

- Day 11 Offenders - If you treat offenders properly, they don't get upset.
- Day 19 Beat Duty - The mall is full of opportunities for P.R.
- Day 20 De facto - Interesting to see senior officers handle de facto aboriginal situation.
- Day 24 Experienced Officer - Good to work with an experienced officer in car - able to learn a lot more about area.
- Day 25 Radar - Keep your cool!
- Day 29 Beat - Makes it easier when your sergeant walks the beat with you.
- Day 36 Commonwealth Games Room - Very enlightening exercises. Noticed just how much time, money and effort goes into a large scale police program.
- Day 40 Interviewing - Starting to get the hang of the job. Now feel confident at interviewing complainants.
- Day 42 Beat - Getting to know locals and establishing good P.R.
- Day 43 Police Work - Job becomes more interesting as days go on. Being in a car is a definite advantage.
- Day 45 Training - Mobile Patrol - Worked with Sergeant 1/c SHERLOCK. His attitude towards trainees made me feel confident. Perhaps all trainees should do at least a full week of Mobile Patrols with a training officer.

CONS

- Day 30 Radar - Can be dangerous as some drivers don't see you.
Driving - I did not know my way around the northside very well.
Partner - Mobiles - Worked with a person who was more interested in doing his own personal chores than police work. I must say that I was glad to see the end of the shift.
- Day 31 Cot Death - Hard to cope seeing that wife is pregnant.
Lost Children - At Exhibition, it appears that some parents use the police as child minders.
- Day 34 Radar - First experience with a car that tries to run you down and he gets away.
- Day 39 Domestic - Couple only married two weeks. He recently released from Lowsen House. She is only just out of Chermside Psychiatric Hospital. Quite a domestic.
- Day 40 T.O.N. - Traffic offender argued - kept cool.
U.I.L. - 15 year old.
- Day 46 Youth - Sleeping on beach - not wanted at home. Taken to hostel in Brisbane.
Fatal Accident - Assist Only
- Day 47 Alleged Rape - Handed to C.I.B.
Radar - One upset motorist. Typical childish comment: "I pay your wages etc. etc".

POLICE DUTIES

PROS

- Day 46 U.I.L. - Couldn't wish for an easier first time with considerable help from sergeant.
- Day 47 Beat - Very interesting as you are out meeting the public. The best method for P.R.

CONS

- Day 49 Alleged Indecent Assault - Handed over to C.I.B.
- Day 50 Juvenile Shop Stealing - Assist only - handed to J.A.B.

Figure 5 continued

Additionally, some young officers made general comments worth recording and considering -

- In the first month there should be a police officer of at least one year's service out with each newly sworn-in constable. This was not done in the Valley.
(Cadet Age 19)
- While Academy training has given us an excellent grounding in police work, I believe that there is a need for more training in practical police work, e.g. use of radios, knowledge of Departmental Resources, and Station routine. Looking back, Academy instructors are of a high standard and the bulk of our training has been useful.
(Probationary Age 25)
- I wish to recommend the Toowoomba Police Station for future trainee constables as there are numerous and variable tasks and circumstances confronting the Police Officer, and offering a wide range of experience which I feel is so necessary in the first 12 months of Police training.
- Radar and speed guns generally incur aggression on the part of the public who don't seem to grasp the importance of policing traffic regulations.
- Whilst at the Traffic Branch, I effected 4 arrests under Section 16 of the Traffic Act, completed Breach Reports and issued approximately 500 Traffic Offence Notices.

I feel that the pre-service course sufficiently prepared me for the initial period of my service.
(Cadet Age 19)

- I enjoy beat work very much. There is plenty of job satisfaction in talking to and working with the public.

The staff at City are very helpful; they do not mind sharing their experience and on occasions their spare time.
(Probationary Age 30)
- City Station is O.K. but there are too many bosses and you do not know who to answer to. I did not once work with my training officer.
(Probationary Age 19)
- There seems to be a large lack of supervision while doing beat. Only contact with senior officers is on radio. City Station was not a very good station for police duties and not many arrests or paper work were done there.
(Probationary Age 22)
- I feel that Traffic Branch is a very good training Station where a new recruit could gain great experience.
(Cadet Age 19)
- Further driving instruction could be advantageous as it becomes worrying in high speed pursuits as we have never been given any instruction in this field. I have seen two departmental accidents involving drivers in their early 20s, and although not to blame, insufficient driving experience could have been a contributing factor.
(Probationary Age 31)
- City Station is not really the best place to work as you are not given the opportunity to do work even though you wish to. You only work with people of the same service and if a problem

arises there is no one quickly available to help. Others from the Gabba Station seem to be a little better off. Very disappointed so far. I wish to work not walk around the block all day. Must be better stations to place trainees for experience.

(Probationary Age 20)

- More pre-service time should be spent teaching powers of arrest especially, as well as street offences, break and enter or stealing which a newly sworn-in constable would be expected to handle almost immediately.

Equally important, I believe, is report writing which was very efficiently taught. Time should also be set aside for practical exercises to enable us to put theory into practice.

(Probationary Age 19
Female)

Ninety-seven young police constables have recorded their duties and commented upon both their own performance of those duties and the performance of other persons to whom they looked for advice and assistance in acquiring the knowledge, skills and confidence to carry out the tasks to the satisfaction of their clients, their superior officers and, most importantly, to themselves.

Their comments challenge course designers, pre-service lecturers and training officers to devise and implement an appropriate training programme which begins at the Academy and which continues at training stations.

As an on-going research project through 1982, constables returning to the Academy at six months service were questioned on their reactions to the pre-service course they had undertaken.

The composition of the sample is shown in Figure 6.

ADV. TRNG. SQD. NO.:	102	103	104	105	106	107	TOTAL
<i>Female Probationaries</i>	1	2	-	-	2	2	7
<i>Male Probationaries</i>	11	10	11	17	18	10	77
<i>Male Cadets</i>	10	10	8	5	5	6	44
<i>TOTAL</i>	22	22	19	22	25	18	128

FIGURE 6

Figure 7 shows the ages of respondents.

AVERAGE AGE PER SQUAD

	102	103	104	105	106	107	TOTAL
<i>Probationary</i>	23.4	22.6	22.6	24.0	24.2	25.5	N/A
<i>Cadet</i>	19.9	19.9	20	19.6	19.6	19.9	N/A
<i>AVERAGE</i>	21.9	22.6	23.8	21.5	21.6	23.3	22.1

FIGURE 7

In the following pages an attempt has been made to group the responses into general areas which may, in turn, be easily related to training objectives.

ITEM 1

- (a) In terms of course content, are there any areas you would like to see included which at present are not? If so, please specify.

CONSTABLES WHO COMPLETED CADET COURSE

*. Practical exercises including court
room procedure, station duty
including counter work and
taking complaints (22)*

- . Use of Telex and V.D.U. (3)
- . Report writing (3)
- . Assistant facilities i.e. what squads exist within the police force which may be of assistance (2)
- . Juvenile offenders - how to deal with them (1)
- . Traffic accident investigation (1)
- . Fire investigation (1)
- . Sudden Death investigation (1)
- . Minor offences (1)
- . Fingerprinting (1)
- . Human relations (1)
- . Communicating with the handicapped (1)

CONSTABLES WHO COMPLETED PROBATIONARY COURSE

- . Practical exercises (27)
- . Counter duty at stations (10)
- . Court procedure and brief preparation (8)
- . Traffic accidents and direction (3)
- . M.R.D. offences (2)
- . Report writing (2)
- . Typing (2)
- . Stock Offences and permits (2)
- . How to handle domestics (1)
- . Street Offences (1)
- . Cautioning of Juveniles (1)
- . Driver Training (1)
- . Drug Identification (1)

ITEM 1

(b) Are there areas of content presently included which should be treated in greater depth? If so, please specify?

CONSTABLES WHO COMPLETED CADET COURSE

- . practical exercises (10)
- . court procedure and court briefs (10)
- . traffic accident investigation and issuing licenses (9)
- . street offences "most common arrest" (4)
- . interrogation of offenders (3)
- . station duties (3)
- . human relations covering domestics (2)
- . Children's Services Act (1)

CONSTABLES WHO COMPLETED PROBATIONARY COURSE

- . practical exercises with courts and use of notebooks (25)
- . traffic matters (12)
- . report writing and typing (10)
- . street offences (7)
- . human relations re domestics (5)
- . drug identification (4)
- . interrogation of offenders (4)
- . criminal code offences (3)
- . self-defence and use of weapons (2)
- . M.R.D. offences (2)

ITEM 1

(c) Are there areas of content presently included which should not be emphasised as much? If so, please specify.

CONSTABLES WHO COMPLETED CADET COURSE

- . History of Law (10)
- . English (5)
- . Commonwealth Legislation (3)
- . Science (3)
- . Major Offences in Criminal Code (2)
- . Typing (2)
- . Children's Services Act (2)

- . Human Relations (2)
- . Physical Education (1)
- . Liquor (1)
- . Fauna Conservation (1)
- . Police Administration (1)
- . Taking a complaint (1)

CONSTABLES WHO COMPLETED PROBATIONARY COURSE

- . Human Relations "a more practical course which relates directly to in-service work would be beneficial" (24)
- . History of the Law (18)
- . Major crime (4)
- . Commonwealth Legislation (2)
- . Evidence Act (2)
- . English (2)
- . Drill (2)
- . Physical Education (2)
- . Animal Protection Act (1)
- . Fauna Conservation Act (1)
- . Children's Services Act (1)
- . Traffic Act. Less regulations (1)

ITEM 1

(d) Are there areas of content presently included which should be deleted? If so, please specify.

CONSTABLES WHO COMPLETED CADET COURSE

- . Answered "no" (38)
- . All areas covered were valid (2)
- . Human Relations (1)
- . Effective speaking (1)
- . Community Service (1)
- . Vagrants, Gaming and Other Offences Act (1)

CONSTABLES WHO COMPLETED PROBATIONARY COURSE

- . Answered "no" (71)
- . Human Relations (6)
- . History of the Law (4)
- . Aboriginal Council (1)
- . Children's Services Act (1)
- . Module ONE (1)

ITEM 2

There are a variety of teaching methods used in the pre-service courses (e.g. lectures, audio-visual resources, practical exercises, discussions, tutorial, demonstrations, visits etc.)

CONSTABLES WHO COMPLETED CADET COURSE

- . Greater emphasis on practical exercises (15)
- . Variety practically non-existent in first 12 months of cadet course (2)
- . Less emphasis on major crimes (1)
- . Little emphasis on teaching methods (1)
- . Lectures contained too much irrelevant material (1)

CONSTABLES WHO COMPLETED PROBATIONARY COURSE

- . More practical exercises (26)
- . Areas covered by Audio Visual and practicals became a lot clearer and easier to understand (3)
- . Excellent teaching methods (2)
- . Lecturers were excellent (1)

ITEM 3

Are there any other comments/observations you wish to make?

CONSTABLES WHO COMPLETED CADET COURSE

- . more practical exercises "not enough practical exercises so I wasn't very confident" (16)
- . Noticeable disharmony amongst staff "it is the trainee who suffers when there is bitterness amongst the staff". (4)
- . Course doesn't deal with the reality of police work "it is a big shock when you find out what police work is really like, instead of what you are told at the Academy". (3)
- . Too much discipline unnecessary (2)
- . More visits to Courts (2)
- . Very good course (2)
- . Period of Cadet Courses much longer than Probationary Course (1)

CONSTABLES WHO COMPLETED PROBATIONARY COURSE

- . More practical exercises "course may be improved by some practical exercises to prepare trainees for street work" (20)
- . Less examinations "exam every week is a bit too much" (6)
- . Too much emphasis on rote-learning (6)
- . More time needed for report writing and how to complete files (5)
- . Very good course (4)
- . Physical Education (2)
- . Shorter Course would be better "perhaps some thought should be given to shortening the initial course and supplementing this with 2 or 3 refresher courses within

the first 2 years of service where perhaps new or more complex fields could be covered". (1)

One hundred and twenty-eight young constables commented upon their pre-service training with that wisdom of hindsight gained during six months of police service.

It is very significant that essentially the same comments and criticisms were made by constables trained as cadets and probationaries.

The training innovation most recommended by the constables is "practical training". It needs to be understood that "practical training" does not refer exclusively to theatrical and spectacular productions but applies also to classroom role playing, "table-top" situations, to A.V. stimulated and A.V. simulated situations, to seminars, tutorials and such other teaching techniques as involve the trainees actively in the learning process.

The very nature of basic police training invites almost unlimited use of such "practical" training.

Constables indicated a lack of confidence in such duties as -

- interrogation of offenders*
- taking of complaints*
- completing of forms*
- use of notebooks*
- court procedure*
- traffic accident investigation*
- traffic direction*

Constables who trained as cadets were particularly critical of the time devoted to English and propose that instruction in written communication should be more clearly related to police reports writing and the preparation of documents for Court.

Perhaps the other significant criticism centred upon the irrelevancy of some aspects of the Human Relations Course. Again the constables' comment was that the subject should be closely related to the practical work situations faced by a police officer.

The fact that very few of the one hundred and twenty-eight constables felt inclined to give an unqualified commendation to the course he had studied suggests that course designers should consider closely the content and priorities of pre-service training programmes to better equip officers for the police duties they will be required to perform.

In June 1982 the Working Committee launched the research project to ascertain from Constables with up to two years of service their opinion of the pre-service and in-service training to which they had been exposed. The research was in the form of a printed questionnaire to which both objective and subjective responses could be made. Two hundred Constables received the literature. One hundred and seventy-two obliged the researchers by returning the completed forms.

THE RESPONDENTS

1. <u>Length of Service</u>	
0 to 6 months	: 19
7 to 12 months	: 98
13 to 18 months	: 52
19 to 24 months	: 1
(Not indicated)	: 2
TOTAL	: 172
2. <u>Pre-service entry level</u>	
Cadet	: 47
Probationary	: 125
TOTAL	: 172
3. <u>Age</u>	
Under 21	: 86
22 to 25	: 34
Over 25	: 50
(Not indicated)	: 2
TOTAL	: 172
4. <u>Sex</u>	
Male	: 165
Female	: 7
TOTAL	: 172
5. <u>Region</u>	
Far Northern	: 7
Northern	: 10
Central	: 9
North Coast	: 8
South East	: 17
Southern	: 7

Figure 8

North Brisbane	:	62
South Brisbane	:	29
Commissioner's Office	:	23
TOTAL	:	<u>172</u>

As the duties and responsibilities of a young Constable might vary considerably depending upon the size and location of his station, respondents were asked to specify any significant variables wherever possible in their responses.

ITEM 1

* PLACE THE APPROPRIATE FIGURE IN EACH () BELOW.

Using the following scale:

- | | | |
|---------------|----------------------|-------------------|
| (6) Essential | (5) Very significant | (4) Important |
| (3) Useful | (2) Of limited use | (1) Not essential |

How would you rate the following areas of the pre-service courses, keeping in mind the duties and responsibilities most frequently undertaken by a Constable with up to two years of service.

This question was put to each of the groups of experienced police:

- (a) Constables with up to two years of service
- (b) Officers-in-Charge of Stations
- (c) Commissioned Officers

The responses of each group have been collated and the completed summary is provided on page 96. The columns headed 'Constables', 'Officers-in-Charge' and 'Commissioned Officers' present the areas of study in the respective priority ranking. The rows horizontally indicate those areas rated of equal importance by the three groups. In the fourth column a composite priority ranking has been created from the responses.

ITEM 2

Should police education and training emphasise:

- (a) The enforcement of law
- (b) The service function of policing
- (c) A combination of both (a) and (b)

PLEASE CIRCLE ONE OF THE ABOVE.

To the direct question we received a direct response. Ninety-one percent of respondents suggested that police pre-service training must present a balanced combination of both enforcement and service.

ITEM 3

In the light of your experience since leaving the Academy, are there subject areas which:

- (a) should have been included but were not?
- (b) were not covered in sufficient detail?
- (c) were allocated too much time?
- (d) could have been dealt with at a later stage?

PLEASE LIST.

- (a) Should have been included but were not.

While it is fair to comment that from any reasonably large sample there will be opinions scattered across the board, (and if one heeded absolutely every comment offered one would be obliged to conclude that absolutely nothing was taught in the course), it is important that for this project any consistent and significant response should be noted.

Eighty-four young Constables responded and cited these areas as being neglected to the detriment of pre-service training.

- * *Duties of a Constable at a police station, e.g. issue of licenses and permits etc.* (21) commented
- * *Practical exercises on all aspects of theory training* (21) commented
- * *Practical exercises in giving evidence in court* (17) commented
- * *How to investigate minor and serious traffic accidents* (11) commented
- * *Practical exercises on traffic direction* (6) commented

- * *The use of various forms used within the police department* (5) commented
- * *Lectures on breaches on the Main Roads Act* (5) commented

(b) Were not covered in sufficient detail

One hundred and twenty-nine Constables offered criticisms of subject areas not covered sufficiently well. Again, only the significant responses have been listed, but there is clearly a request from young Constables for much greater assistance in pre-service training in the areas of -

- * *Correspondence and report writing* (46) commented
- * *Practical exercises on aspects of theory training* (31) commented
- * *Practical exercises on traffic accident investigation* (16) commented
- * *Typing* (15) commented
- * *Traffic Act provisions generally* (14) commented
- * *Practical exercises in giving evidence* (11) commented
- * *Practical exercises in interrogation of suspects* (11) commented
- * *Instruction on/practical exercises with notebooks* (11) commented
- * *Firearms training* (11) commented
- * *Instruction on/practical exercises with court briefs* (9) commented
- * *'Street' offences* (9) commented
- * *Practical exercises on traffic breaches* (9) commented
- * *Duties of a Constable at a police station including counter duty* (8) commented
- * *Self defence* (7) commented
- * *Practical exercises on statement preparation* (6) commented
- * *Theory of/practical exercises on sudden deaths* (5) commented
- * *Domestic disturbances* (5) commented
- * *Driver training* (5) commented

(c) Subject areas allocated too much time

From the one hundred and one responses to this question, the following topics are identified as ones allocated too much pre-service training time:

- * *History of the law* (39)
- * *History of policing* (38)
- * *Human relations* (25)
- * *Criminal Code (provisions on major offences)* (10)
- * *Commonwealth law* (5)

- * *Drill* (4)
- * *Physical Education* (3)
- * *English* (3)

(d) Subject areas which could have been dealt with at a later stage

Only forty-two Constables identified specific areas in this category.

- * *Criminal Code (provisions on major offences)* (8)
- * *Commonwealth law* (3)
- * *Fauna Act* (3)
- * *Practical exercises* (2)
- * *Investigation and interrogation* (2)

Any summary of a fairly comprehensive educational report is justifiable only in so far as it -

- (1) simplifies the comprehension of the data obtained, and
- (2) identifies those areas which must be considered not only from a statistical but also from an educational point of view.

Therefore, we point out that great care must be taken in the interpretation of information such as that obtained in the four responses 3a, 3b, 3c and 3d.

- 3a To each identified deficiency most lecturers would simply reply that the material was covered in "Lecture X or Lecture Y"
- 3b Similarly, the lecturers' responses would be along the lines, "We did that in Lecture X, but had only one period to cover so many pages or so many offences", as the case may be.

Information obtained from such questions must be heeded but there must be a sufficiently open-minded and professional examination of all of the responses to admit that the answers given to particular questions may well pose additional questions:

- Are teaching methods satisfactory?
- Is staff selection appropriate?
- Is teacher-training for staff adequate?
- Is the total staff structure appropriate?
- Is the teaching/assessing procedure appropriate?
- or, in the case of 3c:
- Can "professional police" be really professional without a general understanding of the evolution of "British Law", and

a particular understanding of law making and law enforcement, in Queensland.

Is it possible that "policing" is the only profession deliberately unconscious of its history?

If perhaps 80% of police work involves dealing with people who are not in breach of the law, can the 2% of course time devoted to Human Relations really be a waste of time? If it is, could that be because so little is useless but 10% or 20% may well have been most beneficial.

These are the sorts of deliberations which must exercise the minds of course designers before significant changes are introduced in the pre-service training programme.

SUBJECT AREAS CONSIDERED MOST RELEVANT

<u>TRAFFIC</u>		<u>COMMUNICATION</u>		<u>CRIMINAL CODE</u>		<u>MISCELLANEOUS POLICE DUTIES</u>	
Traffic Act and Regulations	85	Report Writing	68	Criminal Code	62	Powers of Arrest	80
Section 16 (Traffic Act)	66	Use of Note books	59	Vagrants, Gaming etc,	51	Search and detention	
Traffic Offence Notice	24	Court Briefs	54	Elements of offence	40	Powers in use of force	63
Investigate Traffic Accident	17	Writing Statements	32	Health Act (drugs)	35	Domestic Arguments	46
Dangerous Driving	13	Typing	25	Judges Rules	34	Sudden deaths	32
		Record of Interview	23	Acts policed by Q.P.D.	32	Watchhouse duties	31
		C.O. Reports	23	Court conduct	24	Receiving Complaints	29
		Confessional Statement	19	Techniques of Interrogation	22	Warrants and Summonses	28
		Bench Charge Sheet	18	Criminal Responsibility	22	Police/Public relations	24
		Oral communication	13	Classification of Offence	20	Responsibility of Police officer	23
				Parties to offences	16	Practical Exercises	21
				Dangerous driving	13	Serve at Station	17
				Principles of Interrogation	14	Physical Education/ Self Defence	14
				Law of evidence	13	Driver Training	14
				Attempts	13	Firearms	13
						Law on Seizure	13

The Numbers printed after the subjects indicate the frequency of responses in each case.

Figure 9

ITEM 4

Consider the tasks you have performed to date and using ITEM 1 as a guide, list as many as possible of what you consider to be the most relevant areas of your pre-service course.

One hundred and fifty-nine Constables responded and their significant replies are arranged in Figure 9.

As we did in our summary of Item 3 above we would emphasize that there may be initial questions posed by answers provided to otherwise "harmless" questions.

Viz. Is the Policemen's Manual such an irrelevancy that it is acceptable for only 2% of respondents to have found value in that area of their training? Or is it that training in the use of the Policemen's Manual is inadequate?

ITEM 5

The stated aim of the Academy is "to provide the environment and learning resources which foster individual development, attitudes, knowledge and skills essential for a self-disciplined, professional officer to meet the needs of policing in a changing democratic society".

How would you rate your pre-service course in relation to this aim.
PLEASE CIRCLE THE APPROPRIATE NUMBER BELOW.

- (6) Excellent (5) Very Good (4) Good
- (3) Satisfactory (2) Fair (1) Poor

Excellent 5%*****
 Very Good 42%*****
 Good 33%*****
 Satisfactory 9%*****
 Fair 4%****
 Poor 1%*
 No Response 6%#####

(Mean 4.4. Mode 5)

Figure 9(a)

ITEM 6

From your experience since taking up duties as a police constable, how well do you think your pre-service course prepared you for each of the following.

PLEASE USE THE FOLLOWING SCALE.

- (6) Excellently (5) Very Well (4) Well
- (3) Satisfactorily (2) Fairly (1) Poorly

Figure 10 provides a complete analysis of the response. Very clearly, young constables are less than satisfied with the pre-service training -

- The control of traffic
- The control of crowds
- Police Station procedures

Interestingly, the pre-service course appears to provide a degree of confidence in "dealing with offenders by way of arrest" (K-iii) while there is a marked decline in the pre-service course contribution in "dealing with an offender by way of caution". (K-i).

	PERCENTAGES					RAW NUMBERS				
	EXCELLENTLY	VERY WELL	WELL	SATISFACTORILY	FAIRLY	POORLY	MEAN (Average)	MODE (most frequent answer)	NO. OF RESPONSES	NO ANSWER
(a) Talk to public and give advice on everyday problems	6	5	4	3	2	1				
(b) Deal with street incidents	1	20	29	26	15	8	3.4	4	171	1
(c) Deal with traffic incidents	2	14	35	33	11	3	3.5	4	170	2
(d) Deal with domestic disputes	5	20	30	23	10	10	3.5	4	170	2
(e) Deal with disputes between members of the public	4	12	37	21	15	8	3.4	4	169	3
(f) Deal with personal property - lost, found and stolen	1	11	36	28	16	6	3.3	4	170	2
(g) Control traffic	5	18	31	26	13	5	3.6	4	170	2
(h) Control crowds-peaceful and hostile	3	9	18	21	19	27	2.7	1	169	3
(i) Identify offences	2	6	26	22	21	20	2.8	4	169	3
(j) Use powers to stop and search	8	34	36	15	5	-	4.2	4	170	2
(k) Deal with offences by way of	13	28	34	15	6	1	4.2	4	169	3
(i) Caution	5	17	26	25	14	10	3.4	4	169	3
(ii) Summons	8	16	31	27	11	3	3.7	4	168	4
(iii) Arrest	16	26	40	13	4	-	4.3	4	171	1
(l) Obtain the necessary evidence of prosecution	9	23	35	22	9	1	4	4	171	1
(m) Give that evidence in court	6	16	23	28	20	5	3.4	3	170	2
(n) Investigate an offence	5	18	31	31	12	1	3.6	3	170	2
(o) Question suspects	4	17	28	33	12	5	3.5	3	171	1
(p) Make use of police and public communications systems to best advantage	3	13	29	35	11	8	3.3	3	171	1
(q) Obtain statements from witnesses	7	17	30	30	12	2	3.7	3	170	2
(r) Police station procedures	1	6	22	31	18	19	2.8	3	169	3
(s) Deal with people irrespective of										
(i) age	4	16	32	30	13	2	3.6	4	169	3
(ii) sex	5	17	32	33	10	1	3.6	3	170	2
(iii) race	4	16	33	29	13	2	3.5	4	169	3
(iv) social standing	4	16	32	30	13	2	3.5	4	169	3
(t) To act in an emergency	5	21	33	30	6	3	3.7	4	170	2
(u) Reflect credit upon the Police Department both on and off duty	15	30	36	13	4	-	4.3	4	170	2

PERCENTAGES RAW NUMBERS

Figure 10

ITEM 7

How would you assess the emphasis given to the following at the Academy -

- (a) Discipline -
 - Far too much 3% ***
 - Too much 11% *****
 - About right 77% *****
 - Too little 7% *****
 - Far too little 1% *
 - (No response) 1% #
- (b) The development of self-discipline -
 - Far too much 0%
 - Too much 2% **
 - About right 81% *****
 - Too little 16% *****
 - Far too little 0%
 - (No response) 1% #
- (c) Standards set for appearance -
 - Far too much 0%
 - Too much 8% *****
 - About right 87% *****
 - Too little 4% ****
 - Far too little 1% *
 - (No response) 0%
- (d) Standards set for conduct -
 - Far too much 2% **
 - Too much 3% ***
 - About right 86% *****
 - Too little 9% *****
 - Far too little 0%
 - (No response) 0%

Figure 11

The indisputable fact is that while the responses by the trainees/or ex-trainees may be intensely interesting their subjective views must be weighed against the expressed opinions, (often equally subjective views) of those other persons able

to assess the on-the-job performance of graduates. Within this report Commissioned Officers, Officers-in-Charge, and members of the Public have commented upon the discipline, conduct and appearance of young Constables. The success of the pre-service training requirements is to be measured against the performance of inducted police constables, not against the behaviour of closely supervised pre-service trainees.

ITEM 8

From the information provided in responses to Item 8, it is clear that the majority of the young Constables were satisfied with most of the training areas nominated in the Item.

However, they do offer these specific criticisms -

- (1) Not enough time spent on self defence
- (2) Not enough time spent of prisoner control
- (3) Not enough time spent in "practical" training

The responses from 172 Constables with up to two years of service as at June of 1982 are reproduced in Figure 12.

How do you feel about the amount of time allocated in your pre-service course to the following -

	PERCENTAGES			RAW NUMBERS			
	TOO MUCH	ABOUT RIGHT	TOO LITTLE	MEAN (Average)	MODE (most frequent answer)	NO. OF RESPONSES	NO ANSWER
(a) Physical Education:	1	2	3				
including							
(i) Theory	20	70	10	1.9	2	172	-
(ii) Fitness	6	78	16	2.1	2	172	-
(iii) Self-defence	-	37	63	2.6	3	172	-
(iv) Prisoner control	1	48	51	2.5	3	172	-
(v) Resuscitation	3	84	13	2	2	172	-
(vi) Lifesaving & Swimming	5	86	9	2	2	172	-
(b) Sport: (Wednesday afternoon)	3	84	13	2.1	2	172	-
(c) Drill:	20	70	10	1.9	2	172	-
(d) <u>Simulated practical exercises in relation to police work:</u>	1	8	91	2.9	3	172	-
(e) <u>The amount of time available for:</u>							
(i) Private study		65	35	2.3	2	172	-
(ii) Social activities	1	70	29	2.2	2	172	-
(iii) Recreation	1	78	21	2.2	2	172	-

Figure 12

Additional comments in relation to Item 8 were offered by thirty (30) respondents. The following is a representative sample of comments made.

On the structure of the pre-service course:

- * the Pre-service (course) was six months of constant study.
- * I found the workload extremely heavy and all my time away from the Academy was taken up with study.

- * *There was a hell of a lot crammed into too short a time.*
- * *No social life whatsoever.*
- * *I lived in at the Academy and found ample time for study and recreation.*

On the use of practical exercises in the pre-service course:

- * *Lack of practical experience in simulated situations is a real drawback.*
- * *Practical exercises were successful at In-service. If those could be done in Pre-service training - I feel it would make new Constables more confident.*

On physical fitness, sport and drill:

- * *I found the physical and sporting side of the Academy very enjoyable and helpful to me physically and mentally.*
- * *Self defence and prisoner control seemed to be packed into a short space of time. The Cadets are at an advantage regarding self defence for they have a greater allotment of time for such activities.*

On other matters:

- * *Too much time allocated to examinations and not enough to a personal approach to police work and duties.*
- * *I feel there should be a recreation officer trained at the Academy to deal with trainee recreation, community involvement, sport (after work) and family familiarization.*

The responses to 8(e) suggest that trainees believe they are subjected to a fairly demanding pre-service course. We would suggest that as the calibre of trainee is raised, and as a greater proportion of trainees are people with established study habits, the perceived degree of difficulty of the course (in the eyes of trainees) may well decline.

N.B. The average I.Q. of Adult Trainees has risen from below 115 to a fairly constant 120(+) since we began keeping records in 1980. The average I.Q. of Cadets has risen marginally (to about 121) over the same period.

The average T.E. Score of Cadets has risen from 740 (1979) to 840 in 1983.

In 1980, sixteen per cent of Adult Trainees had I.Q. test scores below 100 while another 24% ranged 100 - 110. In 1983 only 12.5% of Adult Trainees have an I.Q. score below 110. (0.5% below 100!). (SEE FIGURE 54 , PAGE 89)

ITEM 9

The Question:

During any course of study stressful situations often develop. During your pre-service course how much were you affected by:

- (a) Lack of confidence in your ability to become a good police officer.
- (b) Adjusting to a disciplined way of life.
- (c) Pressure of work.
- (d) Examinations and tests.
- (e) Having to memorize material.
- (f) Being in a learning environment again.
- (g) Financial worries.
- (h) Domestic worries
- (i) Home sickness.
- (j) Other - please specify.

The Responses:

	PERCENTAGES					RAW NUMBERS			
	VERY MUCH	QUITE OFTEN	SOMETIMES	HARDLY AT ALL	NEVER	MEAN (Average)	MODE (most frequent answer)	NO. OF RESPONSES	NO ANSWER
	1	2	3	4	5				
(a) Lack of confidence in your ability to become a good police officer	1	10	52	26	10	3.3	3	171	1
(b) Adjusting to a disciplined way of life	1	5	13	53	27	4.0	4	171	1
(c) Pressure of work	6	18	49	23	3	2.9	3	171	1
(d) Examinations & tests	17	32	39	11	1	2.4	3	172	-
(e) Having to memorise material	20	30	34	11	3	2.4	3	170	2
(f) Being in a learning environment again	7	10	36	38	8	3.2	4	171	1
(g) Financial worries	2	8	29	34	25	3.7	4	170	2
(h) Domestic worries	3	5	30	30	31	3.8	5	171	1
(i) Home sickness	1	2	14	23	58	4.3	5	170	2

Figure 13

(j) Other: Twenty-three (23) respondents commented on this item and identified stress arising from:

- * Change from a civilian to a police officer
- * Pressure from the failing of exams
- * Amount of emphasis placed on examinations
- * Not sighting marked examination papers.

- * Pressure to become physically fit.
- * Lack of family understanding of what the trainee was doing
- * Lack of time to spend with loved ones
- * Leave through illness makes it difficult to catch up on study
- * Working, living and eating with the same people over a long period of time.
- * Sickness in a trainee's immediate family.

ITEM 10

Item 10 invited comment on the facilities and assistances provided at the Academy during pre-service training.

The responses to 10(a) (Figure 14) and 10(b) (Figure 14) demonstrate clearly that little significant, general criticism was offered.

Item 10(c) was open ended insofar as Constables were invited to make "any other comment". Criticized as being unhelpful in training were -

1. Poor state of repair of typewriters
2. Poor state of the classroom
3. Lack of feedback on student progress

ITEM 11

How would you assess the attitudes to the job shown by Constables with about the same amount of service as yourself:

PLEASE USE THE FOLLOWING SCALE:

- (5) Nearly all (4) The majority (3) About half
 (2) A minority (1) Very few

How would you rate the Academy facilities in relation to -

(a) Assistance with problems associated with course content.

Excellent	25%	*****
Very Good	30%	*****
Good	28%	*****
Satisfactory	11%	*****
Fair	5%	*****
Poor	1%	*
No Response	0%	

(Mean 4.5. Mode 5)

(b) Assistance with problems arising from personal or other domestic worries.

Excellent	12%	*****
Very Good	23%	*****
Good	25%	*****
Satisfactory	17%	*****
Fair	11%	*****
Poor	3%	***
No Response	9%	#####

(Mean 4.0. Mode 4)

Figure 14

PERCENTAGES

RAW NUMBERS

	VERY FEW	A MINORITY	ABOUT HALF	THE MAJORITY	NEARLY ALL	MEAN (Average)	MODE (Most frequent answer)	NO. OF RESPONSES	NO ANSWER
	1	2	3	4	5				
(a) See policing as a vocation rather than just another job	4	13	22	45	15	3.5	4	171	1
(b) Are highly motivated	1	10	28	52	9	3.5	4	172	-
(c) Are idealistic rather than cynical about the value of police work	2	10	28	49	8	3.5	4	169	3
(d) See job satisfaction as more important than material reward	2	13	28	41	13	3.5	4	169	3
(e) Know how and when to exercise authority	2	3	27	52	12	3.7	4	168	4
(f) Are not afraid to use this authority	1	4	20	54	19	3.9	4	170	2
(g) Have the confidence to get involved with people	-	3	24	51	19	3.8	4	169	3

PERCENTAGES

RAW NUMBERS

Figure 15

ADDITIONAL COMMENT

Eighteen (18) respondents offered comments:

- * *I feel that the Department expects a lot more from new Constables than they should.*
- * *It is hard at times for a Constable to find required help from superiors in some matters. (It) appears (that new Constables are) expected to know all on (the) first occasion.*
- * *At first everyone is keen to put the knowledge into practice. There seems to be a lot of peer group pressure to fall into a set pattern of attitudes towards work after the first 12 months. (This depends) on where one is stationed.*
- * *Most Constables are seriously impaired by older Constables (who) think they know how to run the force. (We) are ridiculed for idealistic thoughts.*
- * *Most Constables could be highly motivated but in some cases lack leadership guidance to get the best results from them. e.g. (They) want to do a good job but aren't shown how.*
- * *The major suppressent in the development of a motivated self disciplined officer appears to be the situation of working with dissatisfied officers who mould the trainee's thought process in a negative direction at a time when one is most impressionable.*
- * *(Police work) is a profession, not a vocation. It is important to become professional.*
- * *Only a few of those I have met seem to be aware that they are continually in the public eye and attitudes and appearance could be improved on after they leave the Academy.*
- * *Many police believe that the job is not "fair dinkum".*
- * *Mainly due to adverse publicity and media coverage, most police thought that they were now being looked down upon.*

ITEM 12

Are there any comments you wish to offer on the teaching methods used in courses offered at the Academy? (e.g. Lectures, practical exercises, demonstrations, discussions etc).

One hundred and nineteen (119) respondents made comment on this Item. The following is a representative sample of comments made. The figure behind each comment indicates the number of responses to that particular comment.

- * *Practical exercises should complement lectures on as many topics as possible* (90)
- * *Teaching ability of instructors is good or excellent* (9)
- * *The present course is adequate* (8)
- * *Tutorials or class discussion should be implemented in the Pre-Service course* (6)
- * *Human Relations course should be related to practical situations faced by police* (4)
- * *Time allocated for the Pre-Service course should be extended* (4)
- * *Extend the use of audio visual teaching aids in the Pre-Service course* (4)
- * *Extend the instruction on traffic matters* (2)
- * *Provide periods for free study* (2)

ITEM 13

Are there any other matters which you believe need to be considered in Pre-Service education and training to equip a Constable to carry out his duties and responsibilities for the first two years of service:

Seventy-six (76) respondents commented on this item.

- * *Favour the inclusion of practical exercises in Pre-Service training* (23)
- * *Favour a period of training at Stations during Pre-Service training* (9)
- * *More emphasis should be placed on "street offences" and other minor offences* (6)
- * *More emphasis on report writing* (6)
- * *More training on how to deal with the public* (5)
- * *More court procedure and practice* (4)
- * *Extend the course* (4)
- * *More emphasis on powers of arrest etc* (3)
- * *More training on notebooks generally and use of notebook in court* (3)

- * *Instruction of Family Law matters pertaining to police* (2)
- * *More typing instruction* (2)
- * *Junior police should work with professional and enthusiastic seniors* (2)

There is really little for the researchers to add to the printed responses to Items 12 and 13. Obviously, there were many other "one off" comments -

- * *Module 6 has a lot of idle time that could be put to good use*
- * *Lecture notes should be revised*
- * *Exams should have less emphasis on memory testing*

However, those responses having some significance for the study of pre-service training courses have been reproduced and provide additional and valuable data for those charged with the responsibility of revising and perhaps redesigning the training courses and training programme of the Queensland Police Department.

ITEM 14

Constables with up to two years of service were asked their impression of the course they undertook at the Queensland Police Academy.

They said:

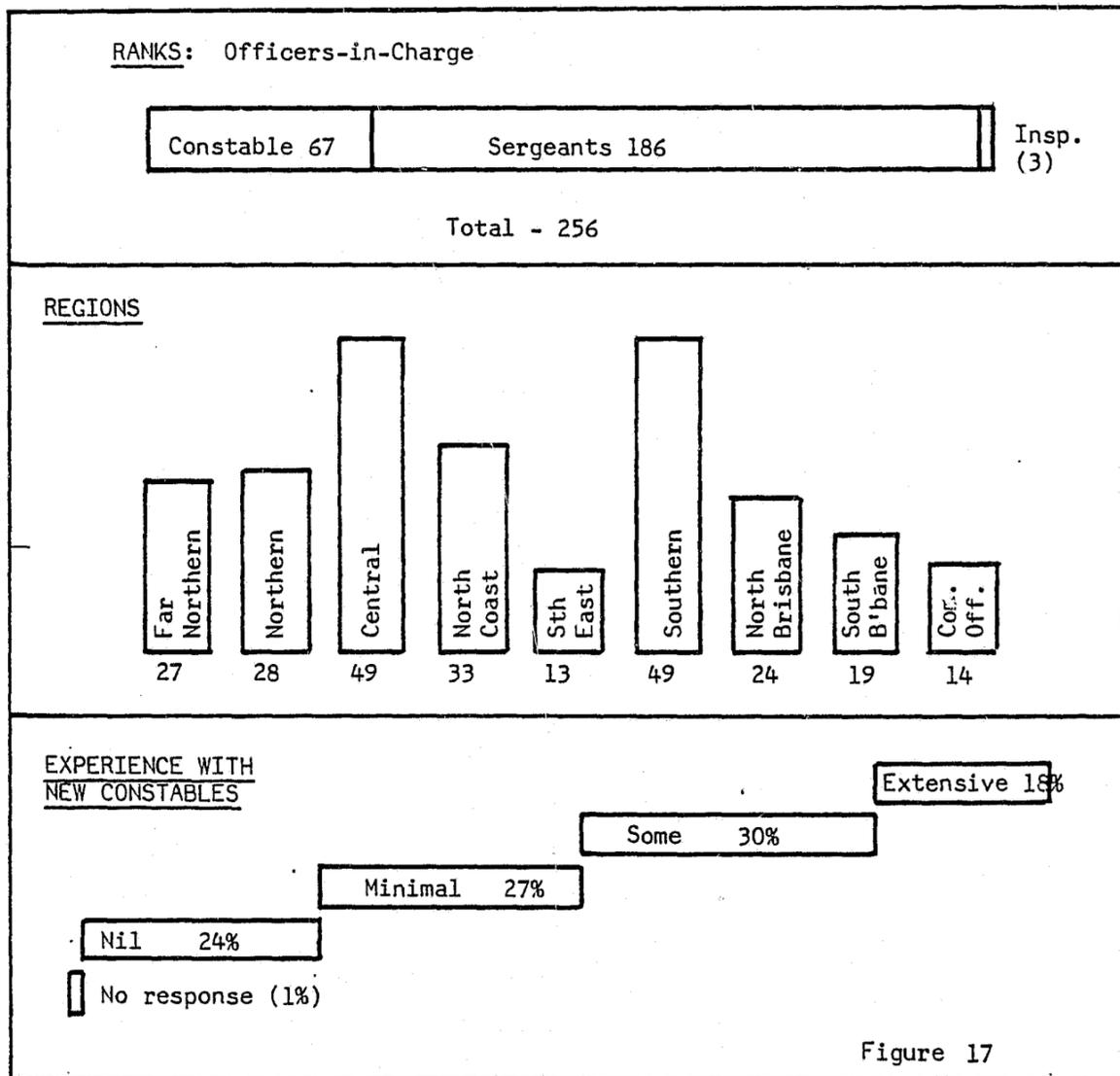
Excellent	9%	*****
Very Good	45%	*****
Good	31%	*****
Satisfactory	11%	*****
Fair	1%	*
Poor	0%	
(No response)	3%	###

Figure 16

Reviewers must ask just how well that response sits with all of the other responses returned by these young Constables, and with the information provided by well over two thousand other respondents in the total research project.

In June 1982, four hundred and thirty-two Officers-in-Charge of police stations and establishments were forwarded questionnaires. Two hundred and fifty-six responded.

In Figure 17 the ranks of the respondents, the regions in which they were serving and the degree of involvement with Constables of less than two years service are presented.

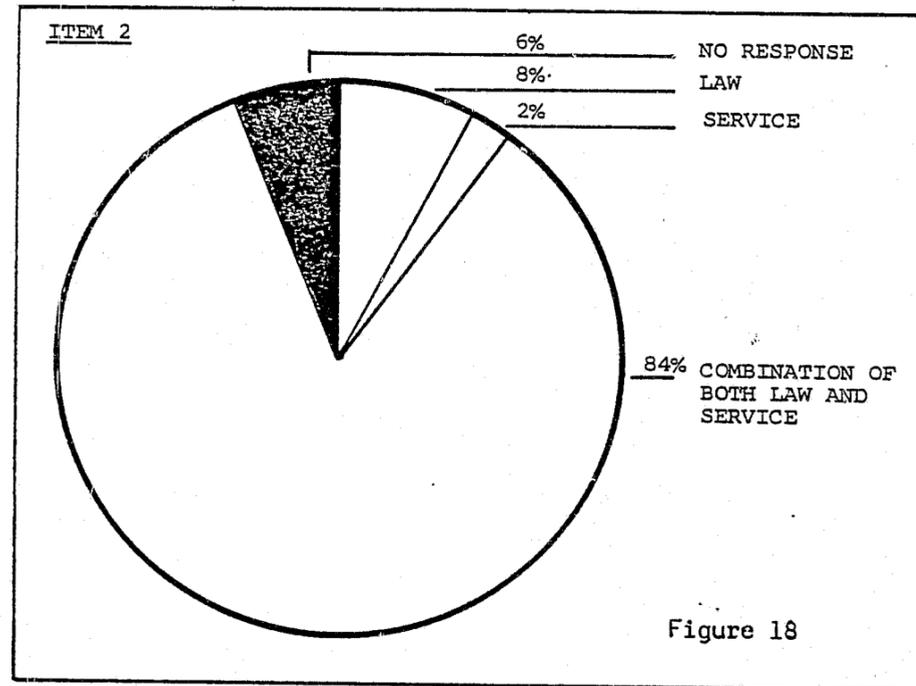


ITEM 1

The response of the Officers-in-Charge to Item 2 are reproduced on page 96 (Figure 30) where easy comparison is possible with the responses to an identical question asked of young constables and Commissioned Officers.

ITEM 2

The Officers-in-Charge responded clearly when asked if the emphasis in training should be upon Law Enforcement, the Service Function of policing, or on a combination of both.



Fifty-three officers volunteered further comment or advice.

- . Equal emphasis should be placed on the enforcement of the law and the service function of policing (13 similar comments)
- . Emphasis should be placed on -
 - the use of common sense. (8)
 - the enforcement of the law rather than the service function of policing. (6)
 - a knowledge and application of the law (4)
 - the application of firmness with courtesy (3)
 - the service function of policing rather than the enforcement of the law (3)

- discretion when dealing with offenders (2)
- self-discipline with particular regard to the public-police image.
- how to communicate with the public
- the use of manners when dealing with the public
- enforcement with consideration and empathy when dealing with minor offenders. A view towards co-operation rather than confrontation.
- . I believe in recent years greater emphasis has been placed on the enforcement aspect at the expense of the service function.
- . A majority of young constables recognise the enforcement of law without a sufficient attitude towards the service function of policing.
- . To assist each probationary to get used to the public, each individual should do at least one month counter duty at suburban stations before being sworn-in.

ITEM 3

Item 3 of the questionnaire invited Officers-in-Charge to suggest -

- (a) Subject areas which should have been included but were not.
- (b) Subject areas not covered in sufficient detail.
- (c) Subject areas that could have been dealt with later.

The following tables indicate the areas which received most comment - the number shows the frequency with which the particular response was recorded.

(a) Subject areas which should be included but were not -

- 14. Stock Act
- 10. Clerk of the Court accounting system
- 8. Discipline
- 8. How to achieve and maintain good police-public relations
- 7. Issue of drivers' licenses and permits
- 6. Police Cash Book procedures
- 6. Handling of lost/stolen property
- 4. Investigation of traffic accidents
- 4. Respect for rank within the police department
- 3. Seizure and care of exhibits
- 3. Brands Act/How to read brands
- 3. Communication
- 3. Loyalty to fellow officers
- 3. Economic use/care of government property
- 3. Rural Fires Act
- 2. Driver's License testing
- 2. Family Law
- 2. Policing in country stations

- 2. Issue of various permits and way bills
- 2. Main Roads Act and Regulations
- 2. Lectures on human behaviour
- 2. Dress standards
- 2. Interrogation of disadvantaged persons
- 2. Duties of first officer at the scene of a serious offence
- 2. Duties of junior officers at sieges
- 2. Coroner's procedures
- 2. Domestic disturbances
- 2. Legal Aid agencies
- 2. Courtesy to superiors
- 2. Court visits
- 2. Practical court exercises.
- 1. Duties of officers at suburban offices
- 1. How to recognise and describe beasts
- 1. State Transport Act
- 1. Identification of bodies
- 1. Public order
- 1. Escort of prisoners
- 1. Public speaking
- 1. Horsemanship
- 1. Cultivation of informants
- 1. How to make inquiries

Comment is made elsewhere in this report indicating that Academy lecturers would probably assert that all of the above are covered during pre-service training. What is clear is that in the opinion of responsible Officers in the field, there are many quite basic police duties omitted (or at least ineffectively presented) during training.

(b) Subject areas not covered in sufficient detail -

- 16. Report writing
- 9. Police-public relationships
- 7. Traffic Act
- 6. Practical exercises
- 5. Taking the complaint
- 4. Domestic disturbances
- 4. Health Act (dangerous drug/prohibited plant)
- 4. Station books and procedures with such records
- 4. Practical court exercises
- 4. Notebooks (use and importance in court procedures)
- 4. Typing
- 3. Investigation of traffic accidents
- 3. Powers of arrest/search/seizure
- 3. Spelling
- 3. Importance of the Policeman's Manual as a reference source
- 2. Fauna Act
- 2. Animals Protection Act
- 2. Stock Act
- 2. Street offences
- 2. Public speaking
- 2. Driver training
- 2. Records of interview
- 2. Court briefs
- 2. Family law
- 2. Use of firearms
- 2. Procedure re lost property
- 2. Emphasize the need for active patrol
- 2. Statements
- 2. Sudden death procedures
- 2. Self-defence

- 1. Self-discipline
- 1. Service of summons
- 1. Execution of warrants
- 1. How to make general inquiries
- 1. Interception and interrogation of traffic offenders
- 1. Court procedures
- 1. Necessity for reports to be neat and clean
- 1. Investigation of fires
- 1. Judges Rules
- 1. Rural Fires Act
- 1. Liquor Act
- 1. Fingerprinting
- 1. Basic skills on how to communicate with Aboriginals and Thursday Islanders

The significant feature of lists (a) and (b) reproduced in full from the responses of the Officers-in Charge is the very basic nature of the duties and skills nominated for attention.

Lists (a) and (b) pose a question for consideration by course designers and administrators -

- 1. *If Officers-in-Charge of stations, the experienced police officers responsible for the day to day supervision of newly inducted constables, find these subject areas to be in need of more effective presentation to trainees, how are courses to be modified to achieve these goals?*
- 2. *How do these responses (by Officers-in-charge) compare with those from other groups surveyed in the course of the total research?*

(c) Subject areas which could have been dealt with later.

The Officers-in-Charge listed these topics in category (c).

- 7. Serious offences
- 5. State Emergency Services visit
- 5. Planning and Research visit
- 3. Joinder of charges
- 3. Interrogation techniques
- 2. Forensic sciences
- 2. Interpreters
- 2. Computers
- 2. Dog Squad visit
- 2. Map reading and fieldcraft
- 1. How to be subordinate-not management subjects
- 1. Court orderly duties
- 1. Bail
- 1. Commonwealth law
- 1. S.E.Q.E.B.
- 1. Fire Brigade visit
- 1. Information Bureau
- 1. Racing and Betting Act

- 1. Fauna Conservation Act
- 1. Station experience

ITEM 4

Item 4 asked Officers-in-Charge to list what they considered to be the most relevant areas of pre-service training.

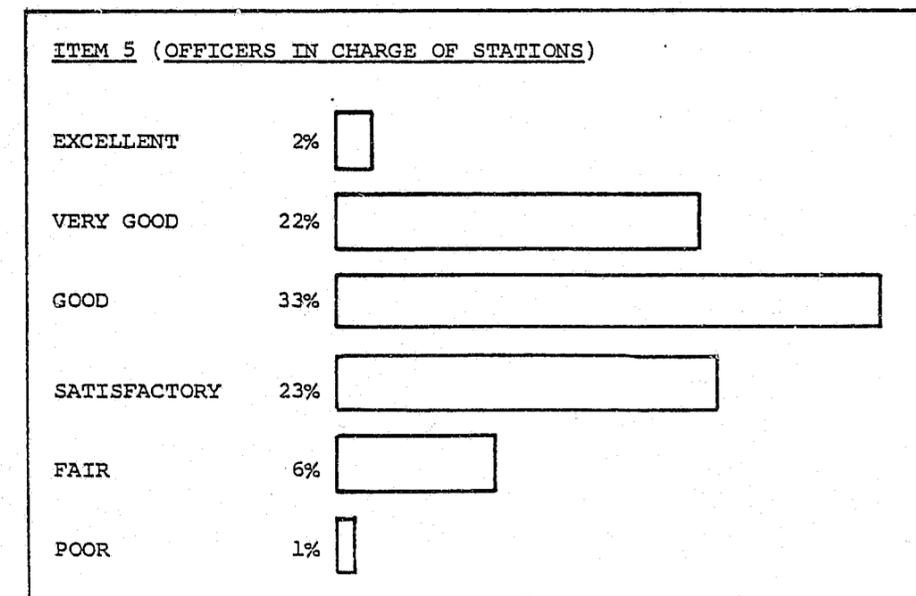
- 155. Police powers of arrest/detention/search/seizure
- 140. The duties and responsibilities of police
- 131. Use of force by police
- 110. Official police notebooks - issue of/method of use/use in court
- 92. Report writing
- 89. Traffic Act and Regulations
- 87. Criminal Code
- 84. Court briefs - all types
- 74. Police - public relations
- 70. Elements of offences.
- 69. Section 16 of the Traffic Act
- 67. Vagrants, Gaming and Other Offences Act
- 63. Charging an offender
- 61. Taking a complaint
- 54. Introduction to the Manual
- 52. The Judges' Rules
- 50. Laws generally
- 49. Traffic offence notices and reporting traffic offenders
- 49. Preservation of the crime scene
- 46. Domestic arguments
- 46. Records of interview
- 46. Court system - court procedure - conduct in court
- 45. Principles of investigation
- 43. Principles of interrogation
- 40. Health Act provisions relating to dangerous drugs
- 37. Firearms training
- 37. Criminal responsibility
- 36. Statements
- 35. Station duties
- 34. Police Act and Rules
- 34. Rules and laws of evidence
- 33. Classification of offences
- 30. Driver training.
- 29. Warrants - all aspects
- 28. Typing.
- 28. Criminal offence reports and supplementary reports
- 27. Written/oral communication skills
- 27. Dangerous driving law
- 26. Firearms and Offensive Weapons Act
- 24. Summonses - all aspects
- 21. Liquor Act
- 19. Parties to offences
- 19. Intercepting traffic offenders
- 19. Noise Abatement Act
- 18. Sudden death investigation
- 18. Physical education
- 18. Discipline
- 18. Active patrols
- 17. Watchhouse procedures
- 17. Human relations education.
- 15. Investigation of traffic accidents - minor/serious
- 14. Telephone manners

- 13. Confessional statements
- 12. Onus of proof
- 12. Bench charge sheets
- 12. Transport of suspects
- 11. Mental Health Act.
- 11. Exhibits - procedure in seizure and care thereof
- 11. Bail
- 10. Children's Services Act
- 10. First Aid
- 10. Practical exercises
- 9. Attempts to commit offences
- 9. Self-Defence
- 9. Trespass law
- 8. Ethnics and professionalisation
- 8. Reporting for duty
- 8. How to search motor vehicles
- 7. How to read an Act
- 7. Community service
- 7. Correct attitudes for police service
- 6. Aboriginal issues
- 6. Animals Protection Act
- 5. Beat duty
- 5. Respect for rank
- 5. Punctuality

The complete response to Item 4 is reproduced above, and the contribution by two hundred and fifty experienced officers should be regarded as a valuable guide by training administrators.

ITEM 5

Officers-in-Charge were asked to rate the training of young constables, basing their assessment upon the performance of junior officers of whom they have had experience. Their responses are presented in Figure 19.



ITEM 6

Item 6 asked Officers-in-Charge to comment upon the preparation of trainees for a number of specific police duties. Responses could range from "Excellently" (6) to "Poorly" (1). The completed details are recorded in figure 20.

	RESPONSES						Raw Numbers				
	Percentages	Excell-ently	Very Well	Well	Satisfact-oryly	Fairly	Poorly	MEAN (Average)	MODE (most freq. ans.)	Responses	No Answer
		6	5	4	3	2	1				
(a) Talk to public and give advice on everyday problems	-	7	18	38	16	8	3.0	3	243	13	
(b) Deal with street incidents	1	8	26	38	11	3	3.3	3	243	13	
(c) Deal with traffic incidents	2	14	27	35	9	2	3.5	3	245	11	
(d) Deal with domestic disputes	1	3	18	42	18	6	2.9	3	244	12	
(e) Deal with disputes between members of the public	1	3	16	45	17	5	2.9	3	243	13	
(f) Deal with personal property - lost, found and stolen	3	18	27	25	9	7	3.5	4	245	11	
(g) Control traffic	2	15	25	32	7	3	3.5	3	240	16	
(h) Control crowds-peaceful and hostile	2	7	20	35	17	4	3.1	3	241	15	
(i) Identify offences	2	15	26	33	9	2	3.5	3	243	13	
(j) Use powers to stop and search	1	12	25	32	15	2	3.3	3	243	13	
(k) Deal with offences by way of											
(i) Caution	1	3	23	32	19	6	3.0	3	240	16	
(ii) Summons	1	9	27	33	13	3	3.3	3	242	14	
(iii) Arrest	3	13	30	31	9	1	3.6	3	243	13	
(l) Obtain the necessary evidence of prosecution	1	8	26	30	17	4	3.2	3	242	14	
(m) Give that evidence in court	2	8	23	34	17	3	3.2	3	243	13	
(n) Investigate an offence	2	9	22	34	17	4	3.2	3	245	11	
(o) Question suspects	2	6	15	35	23	6	2.9	3	243	13	
(p) Make use of police and public communications systems to best advantage	2	13	21	34	13	5	3.3	3	244	12	
(q) Obtain statements from witnesses	1	6	18	36	21	4	3.0	3	242	14	
(r) Police station procedures	1	8	10	28	30	10	2.7	2	243	13	
(s) Deal with people irrespective of											
(i) age	2	9	23	38	13	2	3.3	3	243	13	
(ii) sex	2	9	25	38	11	2	3.4	3	243	13	
(iii) race	2	7	22	39	13	3	3.2	3	242	14	
(iv) social standing	3	8	23	39	12	3	3.3	3	244	12	
(t) To act in an emergency	3	9	28	33	13	1	3.4	3	243	13	
(u) Reflect credit upon the Police Department both on and off duty	4	18	30	26	6	3	3.7	4	243	13	

There is a wealth of information in Figure 20 and assessments of that data can be made from many approaches viz -

(a) Question - Are there areas of training about which (say 20%) of Officers-in-Charge are dissatisfied?

(b) Answer -

- (a) Talk to public (24%)
- (d) Deal with domestic disputes (24%)
- (e) Deal with disputes between members of the public (22%)
- (h) Control crowds (21%)
- (k) Deal with offences by way of caution (25%)
- (l) Obtain necessary evidence for prosecution (25%)
- (m) Give evidence in Court (20%)
- (n) Investigate an offence (21%)
- (o) Question suspects (29%)
- (q) Obtain statements (25%)
- (r) Police station procedure (30%)

(c) Observation -

- (i) All of the above are basic police duties which should be effectively covered in pre-service training.
- (ii) About half involved "Interpersonal" skills or techniques.

or again -

(a) Question - Are these areas of training where (say 20%) of Officers-in-Charge believe preparation is excellent or very good.

(b) Answer -

- (i) Deal with personal property (24%)
- (ii) Reflect credit upon department (22%)

(c) Observation -

- (i) This is scarcely an encouraging assessment of pre-service training.

or again -

(a) Question - In the opinion of Officers-in-Charge what are the least satisfactory areas of trainee preparation.

(b) Answer -

- 1. Police Station Procedures (rated 2.7)
- 2. Deal with Domestic Disputes (2.9)
- 3. Deal with public disputes (2.9)
- 4. Question suspects (2.9)

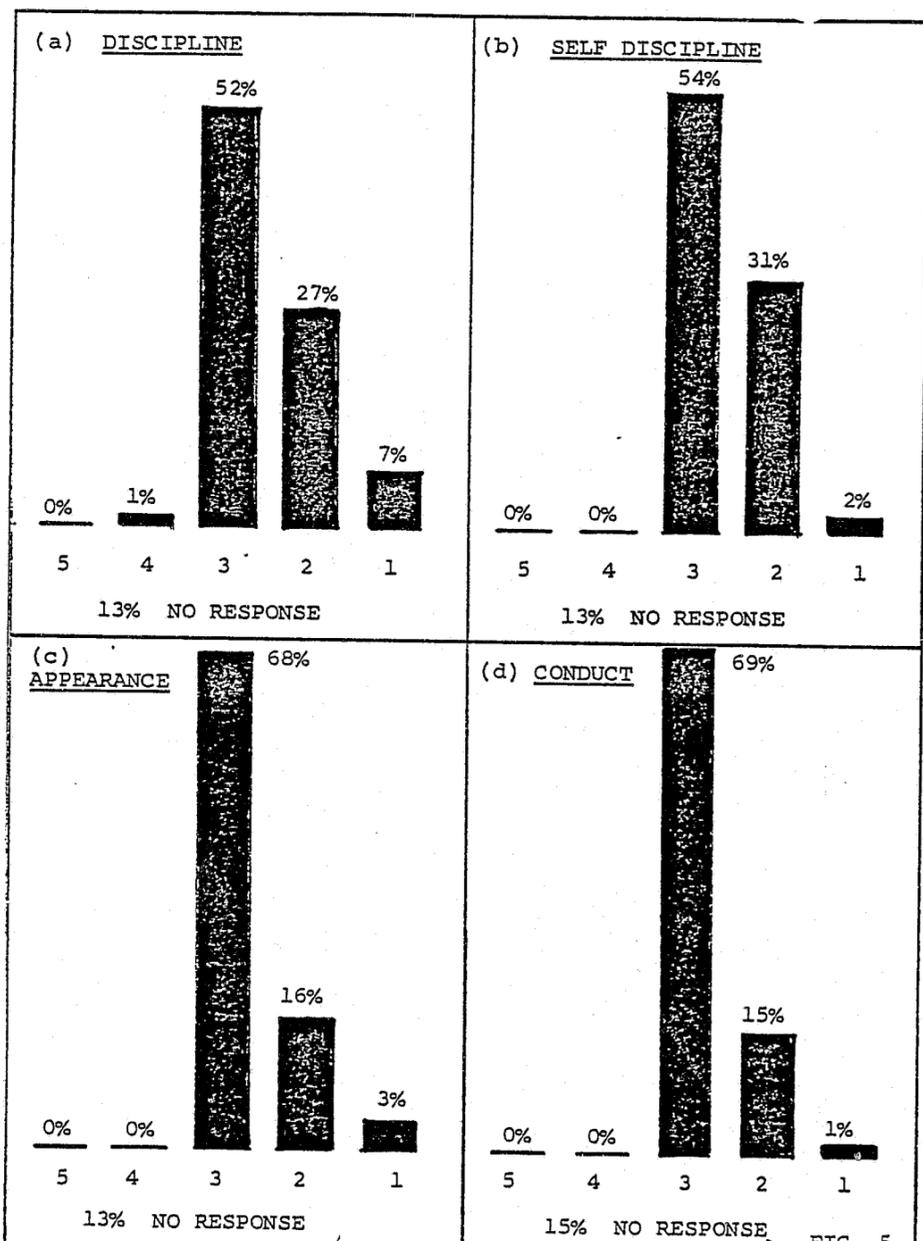
(c) Observation -

Newly inducted constables could have to deal with one or all of these aspects of policing within days of taking up duty.

The responses to Item 6 provide invaluable reference material for those attempting to establish priorities in an appropriate police pre-service training programme.

ITEM 7

Officers-in-Charge were then asked to comment upon the emphasis given to discipline, conduct and appearance during pre-service training. In figure 21 the responses are produced.



- 5. Far Too Much
- 4. Too Much
- 3. About Right
- 2. Too Little
- 1. Far Too Little

FIG. 5.

ITEM 8

Item 8 invited Officers-in-Charge to assess the attitude of young constables towards the job they were performing. The statistical analysis of the responses is represented in Figure 22, and a number of pertinent comments are reproduced.

(a) See policing as a vocation

5	Nearly all	14%	*****
4	The majority	41%	*****
3	About half	25%	*****
2	A minority	7%	*****
1	Very few	2%	**
x	(No response)	11%	#####
(MEAN 3.6)			

(b) Are highly motivated

5	Nearly all	6%	*****
4	The majority	38%	*****
3	About half	29%	*****
2	A minority	13%	*****
1	Very few	1%	*
x	(No response)	13%	#####
(MEAN 3.4)			

(c) Are idealistic rather than cynical about the value of police work

5	Nearly all	9%	*****
4	The majority	48%	*****
3	About half	24%	*****
2	A minority	6%	*****
1	Very few	1%	*
x	(No response)	12%	#####
(MEAN 3.6)			

(d) See job satisfaction as more important than material reward

5	Nearly all	7%	*****
4	The majority	36%	*****
3	About half	33%	*****
2	A minority	9%	*****
1	Very few	2%	**
x	(No response)	13%	#####
(MEAN 3.4)			

(e) Know how and when to exercise authority

5	Nearly all	7%	*****
4	The majority	36%	*****
3	About half	35%	*****
2	A minority	8%	*****
1	Very few	2%	**
x	(No response)	12%	#####
(MEAN 3.4)			

(f) Are not afraid to use this authority

5	Nearly all	14%	*****
4	The majority	44%	*****
3	About half	22%	*****
2	A minority	7%	*****
1	Very few	2%	**
x	(No response)	11%	#####
(MEAN 3.6)			

(g) Have the confidence to get involved with people

5	Nearly all	10%	*****
4	The majority	40%	*****
3	About half	29%	*****
2	A minority	7%	*****
1	Very few	1%	*
x	(No response)	13%	#####
(MEAN 3.5)			

- . Generally speaking I have found the group concerned to be dedicated, reliable and responsible police officers. Of course a lot depends on the officers...being properly trained. AFTER they are appointed as members of the force I feel that the first two years of appointment could MAKE or BREAK the officer...Whenever possible, junior members should work with senior members who are considered able to properly train and supervise. (Sergeant 2/c)
- . Most are still young men and require some time to develop into... mature persons. (Sergeant 2/c)
- . I feel... the job should be projected as a profession deserving recognition by the public and that officers should be encouraged to regard the job as a profession along with the requisite standards and ethics compatible with such a profession. (Sergeant 2/c)
- . More practical experience with experienced police in the field seems to get better results from young police officers. (Sergeant 1/c)
- . From my limited dealings with some junior constables it would appear that they lack some moderation in the use of their authority on occasions. I feel that on most occasions it stems from an inability to treat all people (irrespective of race, colour or standing) the same. (Senior Constable)
- . Most constables with under two years experience appear to handle most facets of police work without too much difficulty. (Constable)

Seven (7) respondents said they believed that a young constable's attitudes and confidence improved with experience.

ITEM 9

When asked in Item 9 to comment on the teaching methods used at the Police Academy, sixty-nine Officers-in-Charge responded and the summary of those comments and the frequency are produced -

41. The use of practical exercises in training
12. The use of demonstrations in training
8. Students to undertake practical work at Stations
8. The use of discussions in training.
6. The present training methods are satisfactory

3. Reduce the emphasis on lectures
3. Improve teaching techniques for report writing
2. Select subjects to best suit the lecturer's experience
2. Lecturers are presently of a high standard
1. Staff should treat students as adults
1. Staff should promote self-discipline in trainees
1. Include guest lecturers from police stations
1. Teach students to gather information
1. Lecturers should be experienced N.C.O.'s
1. Students should be taught to be good listeners.
1. Rotate students between the Academy and Stations

ITEM 10

To the open ended question, "Are there any other matters which you believe need to be considered in pre-service education and training?", the Officers-in-Charge again offered a range of advice and comment.

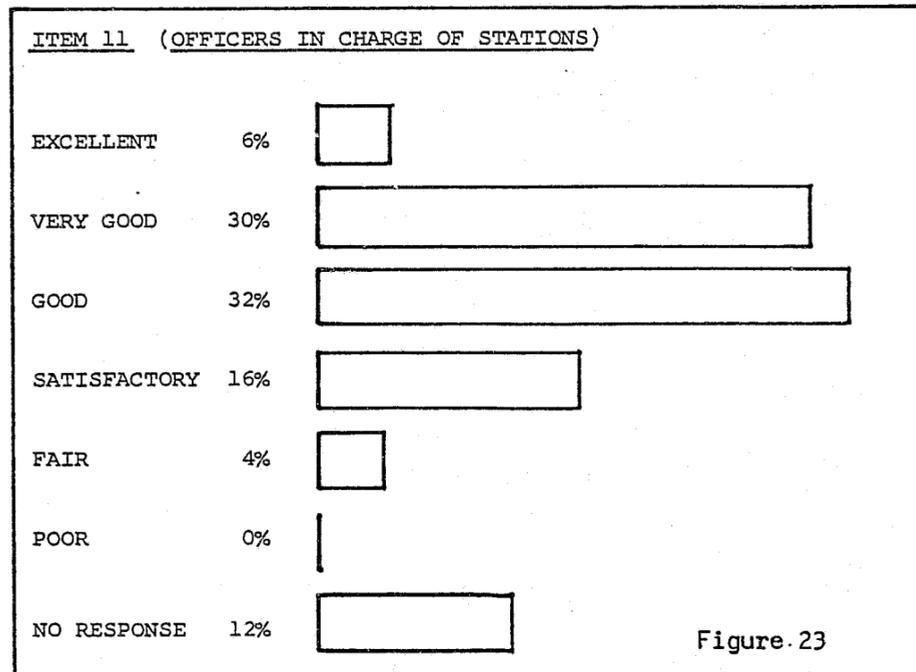
14. Practical experiences and exercises for students
8. Teach them only what they need to know for the first stage of service
8. More instruction on report writing
7. Junior constables who are transferred to country stations should undergo a special course of instruction
7. Junior constables should be taught to seek and accept advice from their supervisors
5. Teach students to think before they act
5. Pre-service course must teach students to be confident
4. Junior constables should work with specially selected and experienced training officers
4. Students should be taught how to speak to the public
4. Junior police should experience all facets of police work
3. Senior officers should be made aware that they have a responsibility to assist junior members
3. Trainees should be taught the duties required to be performed about a police station
3. Trainees should appreciate the value of good police-public relations
3. Discipline is important facet of training. To act on command
3. Trainees should be taught the importance of correspondence and to be neat and tidy in their work
2. The criteria for recruit selection should be reviewed
2. Loyalty is important

ITEM 11

The final question put to the Officers-in-Charge asked for an overall impression of the pre-service courses offered at the Queensland Police Academy. Their responses are represented in Figure 23.

CONTINUED

1 OF 4



It should be observed that the rating given by Officers-in-Charge in Item 11 is somewhat higher than their rating of Item 5 (an assessment of pre-service training). It would appear that Officers-in-Charge are suggesting that, upon the implementation of some of their suggestions, and upon a restructuring of the pre-service course, considerably better results might manifest themselves, not only in examination achievements but also in the far more practical area of police service and performance.

This particular survey has returned a considerable amount of data and advice for the consideration of training administrators. The researchers draw attention to the consistency of responses in this particular project involving Officers-in-Charge. Common sense and practicality are reflected in the responses from these two hundred and fifty-six experienced policemen in positions which well qualify them to comment on the constables graduating from the Police Academy.

The survey of Commissioned Officers was launched in October 1982. One hundred officers responded by completing and returning their printed questionnaires.

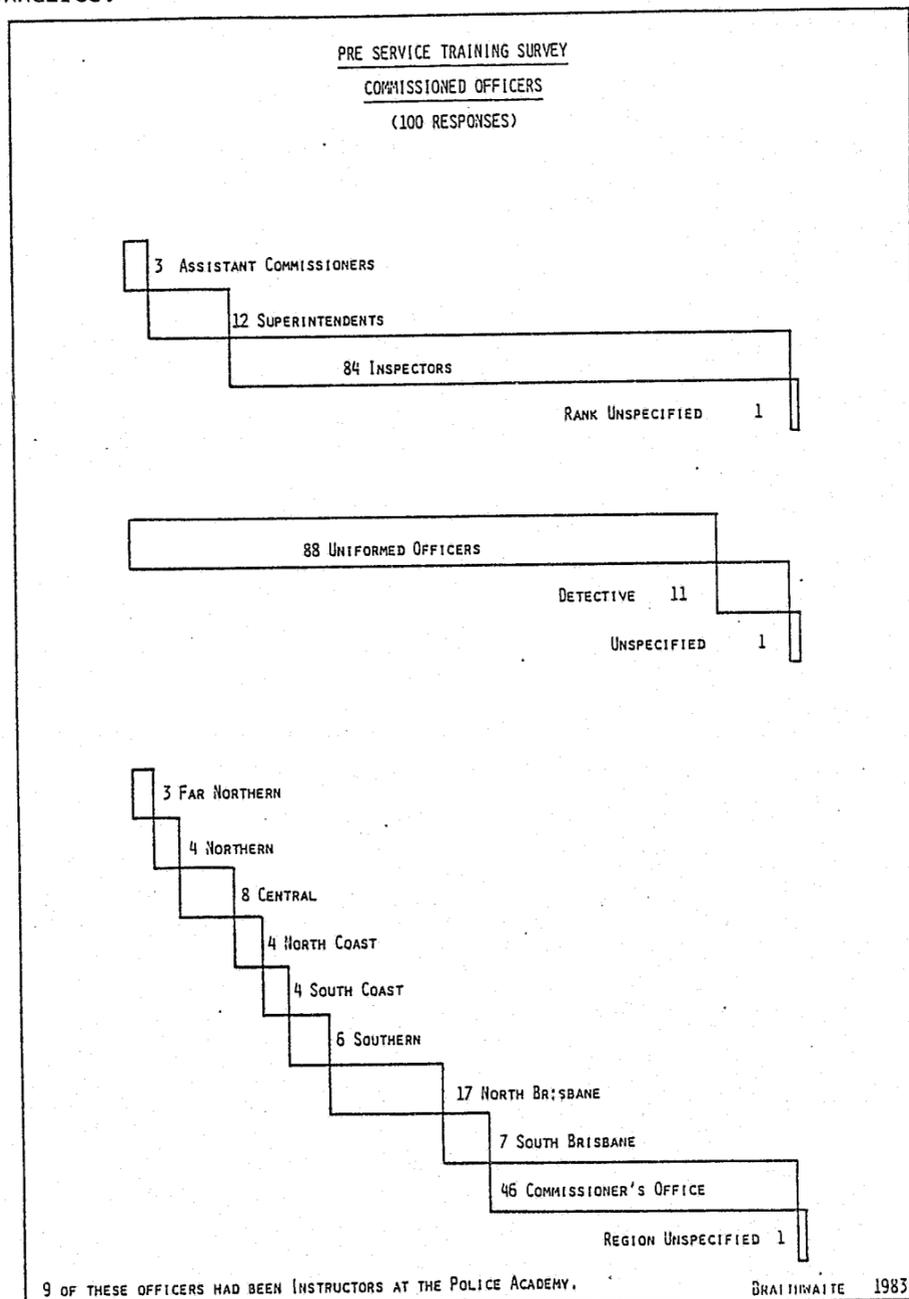


FIGURE 24

Figure 24 analyses the ranks, services and regions of the respondents. Nine of the officers had actually lectured at the Police Academy.

ITEM 1

This item asked the Commissioned Officers to grade the relative importance of one hundred and twenty-five subject areas taught at the Academy. The same question was posed to Officers-in-Charge of stations and to constables with up to two years of service.

The responses are tabulated in Figure 30 (page 96) for easy comparison of the responses by the three groups.

ITEM 2

While two (2%) of Commissioned Officers feel that police training should emphasize the enforcement role of police, one officer would prefer that training emphasized the service aspects of the police role. Ninety-seven officers (97% of the sample) recommended a balanced combination of both law enforcement and service functions of policing.

Some of the twenty-seven comments offered -

- * *The majority of graduates give the impression of much emphasis on enforcement and little appreciation of service function (Inspector)*
- * *Emphasise courtesy. Police should be conscious of their image as an integral part of an organisation. (Inspector)*
- * *The importance of the service function to the community should be stressed at this level (Training Inspector)*
- * *Although enforcement is of prime importance, I believe that prevention, a service function, is equally important. (Inspector - previously Academy instructor)*
- * *The service function of policing has not been accentuated enough in the past (Inspector)*
- * *At this stage the enforcement of "bread and butter" offences should be emphasized (Inspector)*
- * *While I consider a combination of both is desirable, more emphasis should be placed on enforcement (Superintendent)*
- * *Need for civility and tolerance (Inspector - previously Academy instructor)*
- * *Emphasis on both ensures that the young police officer recognises and places in perspective his role and what is required of him in enforcing the law (Inspector)*

The Inspector responsible for the last comment has, of course, relieved us of the task of summarising that item!

ITEM 3

Commissioned Officers were invited in Item 3 to identify subject areas which -

- (a) should have been included but were not
- (b) were not covered in sufficient detail
- (c) could have been dealt with later

Fifty-seven officers commented.

3 (a) SUBJECT AREAS WHICH SHOULD HAVE BEEN INCLUDED BUT WERE NOT -

- (7) *Public relations (courtesy to superiors and public; speaking to public and suspects; use of discretion; cautioning juveniles and elderly; community policing)*
- (2) *Manners - telephone/table*
- (2) *Self-discipline*
- (2) *Departmental finance*
- (2) *Stock offences*
- (1) *Research assignments*
- (1) *Career avenues within force*
- (1) *How to amend Act of Parliament*
- (1) *Issuing driver's licenses/permits*
- (1) *Directing traffic manually*
- (1) *Preserving scene of fatal road accident*
- (1) *Police rules*
- (1) *S.E.S.*
- (1) *Security of exhibits*
- (1) *How to handle persistent/obstinate media reps.*
- (1) *Corroborating witness*
- (1) *Examination-in-Chief/Cross examination/re-examination*
- (1) *Crowd control*
- (1) *Transfers and associated problems*
- (1) *Spelling*
- (1) *Motorised patrol - correct manner of conducting*
- (1) *Liaison between C.I.B. and crown law*

Yet training staff would be of the opinion that most areas listed are covered!

3 (b) SUBJECT AREAS NOT COVERED IN SUFFICIENT DETAIL -

- (7) *Dealing with the public - patience, courtesy, manners attitudes.*
- unless they know how to act and react, many unnecessary problems occur
- (7) *Practical exercises - street offences, court procedures, use of notes, briefs*
- (6) *Report writing*
- (5) *T.O.N.'s*
- more practical exercises in completing forms - many errors by first year constables
- (4) *C.O. Reports*
- (3) *Use of force*
- (2) *Grammar/Spelling*
- (2) *Classification of offences*
- (2) *Care of Government property*
- (2) *Crime prevention*
- (2) *Handling, recording and safekeeping of property*
- (2) *Traffic Accident Reports*
- (2) *Self-discipline*
- (1) *Correspondence*
- (1) *School fires*
- (1) *Demonstrations*
- (1) *Domestics - Family Law*
- (1) *Taking complaints*
- (1) *Record of interview*
- (1) *Criminal responsibility*
- (1) *Elements of offences*
- (1) *Fingerprints*
- (1) *Typing*
- (1) *Preserving crime scene*
- (1) *V.D.U. System*
- (1) *False pretences. Section 408(c) of the Criminal Code*
- (1) *Driving - more emphasis on need to set an example when not driving under emergency conditions*

There are two identifiable areas of difficulty with the response to 3a and 3b.

- 1. Officers are commenting upon an existing two-tier training system (Cadets approximately 72 weeks, Probationaries about 24 weeks)
Obviously the time available to each group is different.

- 2. While success at an external examination, (for the student) and preservation of a high pass rate (for the lecturer), are seen as being of paramount importance, there is little likelihood of "non-examinable topics" (self-discipline, traffic control, table manners), ever receiving more than the scantest attention.

3 (c) SUBJECT AREAS WHICH COULD HAVE BEEN DEALT WITH AT A LATER STAGE -

- * *Greater emphasis on more prevalent areas which newly sworn in constables will come in contact within their first 12 to 18 months. (Assistant Commissioner)*
- * *They are not detectives. Teach them what they are going to use in the first 12 months. (Inspector)*
- * *The technicalities of law should be covered later when they would be appreciated. Serious offences should be covered superficially at first. (Inspector)*
- (3) *Joinder of charges*
- (3) *Planning and research*
- (3) *Law on Evidence*
- (2) *Dog Squad*
- (2) *Bail*
- (2) *History of law*
- (2) *Interpreters*
- (2) *Police geography*
- (2) *S.E.S.*
- (1) *Fauna Act*
- (1) *Animals Protection Act*
- (1) *Police Media*
- (1) *Sport*
- (1) *Forensic Science*
- (1) *Community Service*
- (1) *Aborigines*
- (1) *Ethnic groups*
- (1) *Multi-cultural issues*
- (1) *Potential suicides*
- (1) *S.E.Q.E.B.*
- (1) *Commonwealth Legislation*
- (1) *Fieldcraft*
- (1) *Undertaking*
- (1) *Fraud*
- (1) *Homicide*

- (1) Stock offences
- (1) Invasion of privacy act
- (1) Watchhouse procedures

While the comments printed in 3 (c) are clear, the listed subject areas do not correlate particularly well with the responses to 3 (a) and 3 (b).

It would appear that if the inter-personal skills requested as highest priority in 3 (a) and 3 (b) are to be achieved then, from the list immediately above, "Interpreters, Police Media, Community Service, Aborigines, Ethnic Groups, Multi Cultural Issues, Potential Suicides, and even Watchhouse procedures" should be given careful attention in any pre-service course.

ITEM 4

The invitation to identify the most relevant areas of pre-service training was given in Item 4. The Commissioned Officers responded with this table. The purpose of this item, connected as it is with Item 1, was to identify with greater precision the relative importance of various areas of pre-service training.

- (73) Powers of arrest and detention
- (60) Use of force
- (56) Responsibilities of a police officer
- (50) Criminal Code
- (39) Traffic Act and Regulations
- (38) Official notebooks
- (36) Vagrants, Gaming and Other Offences Act
- (36) Briefs
- (34) Police and the Public. (Human Relations, attitudes, courtesy, telephone manners etc.)
- (32) Elements of offences
- (31) Section 16 - U.I.L.
- (27) Preserving Crime Scenes
- (27) Criminal responsibility
- (26) Report writing
- (24) Instruments of force
- (20) Judges Rules
- (19) Taking of complaints
- (19) Parties to offences

- (17) Introduction to Manual and Publications
- (16) Health Act
- (16) Criminal Offence Reports
- (16) Techniques and Principles of Interrogation
- (15) Domestic disputes
- (15) Charging offenders
- (15) Classification of offences
- (14) Confessional statements
- (14) Record of Interview
- (13) Police Act
- (13) Practical exercises
- (12) Firearms and Offensive Weapons Act
- (12) Law on evidence generally
- (12) Liquor Act
- (11) Attempts to commit offences
- (10) Statements
- (10) Principles of investigation
- (10) Firearms Training
- (9) Onus of proof
- (8) Children's Services Act
- (8) Seizure
- (8) Discipline
- (8) Written communication skills
- (8) Ethics and professionalisation
- (8) T.O.N.
- (7) The Court system
- (7) Court conduct
- (7) Oral communication skills
- (7) Typing
- (6) Exhibits
- (5) Active patrol (M.V.)
- (5) Active patrol (beat)
- (5) How to read an Act of Parliament
- (5) Noise Abatement Act
- (5) Watchhouse Procedures
- (5) Warrants and Summonses
- (5) History of Law and Statutes
- (5) Stations experience

The tabulated response to Item 4, when considered alongside all the other data now available will be of considerable assistance in assigning priorities to subject areas in any restructured pre-service training programme.

ITEM 5

The stated aim of the Academy is "to provide the environment and learning resources which foster individual development, attitudes, knowledge, and skills essential for a self-disciplined, professional officer to meet the needs of policing in a changing democratic society". From your knowledge of the work of young police officers, how would you rate their training?

This was the subject of Item 5, to which the Commissioned Officers made the following response.

Excellent	5%	*****
Very good	39%	*****
Good	39%	*****
Satisfactory	9%	*****
Fair	-	
Poor	-	
(No answer)	8%	#####
	<u>100%</u>	

Figure 25

In figure 29 (page 74), a comparison is drawn between the responses to Item 5 and Item 11.

ITEM 6

In Item 6 the Commissioned Officers were asked to indicate how well they believed young constables are prepared for a number of specific police duties. Their responses are shown in figure .

Assistant Commissioners

- * Probationaries overall are well-trained to meet everyday police needs. Upon returning to undertake Advanced Training, most young officers have been exposed to field activities and their performance skills are improved during the course.
- * This is hard to evaluate as the police officer does not get practical experience until he is sworn in.

Superintendents

- * Unfortunately, until these young officers have actual practical

experience and their assessing officer personally supervises or has personal knowledge of the performance of each member, the above can only be expressions of opinion

- * Better training methods than before but always room for improvement
- * Most respond to training and are good with the public
- * Proficiency in most matters only comes from experience in the field

Inspectors

- * Self-discipline and setting example should be stressed more in training. Attitude of "Do as I say, not as I do" is evident in eyes of public.
- * Young officers simply do not obey the usual lines of command.
- * The standard of newly sworn in recruits is much improved in the past 3 years and one wonders if any deterioration after leaving the Academy can be attributed to their contact with more senior officers in the field.
- * Stress the necessity to enforce the law firmly without bias and with empathy.
- * Young officers today do not seem to have a good relationship with the public. More complaints seem to be that the public is frightened of retaliation if they complain about police.
- * Training, to be successful, has to be ongoing. Unfortunately too few superiors accept their responsibilities in this regard with the result that in some instances standards deteriorate rather than improve after graduation.
- * Pre-service training is very good but it is not always reinforced by the higher ranks after the constable leaves the Academy.
- * The best knowledge is gained from practical experience rather than theory.
- * There appears to be a lack of good common sense in most.

From Inspectors who rated some areas poorly

- * They will not seek advice and go their own way.
- * I have detected weaknesses in (a) the use of firearms
(b) dealing with people-counter situations
- * Some junior constables lose their perspective when dealing with minor offenders and over-react.
- * Practical experience is the only way to become proficient in these areas.
- * The real measure is in the doing or behavioural aspect which is not really a part of present pre-service training.

RESPONSES

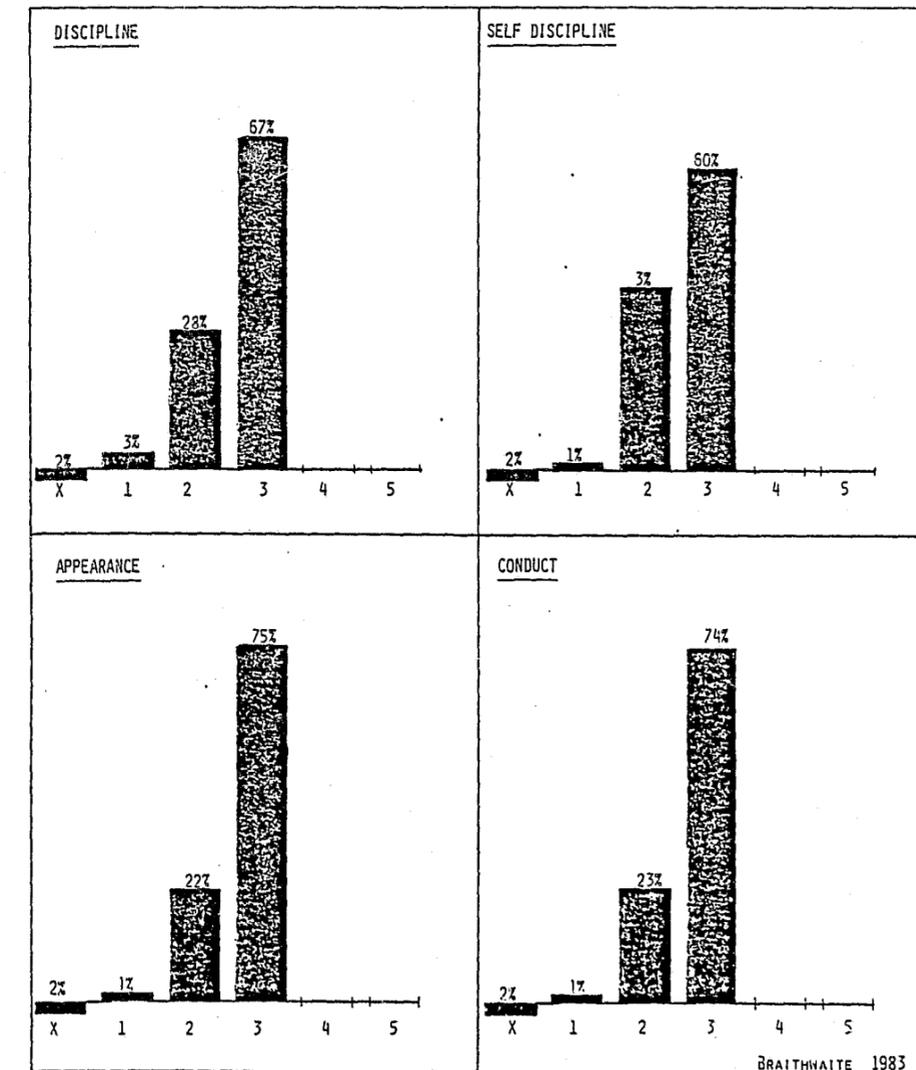
	PERCENTAGES						RAW NUMBERS			
	EXCELLENTLY	VERY WELL	WELL	SATISFACTORILY	FAIRLY	POORLY	MEAN (Average)	MODE (Most frequent answer)	NO. OF RESPONSES	NO ANSWER
	6	5	4	3	2	1				
(a) Talk to public and give advice on everyday problems	4	14	36	27	11	5	3.5	4	95	3
(b) Use discretion	2	14	34	36	6	5	3.5	4	95	3
(c) Deal with street incidents	3	17	43	26	6	1	3.8	4	94	4
(d) Deal with traffic incidents	4	19	45	21	10	1	3.7	4	94	4
(e) Deal with domestic disputes	1	19	35	30	10	1	3.7	4	94	4
(f) Deal with disputes between members of the public	2	14	29	40	8	3	3.5	3	94	4
(g) Deal with personal property - lost, found and stolen	5	29	29	19	12	3	3.9	4	95	3
(h) Control traffic	2	11	35	28	13	7	3.4	4	94	4
(i) Control crowds - peaceful and hostile	4	24	29	22	14	3	3.7	4	94	4
(j) Understanding of the Law/ instructions regarding the use of concealable firearms	6	23	32	27	7	2	3.9	4	95	3
(k) Identify offences	6	19	38	25	5	4	3.8	4	95	3
(l) Use powers to stop and search	7	20	30	25	12	2	3.8	4	94	4
(m) Deal with offences by way of (i) Caution (ii) Summons (iii) Arrest	6 6 8	13 15 21	28 27 31	28 32 28	17 16 8	5 1 1	3.5 3.6 3.9	3 3 4	95 95 95	3 3 3
(n) Deal with minor offences against the law	5	27	37	21	6	-	4.0	4	94	4
(o) Obtain the necessary evidence of prosecution	5	12	28	36	14	2	3.5	3	95	3
(p) Give that evidence in Court	5	13	27	39	11	1	3.6	3	94	4
(q) Investigate an offence	4	11	22	41	16	3	3.3	3	95	3
(r) Question suspects	2	11	19	38	20	6	3.2	3	94	4
(s) Make use of police and public communications system to best advantage	3	13	31	32	14	3	3.5	3	94	4
(t) Obtain statements from witnesses	2	7	26	35	19	7	3.1	3	94	4
(u) Police station procedures	2	7	34	36	11	6	3.3	3	94	4
(v) Deal with people irrespective of (i) age (ii) sex (iii) race (iv) social standing	4 5 4 5	13 10 7 7	39 41 40 41	30 33 39 28	8 6 5 6	2 1 1 1	3.7 3.7 3.6 3.6	4 4 4 3	94 94 94 94	4 4 4 4
(w) To act in an emergency	2	19	41	28	6	1	3.8	4	95	3
(x) Reflect credit upon the Police Department both on and off duty	9	27	24	27	8	1	4.0	3	94	4

ITEM 7

Commissioned Officers were asked to assess the emphasis given at the Academy to the following -

- (a) Discipline
- (b) Self-discipline
- (c) Appearance
- (d) Conduct

See Figure 27.



- 5. Far Too Much
- 4. Too Much
- 3. About Right
- 2. Too Little
- 1. Far Too Little

(a) Discipline

Assistant Commissioner

* It is a pity that some officers do not continue to behave as they were instructed during their course.

Superintendent

* Perhaps, by being young and junior in service, these members are more prone to adopting and following...

Inspectors

- * Far too little - or it is forgotten immediately upon completing training.
- * The problems occur when they associate with older police.
- * Oh for a method whereby they would retain same.
- * Again, contact with senior members seems to lessen their initial instruction.
- * Seems to me that the only real problems arise after leaving the Academy.
- * Stress the importance of carrying throughout their careers what is taught at the Academy.
- * Improvement needed.
- * Discipline appears to be nil these days.
- * The majority apparently accept discipline. Some members appear to display reluctance in this area which seems to indicate that greater emphasis is needed.
- * Generally, the young officers are well-disciplined.

(b) The Development of Self-Discipline -

Inspectors

- * Stress that when this is mastered, remainder comes automatically.
- * Self-discipline is more important than instilled discipline.
- * Far too little. There appears to be little sense of pride and achievement.

(c) Standards Set For Appearance

Inspectors

- * Lapses after leaving Academy.
- * After Academy, haircuts, clean shoes and clothing are forgotten.
- * Some could improve after leaving Academy.
- * Standards slip on leaving.
- * Many fall below standard after the influence of Academy training has diminished.
- * A lot of young police require additional and enforced training in this.
- * The appearance of many police officers leaves much to be desired.

(d) Standards Set For Conduct -

Superintendent

- * Moral standards too low.

Inspector

- * This too lapses when exposed to peer group at stations.

ITEM 8

Commissioned Officers were asked to assess the attitude of young Constables to the job they were performing.

The responses are tabulated in figure 28.

	PERCENTAGES					RAW NUMBERS			
	NEARLY ALL	THE MAJORITY	ABOUT HALF	A MINORITY	VERY FEW	MEAN (Average)	MODE (most frequent answer)	NO. OF RESPONSES	NO ANSWER
	5	4	3	2	1				
(a) Are conscious of the importance of using discretion	8	48	31	11	-	3.5	4	96	2
(b) See policing as a vocation rather than just another job	17	45	31	3	2	3.7	4	96	2
(c) Are highly motivated	7	52	25	11	3	3.5	4	96	2
(d) Are idealistic rather than cynical about the value of police work	18	48	21	9	1	3.8	4	95	3
(e) See job satisfaction as more important than material reward	6	31	41	14	5	3.2	3	95	3
(f) Are chiefly interested in financial aspects	7	34	25	28	2	3.2	4	94	4
(g) Know how and when to exercise authority	1	53	39	5	-	3.5	4	96	2
(h) Are not afraid to use this authority	11	57	24	5	-	3.7	4	96	2
(i) Have the confidence to get involved with people	15	53	27	1	2	3.8	4	96	2
	PERCENTAGES					RAW NUMBERS			

Figure 28

COMMENTS

Superintendents

- * When they leave the Academy they are well-motivated. However, this is soon lost when in the field in many instances.
- * Young men should be given all assistance and properly supervised in their first five years of service.

Inspectors

- * My involvement shows that young constables do not want to do the work they are paid to do and will ignore directions by using some excuse not to carry out your instruction.
- * It is up to the Officer-in-Charge to assist first year constables.
- * The attitudes of young officers is swayed by the senior officers they work with.
- * Attitudes on graduation are sometimes adversely influenced by exposure to some senior officers.
- * Pre-service training is not always reinforced by the higher ranks after the constable leaves the Academy.
- * They become cynical because of the cynical attitude of older members especially disgruntled, unproductive and poor quality older N.C.O.'s
- * Attitudes differ depending on supervision and control of O/C station and N.C.O. I found young members of Brisbane Mobile Patrols would rate more highly than other large stations within metropolitan area in respect to all of Item 8.
- * Young police officers predominantly do not know how to interact with the citizen or the complainant, and they simply do not know what to say to a suspect.
- * Attitudes to the job are only influenced by Academy training for a short period.
- * A few need to be advised of the necessity of arriving for duty on time and in particular of checking the roster for any shift changes.
- * Too concerned with material reward. I would wish for a change of attitude.
- * There is a marked tendency to change when they leave the Academy.
- * The majority will not listen to sound advice and are not motivated with the interests of policing, but are only interested in working weekends and using as much sick leave as possible.
- * After their probation period has been confirmed, security rather than ambition has more meaning.

- * Unfortunately, probably because of the example of their superiors, young constables tend to direct their future around economics i.e. show interest in high special and/or overtime stations.

Five percent of the Commissioned Officers (1 Superintendent and 4 Inspectors) made additional comments that were generally more favourable than those already listed. These are listed below -

Superintendent

- * The large majority are courteous and show civility to police and public.

Inspectors

- * Members generally appear to be conscious of their responsibilities in these matters.
- * Present day trainees are more professional in their attitude.
- * I have found that most young constables have a dedicated attitude to their job.
- * Nearly all are enthusiastic.

ITEM 9

Item 9 invited comment upon the teaching strategies used at the Police Academy. Only 51 officers commented while another 14 said simply that they were not in possession of sufficient information to offer useful advice.

Thirty-three of the fifty-one made specific reference to practical exercises as essential (or at least useful) instruments in pre-service training.

Assistant Commissioner

- * Practical exercises are considered a great learning tool. They should be expanded to include other areas. These, in conjunction with lectures give a purpose and a meaning to the aspects being discussed.

Superintendents

- * More emphasis could be given to practical exercises.
- * Practical exercises are very important.

Inspectors

- * It is obvious that there is hardly any or perhaps insufficient practical illustrations of what is required of a police officer as to (i) duty (ii) court matters (iii) interviewing a citizen or a

- * Greater emphasis could be placed on practical report writing.
- * Practical exercises relating to bread and butter issues are essential.
- * More practical work i.e. evidence, interrogation, confessional statements, traffic, firearms, vagrancy act in particular.
- * They don't like paper work - report writing, MORE PRACTICAL EXERCISES.
- * Practical exercises (i) investigating sudden deaths (ii) taking of statements (iii) illegal street marches and sit-ins (iv) manner of intercepting motorised offender.

COMMENTS RELATED TO OTHER ISSUES

Assistant Commissioner

- * I feel it would be desirable to appoint an examination officer at the Police Academy whose duty it would be to set the papers for Academy oriented exams - not for any other segment outside of that area. This would allow for the system of examinations to be kept at the level of the curriculum developed at the Academy and thus known in depth by that officer.

Superintendent

- * Academy methods are good but I consider the most important time for good guidance and supervision is their first five years of service.

Inspectors

- * Typing would be an advantage
- * Yes! the importance of professionalism by trainers in personal presentation, lecturing, imparting attitudes and experience - dedicated men.
- * Teaching methods are comprehensive and adequate. More discipline should be instilled in the force at N.C.O. level.
- * Probationaries should be made more aware of the high incidence of complaints made by members of the public against police officers.
- * Use police lecturers whenever possible.
- * Report writing is a problem but the lack of understanding of English is brought about by failure of the Education System - not the Police Academy.
- * Lecturers should emphasise the need for tact and good manners when dealing with adverse situations - remain cool and listen to those involved.

- * Perhaps some insight should be given on whom they should approach for advice and the way to tactfully overcome some of the hardheaded N.C.O.'s who say, "Forget what they told you at the Academy".
- * I have always maintained, and continue to do so, that pre-service training should be aimed at equipping a constable to carry out the duties required of him in his first 12 months of service. Accent should therefore be placed on the substantive offences he will encounter, the means of bringing offenders before the Courts, report writing, and the correct methods to be used in dealing with the public.

As has occurred elsewhere in this report, the researchers believe they have little further to add. The respondents have said it all - clearly and concisely.

All we can do is to refer again to the wealth of good advice now available to course designers for consideration as updated training courses and methods are evolved.

ITEM 10

Item 10 in the Commissioned Officers' survey was the open ended invitation -

Are there any other matters which you believe need to be considered in pre-service education and training to equip a young constable to carry out his duties and responsibilities?

Thirty-seven officers contributed opinions for consideration. Again a very high number (40%) referred to the "behavioural" type matters.

- * Encourage more courtesy.
- * There is a need to reinforce the attitude that a police officer is an extension of the public and cannot function without their trust and help.
- * Be acquainted with the Philosophy - be approachable, adaptable and flexible as often as possible. These are the successful traits of our Commissioner and are worthy of emulation.
- * More emphasis on civility and the co-operation and information that can be obtained in return.
- * Further attention to civility to members of the public could lead to a lower incidence of complaints re police behaviour.
- * Tolerance of the public - more emphasis is apparently needed.

- * *Tolerance of people outside their age group. I find that many young officers cannot communicate in a sociable way with people only 10 years their senior. Many simply do not have any social conversation with the young or old.*
- * *Restrict entry to those of suitable character and mentality to bring professionalism into the service. Promotions should be restricted to a merit performance basis.*
- * *An understanding of Queensland police traditions and how we are trying to improve the force. The need for an attitude of professionalism by every member.*
- * *More endeavour should be made to have the young constable use common sense and discretion.*
- * *The first thing to be taught is how to approach the public and talk to them with civility. Too many talk roughly and get people's backs up.*
- * *Emphasis on the ethical/moral implications of policing and ability to handle confrontations with people. Commitment to a profession.*

SEVERAL MADE MENTION OF THE INFLUENCES OF SUPERIORS

Superintendent

- * *Pre-service training generally was good. As I see it, many of them develop bad habits following training - very necessary for a continuation of proper supervision and training in the ensuing period.*

Inspectors

- * *The trainee should be made aware that some N.C.O.'s will undo all the good work taught. They should be on guard for this at all times.*
- * *Breakdown occurs after constables leave the Academy and were contaminated by poor attitudes of senior police.*
- * *Their future career is governed, in the main, by their own attitude, or alternatively, by the guidance and example set by their superiors and associates.*
- * *When students leave the Academy their training should continue for at least the first 12 months from selected trainers.*
- * *A conditioning of young constables which could enable them to somehow retain their idealism when confronted by the prevailing sense of cynicism in the larger headquarters stations.*

OTHER COMMENTS

Assistant Commissioner

- * *Instruction in the correct method of directing traffic.*

Superintendent

- * *Crowd and traffic control require further attention.*

Inspectors

- * *More training for street offences.*
- * *Importance of correspondence and assembling of police reports.*
- * *A complete and thorough familiarization programme in furnishing of all types of Police Pro-Forma Reporting forms.*
- * *Encourage them to seek assistance from more senior officers - they often try to "go it alone" when uncertain - perhaps over-confident.*
- * *To carry out lawful instruction and show respect for authority.*
- * *I believe that it is essential that potential police officers have 12 months experience in the outside work force before entering the Academy.*
- * *Closer assessment of probationaries. I feel some should have extended training periods to reach an acceptable standard and indeed some could have their employment terminated when obviously they are not progressing satisfactorily.*
- * *Use and understanding of computers used by the Police Department*
- * *Minority groups.*
- * *More experience in the practical side during training.*
- * *More emphasis on correct use of official note books.*
- * *More on the safe preservation of exhibits.*

Once again about all that can be added is the recommendation to course designers - "Take note!"

ITEM 11

Finally, Commissioned Officers were asked to express their "overall impression" of the pre-service courses offered at the Academy. The response is represented in Figure 29 (page 94).

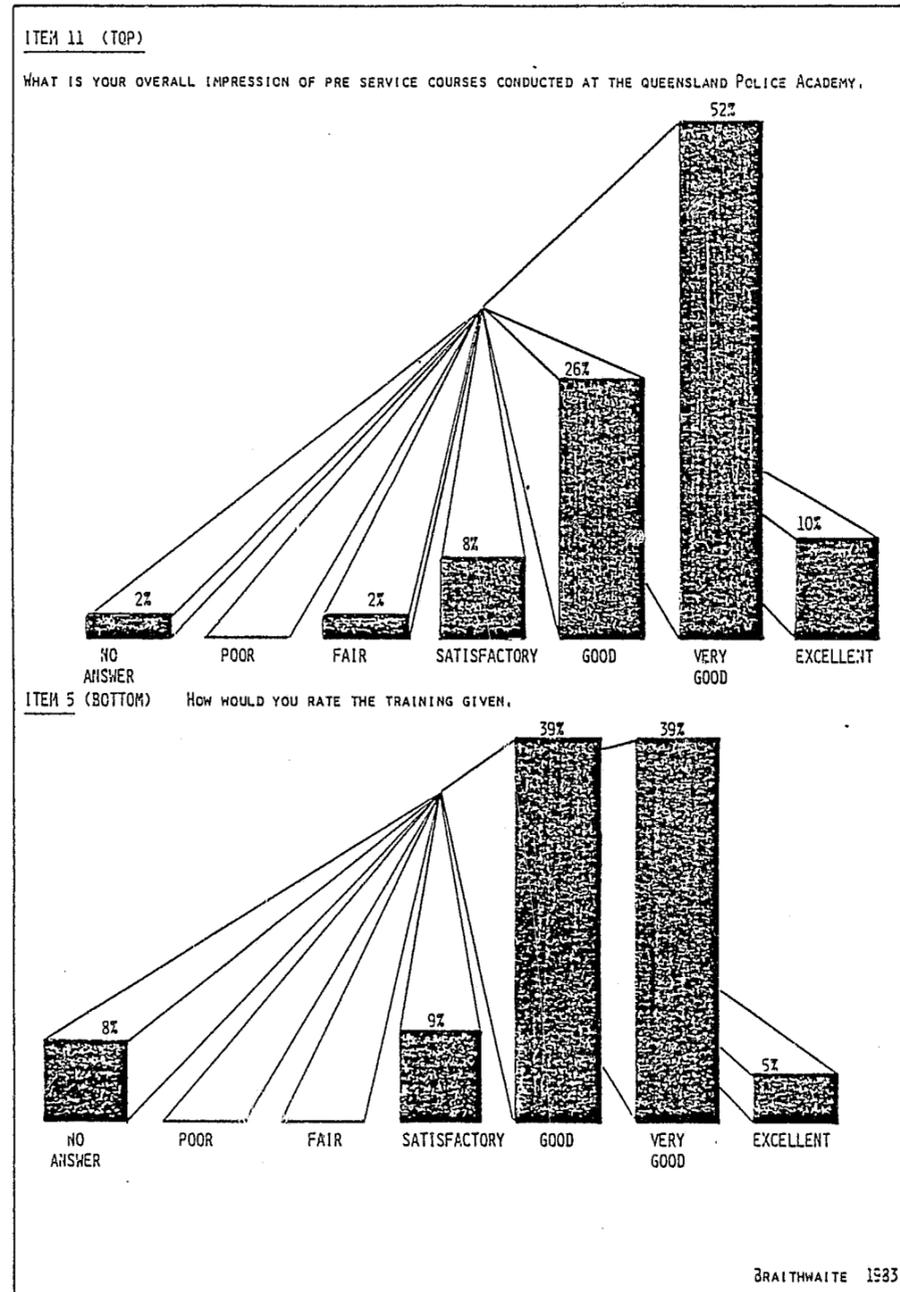


Figure 29

As mentioned earlier (Item 5), there appears to be poor correlation between the responses to quite similar questions in 5 and 11. 62% rate the course as "very good" or "excellent" while only 44% rate the training equally well. The assessment of the training is really an assessment of the performance of police duties by a newly inducted constable, (and quite rightly so!).

Questions are therefore posed by figure .

- If the course is so good, why is the performance of graduates not equally good?
- Are the selected trainees of the appropriate calibre?
- Are instructors competent?
- Are the time-frames for courses adequate?
- Is the assessment procedure used during training appropriate?
- What changes should be incorporated in any restructured programme to maximize the advantages offered by a good training course?

The one hundred Commissioned Officers who have provided the information summarised above have indicated a great many innovations and improvements to guide the deliberations of course designers and administrators. This excellent material, when considered alongside the advice from younger officers, from N.C.O.'s, from Academy lecturers, from Departmental specialists and from members of the public, should equip the Education Steering Committee of the Queensland Police Department with sufficient data to allow it to devise a police pre-service training programme without equal.

CONSTABLES	OFFICERS IN CHARGE	COMMISSIONED OFFICERS	CONST / O.C. / C.O.
Sect. 16 - Under the Influence of Liquor	Police powers in use of force Sect. 16 - Under the Influence of Liquor	Police powers in arrest & detention Police powers in use of force	Police powers in use of force Sect. 16 - Under the Influence of Liquor
Police powers in use of force Physical Education	Responsibilities of a police officer Police powers of arrest & detention Traffic Act & regulations Fingerprinting	Responsibilities of a police officer Instruments of force - batons, handcuffs & firearms Criminal Code Sect. 16 - Under the Influence of Liquor Judges rules	Police powers in arrest and detention Criminal Code Traffic Act and regulations
Police powers in arrest & detention Traffic Act & regulations	The charging of offenders by police Inst. of force - batons, handcuffs, firearms Criminal Code Making of notes in official notebook	The charging of offenders by police V.G. & O.O.A. Confessional statements Making of notes in official notebook Briefs Preserving crime scene	Responsibilities of a police officer V.G. & O.O.A. Making of notes in official notebook Briefs Elements of offences
The charging of offenders by police Elements of offences Criminal Code V.G. & O.O.A. Briefs Use of notes when giving evidence	Police powers of seizure Elements of offences V.G. & O.O.A. Briefs	Police powers of seizure Elements of offences Traffic Act and regulations Criminal Responsibility	Police powers of seizure Judges rules Instruments of force - batons, handcuffs and firearms Confessional statements
Police powers of seizure Health Act - Offences & Police powers Statements Judges rules Confessional statements Making of notes in official notebook Practical exercises Sport Typing	Firearms and offensive weapons Act Dangerous driving Taking the complaint Practical exercises	Firearms and offensive weapons Act Police Act Parties to offences Dangerous driving Health Act - Offences & Police powers Records of interview	Dangerous driving Health Act - offences & Police powers Use of notes when giving evidence Statements Record of Interview Criminal responsibility
Reporting and T.O. Notes Dangerous driving Records of Interview Domestic Disturbances Fingerprinting	Reporting and T.O. Notes Police Act Health Act - offences & Police powers Statements Judges rules Use of notes when giving evidence Scientific section	Attempts to commit offences Police notebooks - issue of and duties Taking the complaint Crime reports and supplementary reports Statements Exhibits Use of notes when giving evidence Report writing	Firearms and offensive weapons Act Police Act Reporting and T.O. Notes Taking a complaint Practical exercises Parties to offences Attempts to commit offences Crime reports and supplementary reports Domestic disturbances Fingerprinting
Attempts to commit offences Criminal responsibility Criminal responsibility Stations experience	Criminal responsibility Police notebooks - issue of and duties Crime reports and supplementary reports Confessional statements Records of interview Police and the public Domestic disturbances Typing	Children's Services Act Police and the public Weapon handling	Police notebooks - issue of and duties Police involvement with warrants Hand-up briefs Typing Exhibits Police involvement with summons Police and the public Requirements with complaints (w. & summons) Reports & T.O. Notes Onus of proof Firearms training
Police Act Parties to offences Bench charge sheets Hand-up briefs Scientific section	Introduction to manual & Police publications Police involvement with warrants Intercept and stopping traffic offenders Principles of investigation Hand-up briefs	Introduction to manual & Police publications Police involvement with warrants Police involvement with summons Requirement with complaints (w. and summons) Reports & T.O. Notes Onus of proof Firearms training	Requirements with complaints (w. & summons) Classification of offences Bench charge sheets Scientific section Children's Services Act Intercept and stopping the traffic offender Onus of proof Police procedure at Watchhouse Principles of investigation Principles of interrogation Law on evidence generally Stations experience
Responsibilities of a police officer Police involvements with warrants Inst. of force - batons, handcuffs, firearms Firearms and offensive weapons Act Crime reports and supplementary reports	Police involvement with summons Parties to offences Attempts to commit offences Reporting for duty	Classification of offences Principles of interrogation Identification of offenders Hand-up briefs Law on evidence generally Domestic disturbances Dangerous driving	Children's Services Act Intercept and stopping the traffic offender Onus of proof Police procedure at Watchhouse Principles of investigation Principles of interrogation Law on evidence generally Stations experience Identification of offenders Deaths Noise abatement Act Liquor Act Calls for assistance Interrogation techniques Physical Education Active patrol
Police procedure at Watchhouse Police involvement with summons Requirement with complaints (w. and summons) Classification of offences Liquor Act Children's Services Act Exhibits Principles of Interrogation Identification of Offenders Law on evidence generally Active patrol Telephone manners Sport Stations experience	Police procedure at Watchhouse Requirement with complaints (w. and summons) Classification of offences Liquor Act Children's Services Act Principles of Interrogation Identification of Offenders Law on evidence generally Active patrol Telephone manners Sport Stations experience	Introduction to bench charge sheet Noise abatement Act Intercept and stopping the traffic offender Principles of investigation Liquor Act Children's Services Act Bench charge sheets Court conduct Telephone manners	Introduction to bench charge sheet Evidence of fresh complaint Court conduct Motor vehicle search Introduction to manual and Police publications Transporting suspects
Onus of proof Police notebooks - Issue of and duties Calls for assistance	Noise abatement Act Commonwealth Legislation Onus of proof Calls for assistance Interrogation Techniques Bench charge sheets Deaths Answering calls State Emergency Service Oral communication skills	Police procedure at Watchhouse Transporting suspects Liquor Act Calls for assistance Deaths Active patrol Reporting for duty Practical exercises	Introduction to manual and Police publications Transporting suspects

Introduction to bench charge sheet Noise abatement Act Liquor Act Intercept and stopping traffic offender Principles of interrogation Interrogation techniques Joinder of charges Law on evidence generally Evidence of fresh complaint State Emergency Service Fieldcraft - mapreading etc.	Transporting suspects Evidence of fresh complaint Court conduct Motor vehicle search	Evidence of fresh complaint Ethics and professionalisation Motor vehicle search	Answering calls Motorised suspect Telephone manners Reporting for duty Mental health Act Ethics and Professionalisation Law on trespass Joinder of charges Animal protection Act State Emergency Service Human relations Police responsibilities with bail Requirements of police presenting information Fingerprint law Preserving crime scene
Children's Services Act Principles of investigation Identification of offenders Visit to Morgue Police and the Public Motor vehicle search	Police responsibilities with bail Animal Protection Act Mental Health Act Motorised suspect Ethnic/Multi-cultural issues Physical Education	Law on trespass Mental health Act Answering calls Motorised suspect Driver training Oral communication skills Typing	Requirements of police presenting information Fingerprinting Stations experience
Court conduct Articrol Forensic science	Introduction to bench charge sheet Ethics and professionalisation drill	Fingerprint law Animal protection Act Fingerprinting Stations experience	Undertakings under the Bail Act Ethnic/Multi-cultural issues Report writing
Law on trespass Mental Health Act Ethics and Professionalisation Oral communication skills	Undertakings under the Bail Act Fingerprint law Law on trespass Joinder of charges Pursuing suspects on foot Aboriginal issues Plan drawing	Requirements of police presenting information Drug squad demonstration Scientific section Police communication	Functions of Courts Drug squad demonstration Committal proceedings Premises found open Pursuing suspect on foot Weapon handling
Transporting suspects Requirements of police presenting information Committal proceedings License surrender etc Answering Calls Motorised suspect	Functions of the Courts Requirements of police presenting information Premises found open	Police responsibilities with bail Joinder of charges Evidence Act 1977 Committal proceedings Activity report cards	Activity report cards Evidence Act 1977 License surrender etc. Potential suicides Aboriginal issues Fieldcraft - mapreading etc. Forensic science
Functions of Courts Police responsibilities with bail Undertakings under Bail Act Animal protection Act Restitution Premises found open Pursuing suspects on foot Ethnic/multi-cultural issues Plan drawing Drill	Fauna Conservation Act Drug Squad Demonstration Evidence Act 1977 Beat duty Fieldcraft - mapreading etc Human relations	Functions of the Courts Undertakings under the Bail Act Premises found open Aboriginal issues	Structure of the Courts Beat duty Plan drawing Drill Firearms training Visit to Morgue Fauna conservation Act Driver training Written communication skills
Fingerprint law Drug squad demonstration Potential suicides Activity report cards	Structure of the Courts Committal proceedings Potential suicides Activity report cards Fire brigade First Aid	How to read an act of Parliament Rank structure and org. of Q.P.D. Structure of the Courts Fauna Conservation Act Commonwealth Legislation License surrender etc. Potential suicides Beat duty First aid Human relations Physical education Forensic science	Restitution Police communication Fire Brigade Court Orderly First Aid Rank structure & org. of Q.P.D. Planning & Research & Computers
Structure of the Courts	License surrender etc. Planning & Research & Computers	Pursuing suspects on foot Ethnic/Multi-cultural issues Community Service	Law on tow trucks Commonwealth Legislation SEQEB Police Media
Evidence Act 1977 Court Orderly Beat duty Telephone manners Reporting for duty Fire Brigade	Preserving Crime scene	Law on tow trucks Interpreters Restitution Police media	Interpreters Gas examination How to read an act of Parliament
Introduction to manual & Police publications Report writing	Restitution Court Orderly Visit to Morgue Weapon handling Driver Training	Court Orderly Gas examination	Community service Visit by Dog Squad
Fauna Conservation Act Law on tow trucks Aboriginal issues Police communication	Rank structure & org. of Q.P.D. Gas examination SEQEB Report writing	Visit to Morgue SEQEB State Emergency Service Planning & Research & Computers	History of the law and Statutes Police Geography of Queensland
Visit by Dog Squad SEQEB Weapon Handling Driver Training Police Media Planning & Research & Computers	Law on tow trucks Police communication Firearms training	Fire Brigade Plan drawing	Police History

Rank Structure & org. of Q.P.D. Commonwealth Legislation Interpreters Preserving crime scene Written communication skills Firearms training	Interpreters Police Media Written communication skills	Sport Drill
Gas examination	How to read an act of Parliament Community service	History of the law and Statutes Fieldcraft - map reading etc.
First Aid	Visit by Dog Squad	Visit by Dog Squad
How to read an act of Parliament	History of the law and Statutes Forensic science	Police geography of Qld.
Community service	Police Geography of Qld.	Police History
Police Geography of Qld.	Police History	
History of law and Statutes		
Police History		

Figure 30 (Cont.)

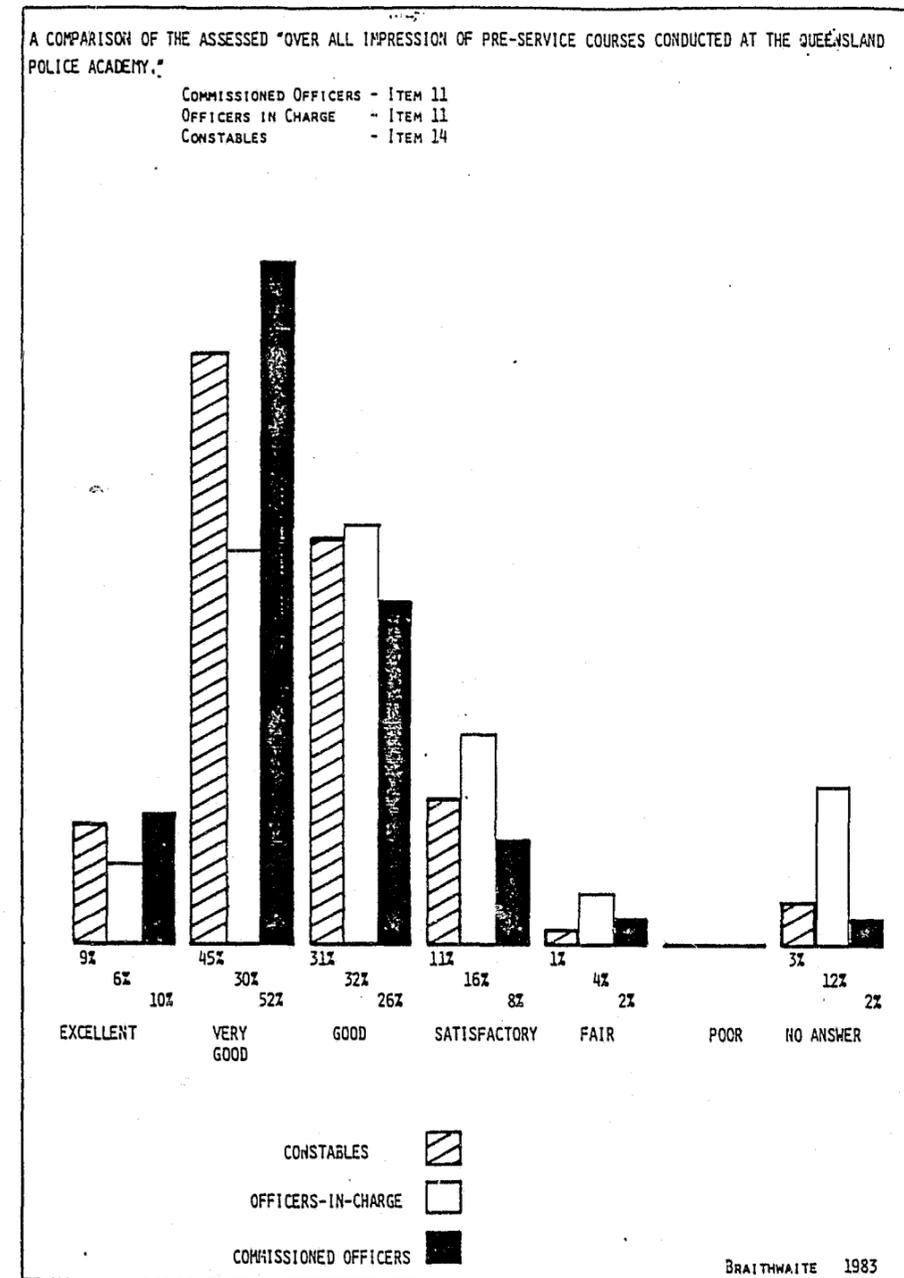


Figure 30(a)

SPECIALIST SECTIONS

The existing Cadet and Probationary courses offer inadequate information on Specialist Sections. As a result the trainees are going into the field unaware of some of the "back-up" resources available to them and how they, themselves can best serve the Specialist Sections.

This survey included discussions between Academy staff (particularly Sergeant R. Good, Senior Constables R.J. Pope and J. Pitt) and representatives of forty-nine (49) Specialist/Support Sections. Further information was obtained by the completion of questionnaires.

Preparation and presentation of this material falls into three areas -

A. SECTIONS WHICH HAVE INFORMATION FOR POLICE TRAINEES WHICH COULD BE INCORPORATED IN EXISTING LECTURE MATERIAL. SUFFICIENT INFORMATION WAS SUPPLIED ON THE SURVEY FORMS FOR THIS PURPOSE

AIRWING

To transport police personnel and others throughout the State.

CENTRAL DESPATCH

To receive, sort and despatch official mail.

CONSORTING SQUAD

A lecture by a member of the Consorting Squad is not necessary at pre-service level.

However, it is recommended that the functions of the section be covered in a brief handout compiled from information given by Detective Sergeant 1/c R. Beer. Included in this material is a report on the importance and value of furnishing of Activity Report Cards, which has relevance to the pre-service training course.

COURT LIAISON OFFICER

Court orderly duties are covered in existing Academy handout and with a visit to court.

DOCUMENT EXAMINATION SECTION

A lecture by a member of the Document Examination Section is not necessary at pre-service level.

It is recommended that the functions of the section be covered in a brief handout compiled from information given to the Academy by the Principal Technical Officer in charge of the section.

DRIVER RECORDS BRANCH, DEPARTMENT OF TRANSPORT

To record and maintain drivers' license records and traffic history. Police have information in relation to this section upon receipt of instructional circulars.

EXPLOSIVES AND ORDINANCES RECOGNIZANCES TEAM

Explosives and Ordinances Recognizances team is a group of Police Officers from the Emergency Squad and the Task Force on a part-time basis when back-up is needed.

It is recommended that the function of this Squad be covered in a brief handout as outlined under the heading 'Task Force'.

FAUNA SQUAD

No staff are available to give lectures. There is an excellent film in our A/V for this purpose.

INTERNAL INVESTIGATIONS

Handle all complaints against members of the Police Force. Information could possibly be included in handout on Investigation of Offences and Taking the Complaint.

MOBILE PATROLS

Normally first on the scene - receive jobs from Operations. (Could possibly combine with Operations Lecture).

MANAGEMENT SERVICES

Undertake needs assessments in relation to staffing, equipment, acquisition of land and buildings for all police districts throughout the State.

Not a section which a newly sworn in officer would need to contact; should be aware of it though.

MORGUE

Present lectures suitable - always followed up with a visit to the morgue. Perhaps a need for death desensitization programme.

OPERATIONS

Material being prepared by Sergeant Turpin.

PERSONNEL AND WELFARE OFFICER

It is recommended that the function of the section be covered in a brief handout compiled from information given to the Academy by Inspector Beutel. Such a handout should clearly define the difference between the Training Inspector and the Personnel and Welfare Officer.

PHOTOGRAPHICS SECTION

A lecture by a member of the Photographics Section is not necessary at pre-service level. However, it is recommended that the functions and responsibilities of this section be contained in a brief handout, covering all the Technical Sections of the Police Department. (See comment under 'Scientific Section').

RADIO MAINTENANCE DIVISION

Information could be introduced in lecture material so that the trainees are aware of this section.

RECRUITING

As most police trainees know about recruiting to some degree, not a lot more information is needed.

RESCUE SQUAD

The Rescue Squad is a group of Police officers - the Task Force, working on a part-time basis when back-up for the Metropolitan Fire Brigade or the State Emergency Service is needed. It is recommended that the functions of this squad be covered in a brief handout as outlined under the heading 'Task Force'.

STATE TRANSPORT POLICE

Police the State Transport Act, Traffic Act and Main Roads Act. Sufficient information for a trainee could be included in Academy handouts.

SUPERANNUATION SECTION

Not necessary to provide a lecture specifically by a member of the Superannuation Section. The Section has prepared a pamphlet explaining the Superannuation Scheme for new members and this pamphlet is presently distributed to pre-service trainees.

Perhaps this information could be incorporated into a lecture covering entitlements for police officers.

TASK FORCE

At present there is no lecture given by a member of the staff of the Task Force nor is it felt there should be. However, it is recommended that the functions of the section be covered in a brief handout compiled from information given to the Academy by the Acting Officer-in-Charge. Other squads e.g. Rescue Squad, Emergency Squad, E.O.R. Team (Explosives and Ordinances Recognizances) and the Public Safety Response Team (PSRT) could also be included in the same handout.

WATER POLICE

General policing on the waterways. Search and Rescue. Information could be included in handout form. Inspector Marshall also requested that a lecture by one of his staff members would be beneficial - possibly cover the topic at about the same time as the visit by Emergency Squad.

ARMED HOLD-UP SQUAD, DEALERS SQUAD, FRAUD SQUAD, LICENSING BRANCH, METROPOLITAN FIELD STAFF, RAILWAY SQUAD, WHARF SQUAD

It is not necessary to provide a lecture specifically by a member of these Sections. However, it is recommended that the functions of these sections be covered in a brief handout compiled from material obtained from the sections.

B. SECTIONS WHICH HAVE OFFERED TO WRITE THEIR OWN MATERIAL TO BE INTRODUCED INTO OUR EXISTING MODULES

PUBLIC RELATIONS BRANCH

Material being prepared by Inspector Munn. This will also include the Crime Prevention Section.

SPECIAL BRANCH

Inspector Herse is preparing material.

MANUAL SECTION

Senior Sergeant Manly is writing a section to be included in our handout on Manuals.

INFORMATION BUREAU

An up to date handout covering all sections of the bureau is being prepared.

C. SECTIONS WHICH HAVE OFFERED MATERIAL TO BE PRESENTED IN THE FORM OF A LECTURE TO THE TRAINEES

ADMINISTRATION BRANCH

It is recommended that a handout be prepared on the function and duties of the Administration Branch combined with those of the Commissioner, Deputy Commissioner and the Assistant Commissioners.

Inspector Hilker commented that it may be beneficial for a member of the Administration Branch to lecture trainees on their responsibilities under the Police Act and Rules.

ARSON SQUAD

The newly formed Arson Squad has not been asked to lecture to pre-service trainees but is eager to assist. Detective Sergeant l/c Allan Freeman the Officer-in-Charge of the Section has prepared invaluable material in relation to arson offences and is willing to supply material from which lectures can be prepared. In addition, it may be beneficial to include a lecture given by a member of the Arson Squad.

AUTO THEFT

To date the Auto Theft Squad has not been asked to lecture to pre-service trainees but would welcome the opportunity to do so. This section of the C.I. Branch has valuable material on the identification of motor vehicles some of which could be incorporated into lecture material. Detective Senior Sergeant P. McCaul should be consulted when this material is reviewed.

BREAK AND ENTER SQUAD

To date, the Break and Enter Squad has not contributed to the content of the pre-service training course. However, the section receives many Criminal Offence Reports and Supplementary C.O.R. furnished by trainee constables which lack vital details, thus making follow up investigations more difficult. The Acting Officer-in-Charge of the Squad indicated a desire to assist the Academy in overcoming these difficulties.

The Acting Officer-in-Charge recommended that a handout be prepared on what to do at the scene of a break and enter or alternatively an audio visual presentation on what NOT to do at a break and enter. If necessary, staff could be allocated to lecture to trainees and could incorporate in this lecture, how the Break and Enter Squad and the Drug and Dealers' Squads work closely together.

BUREAU OF CRIMINAL INTELLIGENCE

The Bureau of Criminal Intelligence do not presently lecture to pre-service trainees but would welcome the opportunity to deliver a lecture if the opportunity prevailed. The main reason given for lecturing was to dispel misconceptions about the Bureau and the function it performs. The Inspector is prepared to delegate the lecturing to a member of his staff. Included in the hour long lecture would be a film entitled 'Crime Intelligence and Surveillance' provided by the B.C.I.

B.A.S.

Already lecture trainees.

COMPUTER BRANCH

Trainees spend a little time in the Computer Section during the sixth module. Lecture material most definitely should be delivered by a staff member from the section. Practical exercises involving keyboard mastery should be implemented also.

DOG SQUAD

Already lecture trainees.

DRUG SQUAD

Members of the Drug Squad lecture to pre-service trainees, Advanced Training Course and the Crime Course on the identification of, and effects of illegal drugs. This arrangement is satisfactory to the Drug Squad but it is a heavy drain on man-power resources. It was suggested that an audio-visual presentation be made in co-operation with the Drug Squad on the identification and effects of illegal drugs.

Prior to this, an Academy instructor lectures on the law in relation to the Health Act.

EMERGENCY SQUAD

Under the present system, a member of the Emergency Squad lectures to pre-service trainees for approximately 2½ hours. Included in this lecture is a brief reference to the Explosives and Ordinances Recognizances (E.O.R. Team). As indicated in the item on the Task Force a brief handout could be prepared covering the function of the Emergency Squad as a supplement to the lecture given. The Officer-in-Charge of the Emergency Squad is satisfied with existing lecture arrangements.

EXAMINATIONS BRANCH

They already lecture trainees. Inspector Pitman is preparing material to be

FINGERPRINTS SECTION

Staff from the Fingerprints Section are responsible for training pre-service trainees in the taking of fingerprints and are happy with the existing arrangements. (See comment under 'Scientific Section').

FIREARMS SECTION

The Firearms Section is responsible for the training of pre-service trainees in the handling of firearms. The law in relation to the Firearms Offensive Weapons Act is taught by Academy lecturers. The Officer-in-Charge of the Firearms Section felt that the time presently allocated to firearms training was inadequate and should be increased. Perhaps this matter could be taken up with the Officer-in-Charge, Firearms Section at a later date.

JUVENILE AID BUREAU

It is imperative that a newly sworn-in police officer have some knowledge of the Juvenile Aid Bureau and the functions it performs. At present, a staff member of the Bureau delivers an introductory lecture to pre-service trainees lasting approximately 3 hours. This lecture is to supplement the law lecture given by Academy Staff. The Officer-in-Charge of the Juvenile Aid Bureau commented that more emphasis should be placed on the interviewing of witnesses, victims and suspected offenders, Children's Court procedures and the handling of child abuse.

MAIN ROADS POLICE

Already lecture trainees.

MEDIA RELATIONS

Already lecture trainees. Suggestion of including practical segment exposing trainees to media interviews.

POLICE CITIZENS YOUTH CLUB

The Police Citizens Youth Club provide a lecture to trainees. Sergeant Bill Crompton expressed dissatisfaction with the existing lecture arrangements and requested that the time allocated to the Youth Club be increased to 4 hours to allow the trainees to visit a Youth Club e.g. Ipswich. This would give trainees a formal lecture and the opportunity to view a newly made film on the function of the clubs prior to visiting a centre. We can look at this.

PROSECUTIONS

Lecture trainees when staff is available. Suggestion made to have someone deliver a lecture which could be taped and so show future classes without requiring a staff member from Prosecutions. They are in agreeance with this idea. Inspector Pointing is also arranging for lecture material to be prepared.

SCIENTIFIC SECTION

It is imperative that a newly sworn-in police officer have some knowledge of the Scientific Section and the function it performs. At present, a staff member of the Scientific Section lectures to pre-service trainees in Module 6, covering topics such as crime scene preservation and searching, collection of exhibits, laboratory procedures and ballistics. A slide presentation is also incorporated into the lecture. However, the Scientific Section feel that by including this lecture in Module 6, much of the impact and the relevance to the investigation of offences is lost and pre-service trainees have been disinterested. Perhaps the lecture would be better placed when the investigation of offences is covered. More emphasis must be given to crime scene preservation and searching.

It is also recommended that a brief handout be prepared covering the function and responsibilities of sections under the Inspector of Police, Technical Services i.e. Scientific, Fingerprints, Photographics, Document Examination and Firearms Sections.

I.A.I.S.

Already lecture trainees.

TRAFFIC BRANCH/TRAFFIC ADJUDICATION SECTION

It is imperative the Traffic Branch be involved by way of providing specialist staff to lecture trainees and assist in the preparation of course material.

The role of the Traffic Adjudication Section could be incorporated in these lectures.

TRAINING INSPECTOR

The Training Inspector lectures pre-service trainees for 2 hours in Module 6. He is satisfied with the existing arrangement.

POLICE STORE

It is not necessary for a newly sworn-on police officer to have detailed knowledge of the Police Store other than to know that the Section exists and supplies uniforms for police personnel throughout the State.

TRANSPORT DIVISION

Similarly it is not necessary for a newly sworn-in police officer to have an extensive knowledge of the Transport Division other than to know that the Section exists and that its main function is to provide economic and reliable transport for the Police Department. The Principal Technical Officer in charge of the Transport Division commented that more emphasis should be placed on the maintenance and care of police vehicles.

ACADEMY STAFF CONTRIBUTIONS

From the outset of this survey, Academy Staff - police and civilian alike - have been very much involved, both in gathering data and making suggestions.

All staff members were canvassed for comment within their particular areas of expertise.

As to the law and police duties content, the police lecturers responded to a questionnaire in regard to every area of instruction in every module. This survey was carried out in order to establish with greater precision the time required to properly cover a subject, teaching aids, the need for practical exercises the adequacy of the lecture handouts, associated report writing exercises and the most effective grouping of subjects. Observations were also invited as to whether a subject should be taught at the pre-service level or during a Development Course.

Sergeant W.J. Bennett made lengthy well-reasoned submissions on Physical Education and Sport and their role at the Queensland Police Academy.

The civilian lecturers too, made a generous contribution in effort and time. They closely analysed their subject areas in the light of existing and future police needs and made appropriate recommendations. Their submissions made clear their awareness of the ever-changing demands of the police training and education in the following areas -

Mr. D.A. Jory	-	Human Relations
Mr. N. Rogers	-	Forensic Science
Mr. R. Watter	-	Forensic Science
Mr. T. Ede	-	Effective Communication
Mr. H.K. Dachs	-	Effective Communication
Mrs. H. Webber	-	Typing
Mr. R. McCall	-	Fieldcraft

The interest and support of all staff members in making individual contributions is acknowledged with appreciation. Special mention should be made of those staff members who assiduously applied themselves to data gathering and collation at the behest of the Working Committee, even to that extent of travelling throughout the State in order to conduct structured interviews.

Inclusion in this report of all the suggestions and submissions by staff is not really required in that they refer mainly to the "nuts and bolts" of course subject areas. Their value will really emerge as these subject areas are developed to meet the needs of any new course. Indeed, the Working Committee would call upon the expertise of Academy staff to write such new lectures as are required and to revise existing handout material.

Because of staff contributions, the Committee is now well positioned with information which will serve as a sound basis for input for future training material.

Appendix 8 (page 249) refers to the questionnaire inviting staff contributions.

Staff members received this letter.

"As you are aware, the Working Committee is preparing a report on police education and training and has received submissions from several sources.

It is important that such a report contains recommendations from Academy Staff, even though at this stage we cannot specify the length of future courses or the amount of time which will be allocated to each subject area.

Would you please forward an outline of your present syllabus and an estimation of the time allocated to each topic.

Would you also please list any additional topics that you consider necessary for inclusion in any future course as well as an estimation of any additional time that would be required.

I would be pleased to receive your submission by Monday, 29th August 1983. "

Several extensive and successful studies were undertaken in 1982 to ascertain the opinions of serving police of all ranks regarding pre-service training offered at the Queensland Police Academy. The Commissioner expressed a desire that these professional police opinions be studied in the light of the public acceptance of police training insofar as that can be measured by the performance of young Constables in the field.

A fourteen page questionnaire was prepared by the working committee and, after some sampling and redesign, was printed by the Government Printer.

With generous and wide-spread assistance from individuals and organisations, 6645 questionnaires were distributed throughout Queensland immediately following the launching of the survey on 16 March 1983.

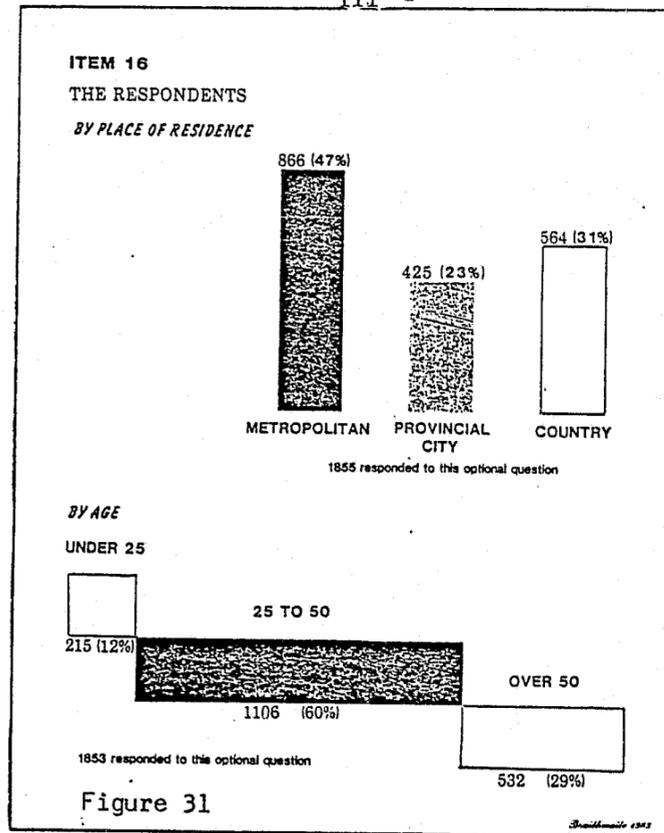
1925 booklets were returned and processed by June 30, giving a 29% response. A small number of completed surveys have since come to hand, but are not included in any of the statistical information which follows. (It is pertinent to note that in the 1925 processed responses, only three were useless or offensive).

THE SAMPLE

Item 16 was included as an optional question from which we might have been able to gather information to validate statements made in the interpretation of responses. Perhaps a little surprisingly, 1853 respondents volunteered their age, 1855 their place of residence, and 1828 their occupation.

Figure 1 on page 3 summarises the age/residential response.

There can be little doubt that the 1925 respondents contributing to our research represent a state-wide sample, residentially. Some criticism may be levelled, however, at the sample by age. It should be clearly understood that the purpose of the survey was to gather information useful in deliberations centered upon police education and training - it was not a general survey of the public's appreciation of the Queensland Police Department although, in some cases, the two are quite inseparable. Furthermore, in his covering letter to recipients of the literature, the Commissioner pointed out that "careful thought had been given to identify those persons and organisations from whom a useful response might be expected and who are representative of the general public".



Therefore, we give just one illustration which should lay some of the "by age" criticism to rest:

Very young children, some handicapped children and many other "young people" are unable to provide constructive written responses to a fairly complex questionnaire. However, 144 State High Schools, 131 State Primary Schools, 114 Independent Schools, 30 Pre and Special Schools, 117 members of the C.W.A., 330 members of Women's Groups, 130 members of The Trades and Labor Council, over 500 Service Club members, over 100 Tertiary Student Union members, 140 Church members and administrators, 206 recipients in randomly selected homes, 16 Officers of Children's Services Department, 20 Parole, Probation and Welfare Officers, and over 40 members of the Judiciary can, surely, be expected to have given comment on areas of concern to the "young people" with whom they have particular interest and involvement.

On this basis it is felt that the opinions expressed may justifiably be interpreted as significant even though the "by age" statistic is not a true reflection of the general population of Queensland.

The complete list of recipients is printed as an appendix to this report on page 272.

THE COURSES.

In the preamble of Items 1 and 2 very brief descriptions were given of the several areas of instruction in the present pre-service training courses. The times allocated to each area were in hours and as percentages of the total course time.

Figure 32 summarises the responses to Items 1 and 2.

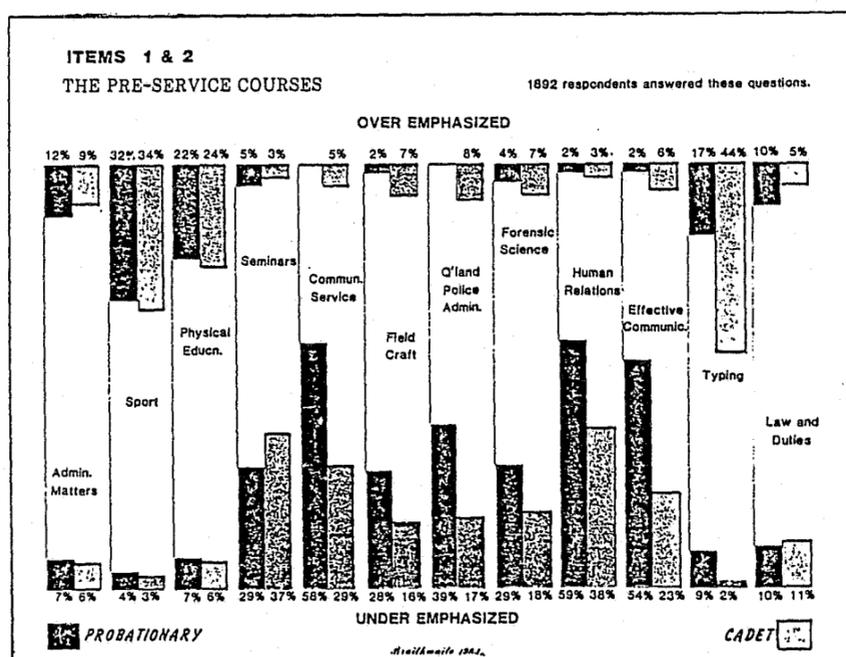


FIGURE 32

The unshaded portions of the bars represent the sizeable response "about right" to each of the questions, while the shaded bars indicate the percentages of respondents indicating an over-emphasis or an under-emphasis as the case may be.

At the outset it can be stated that most respondents, (over 80% for both Probationary and Cadet areas), accept that time must be devoted to routine administrative matters, and it is probably reasonable to assume that respondents do not consider that training time is being wasted on administration.

Similarly, and very importantly over 80% in each area had no criticism of the time devoted to "Law and Duties". Without wishing to pre-empt a number of other findings it can be stated that the great majority of our 1982 respondents to these items expect that the police pre-service training programme will equip a young officer with an adequate knowledge of the law he is to police and of the duties he is expected to perform as a police Constable in Queensland.

However, in one way or another, the rest of the course, (as described), came in for varying degrees of criticism.

OVER-EMPHASIZED

SPORT

32% (Probationary) and 34% (Cadet) respondents expressed concern about the time devoted to sport. Only 4% (P) and 3% (C) offered the opinion that more sport should be included in the training programme. Clearly, there is an expression of concern by our public respondents.

Considerable thought must be given to the undoubted value of sport as a factor contributing positively to character, morale, fitness, team consciousness and so on. The possibility, indeed the probability, that a policeman - sportsman may make a very valuable contribution to the general community; that he might well contribute significantly and inexpensively to Police Public relations; that he may well assume a leadership role in community or Police Youth Club activities must not be over-looked. These valuable aspects of competitive sport must be weighted against the cost and the time factors of the training programmes.

No further criticism of the sport component was offered in those parts of the questionnaire where comments were invited.

PHYSICAL EDUCATION AND TRAINING

22% (P) and 24% (C) respondents suggested that P.E. was over-emphasized. 7% (P) and 6% (C) felt that more P.E. could be justified.

While our very brief outline of course content could not list all of the essential self-defence, life preserving and public protection aspects of the P.E.

The wording of Items 14 and 15 invited very general comments upon police education and training. Typical of the written comments regarding Physical Education were:

Impress upon trainees the importance of physical fitness when they start work. The public is not keen on a fat cop.

The content of the P.E. programme and the time allocated to P.E. are matters which may well require very close scrutiny in the restructuring of the training programme.

TYPING

The third area of the training programme to be criticized for over-emphasis was typing.

I am still rather horrified at the accent on typing ability. Surely it is time we provided typists to free police for the more important aspects of their duty.

Streamline the paper work of police duty.

In larger stations a typing pool should be used to reduce the wasted hours of police on typewriters.

From a management point of view there can be no argument with the sentiments expressed. However, while present Public Service structures and ceilings exist, the use of more typists is well beyond the control of the Police Academy.

Furthermore, more than half of Queensland's police serve outside the metropolitan area, (Item 5), and 229 of the 311 police establishments can be regarded as small, (Item 7). It is entirely impracticable to propose that all police establishments be staffed by at least three public service typists.

It follows, therefore, that while "the system" - (the Police Department, the Courts, and all other organisations on whose behalf Queensland Police Officers provide service in remote areas) require the typewritten presentation of documents, the Academy as the pre-service training institution has no choice but to prepare trainees to cope with one of the unavoidable chores of police work. This is not to say, of course, that the aims and objectives of the

typing course are beyond scrutiny. Clearly typing, along with all other areas of training, will be closely reviewed as the study continues.

UNDER-EMPHASIZED

The responses indicating an under-emphasis of training time appear to invite a simple grouping -

- (a) The knowledge and skills essential in carrying out effectively the duties of a practical police officer; and
- (b) The knowledge and skills essential in carrying out acceptably the social functions of policing.

"a" and "b" may well be inseparable but for our purposes in analysing the responses, Fieldcraft, Forensic Science and Queensland Police Administration fall into the former category, while Seminars, Community Service, Human Relations and Effective Communication are grouped in the latter.

(a) FIELD CRAFT

28% (P) and 16% (C) propose that more time should be devoted to Fieldcraft - described in the literature as "classroom and practical instruction in map reading, navigation, search and rescue techniques, and first aid".

Having regard for the vastness of the state, the diversity of police duty, and the unfortunate frequency of disaster or emergency situations, the recommendations are worthy of close examination.

FORENSIC SCIENCE

Not surprisingly in this technological age, 29% (P) and 18% (C) respondents sought more instruction in forensic technology. Without doubt, recent well publicized cases prosecuted successfully, (and unsuccessfully), would have influenced the respondents, as would popular television programmes from both the United States of America and the United Kingdom. The respondents propose quite strongly that Queensland Police be trained to a degree of competency in the relevant technologies to pose a real threat to the sophisticated criminal, and a real power in the presentation of technical evidence before the Courts.

It is fair to comment that no general, basic pre-service training programme can afford the luxury of inordinately expensive and time consuming specialities. It is equally fair to comment that no acceptable pre-service training programme can permit graduates to enter the work force unconscious of the value of scientific evidence, and unaware of simple procedures to ensure the greatest possibility of that evidence being obtained and presented to the complete satisfaction of the courts.

QUEENSLAND POLICE ADMINISTRATION

39% (P) and 17% (C) respondents offered the opinion that more time should be devoted to the teaching of what in other institutions is generally referred to as "Public Administration", (though our emphasis is clearly on the Queensland Police Department).

The proposition would seem to be entirely reasonable since Academy graduates assume positions of some significance to most citizens who quite reasonably look to police officers for leadership and advice on a great diversity of issues. There can certainly be no disadvantage in a police officer being well informed on matters of government and public administration.

(b) <u>SEMINARS</u>	29% (C), 37% (C)
<u>COMMUNITY SERVICE</u>	58% (P), 29% (C)
<u>HUMAN RELATIONS</u>	59% (P), 38% (C)
<u>EFFECTIVE COMMUNICATIONS</u>	54% (P), 23% (C)

Dealing with the public is to me the main duty of police and it seems to me that insufficient time and training is given to this aspect.

With a better indepth knowledge of human relations, a police officer would be equipped to face the problems of a rapidly changing society.

Poor communicators. Very little courtesy is displayed generally.

New breed are over aggressive.

...Young police are unapproachable and aggressive.

Younger police appear to have absolutely no courtesy.

The treatment of aboriginals and feminists reveals prejudice.

It is my belief that as a white, middle class citizen, I would (and have been) better treated by police than a poor black.

Need to improve in how to handle conflict especially with young people, students and ethnic groups.

Particular communities present particular problems to members of the force, i.e. control of vagrants and homeless aboriginals and islanders in Townsville. Perhaps an orientation course or seminar enlarging upon areas touched on in initial training would improve public reaction.

If there is one message conveyed unambiguously through the responses (be they to Items 1, 2, 4, 8, 10, 11, 14 or 15) it is simply this -

(Your training programme must) encourage the idea of the police being part of the community and not apart from it.

From this summary of the advice offered by nearly two thousand Queenslanders we conclude that there is no doubt that police officers need to have a thorough understanding of the law and of their duties but that, as a balance to that thorough "professional" knowledge, there needs to be a sensitivity of the human individuality of those persons with whom the police have to deal.

As a general rule our respondents find that what the police officer provides is an acceptable, essential public service, but it is in the manner of performing that service that he is found wanting. The entire pre-service training review, (and later in-service training reviews), must take due cognizance of the need to develop interpersonal skills to a much greater level of sophistication.

ITEM 3

To the simple question proposed in Item 3 - "What do you think should be the minimum standard of education for police trainees?", there was a clear and positive response. As represented in Figure 33, a very substantial

police career.

While this advice can be interpreted as a recommendation that police officers be at least as well educated as members of the general community, it must be pointed out that a number of respondents volunteered suggestions that in the selection of mature age trainees due consideration should be given to relevant experience in the work force and to personal, academic and/or technical achievements.

Recruiting and Training programmes should have due regard for the response to Item 3.

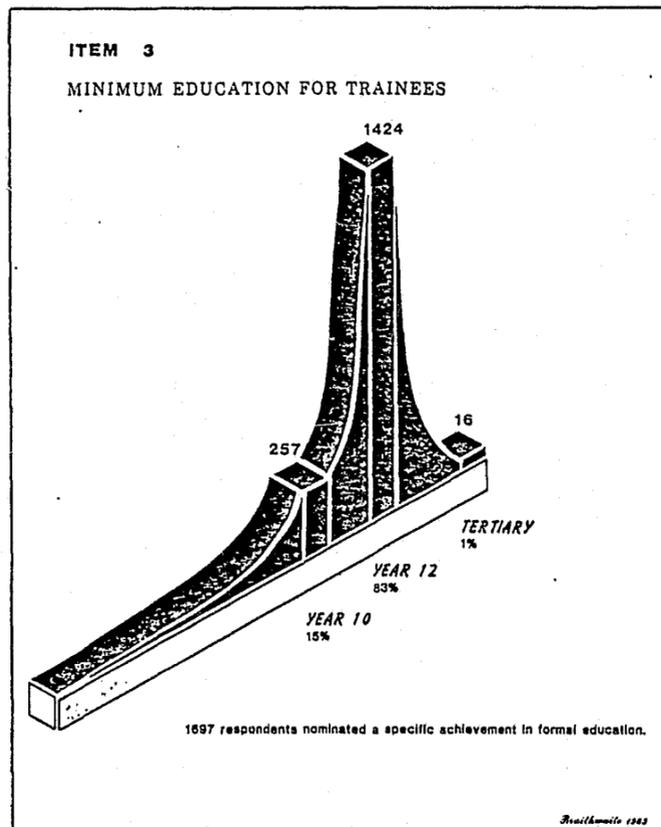
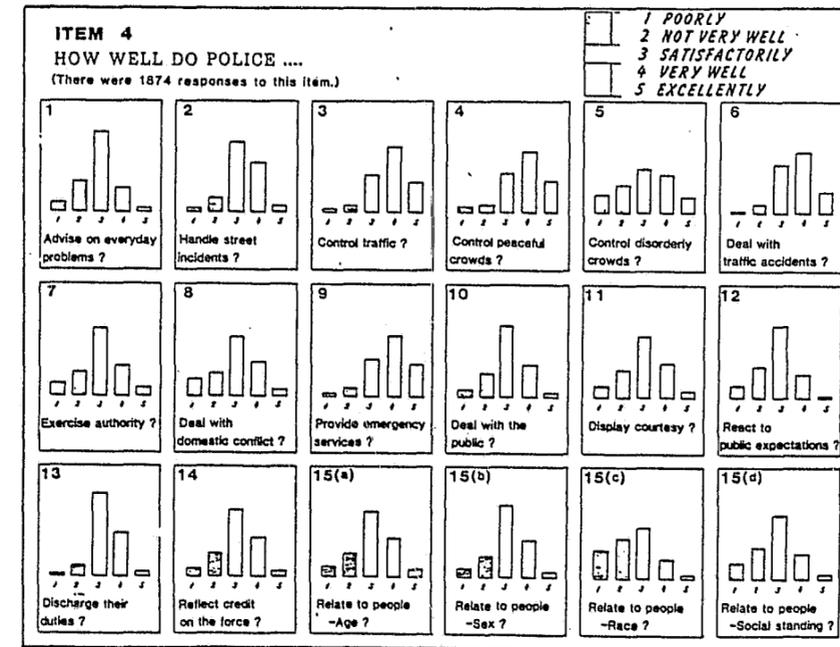


FIGURE 33

ITEM 4

In this item we listed eighteen important aspects of policing and invited a graduated response from "excellently" (5) to "poorly" (1) to indicate the assessment of performance:

1874 people responded and the collated information provides handsome praise in some areas, grounds for quiet satisfaction in others but, most importantly for the education and training administration, very firm guidelines to areas requiring greater emphasis in programmes aimed to prepare recruits for police service.



(Full statistics for item 4 are printed on page 280)

FIGURE 34

In the following figure rank orders have been developed to show the police duty most acceptably and least acceptably performed.

Unmistakably the 1874 respondents are indicating that in the emergency immediate response type situation, Queensland Police Officers perform creditably. Just as unmistakably they are expressing dissatisfaction with the manner in which officers handle persons of different racial origins. (From the numerous written comments submitted this refers mainly to Aboriginal people).

But, of course, we must not lose sight of a balance of responses.

I feel the image of the police force is improving. Generally, I find the police courteous, articulate and willing to help.

ITEM 5

Item 5 presented the recipients with two questions -

- (a) How well do police adapt to the needs of country policing?
- (b) Are you able to identify particular needs of country people that should be considered in police education and training?

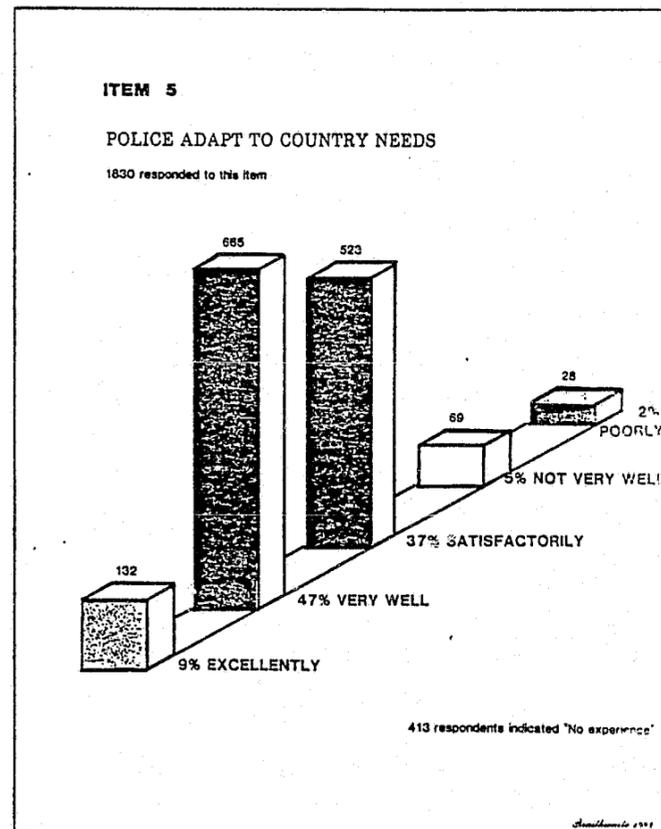


FIGURE 36

The response to part "a" was clear and complimentary as represented in Figure 36. While there is room for some concern that one person in fifteen finds the service less than satisfactory, a clear majority express the belief that the effort made by country police is commendable.

In part "b" a good deal of useful information was provided for the attention of training course designers.

The most frequently mentioned criteria for effective policing in country areas were -

1. A willingness to become involved in the various aspects of community life - schools, youth groups, sporting and social organisations, service clubs, etc.
2. A broad knowledge of law, (to be interpreted as "public administration?") as quite often country people seek advice on a variety of matters not specifically related to police work.
3. Understanding problems associated with:
 - Distance
 - Stock
 - Alcohol
 - Racial tension
 - Natural disasters
 - Youth unemployment
4. The ability to foster human relationships is essential. The police officer must be able to interact effectively with the broad cross-section of people who make up the community.
5. Availability. Country people often have to conduct business outside normal office hours.

The comments provided with Item 5 are particularly specific and useful. Again, there is much food for thought as the task of redesigning courses gets under way.

Most country people cannot routine their day from 8 - 4 or 9 - 5. We need more leeway in station times.

Isolation leads to boredom. Understanding leisure patterns and perhaps being able to redirect potential offenders into constructive work or leisure pursuits.

In small stations an officer cannot always be obtained. A simple sign on the door or an answering service for the telephone is considered essential for times when the station is unattended.

Most country people have had considerable experience in emergencies such as fire, flood, lost people, etc. Police should be trained in these matters but also taught to seek local expertise. Country people sometimes resent directions from officers inexperienced in these areas.

Perhaps as part of training all police officers should visit and serve in (as trainee teachers do) small country stations. They may then learn the politics of small towns.

The major problem confronting a policeman in the country is that he becomes known to most residents on a personal basis. How to deal with an offender who is also a friend needs to be considered in police education. Police should be taught that they have a responsibility to set an example.

In general, country people need more help from police in non-crime topics than city dwellers, i.e. in administrative matters.

Country people often require police services out of hours. Trainees need to expect to be on call at odd hours.

Generally, training should include a clear plan for a period of country service.

Many officers react well to country life but again too much paperwork creates problems with the public who object to having to go to the station time after time only to find it closed, even after an appointment was made. This is not intended as a reflection on the personnel but on the system. So much could be done by a typist to relieve this situation.

Country people will expect a friendly officer well-versed in Human Relations and able to use his authority when necessary.

Police must be educated to deal with people of different

The poor, the destitute and the young.

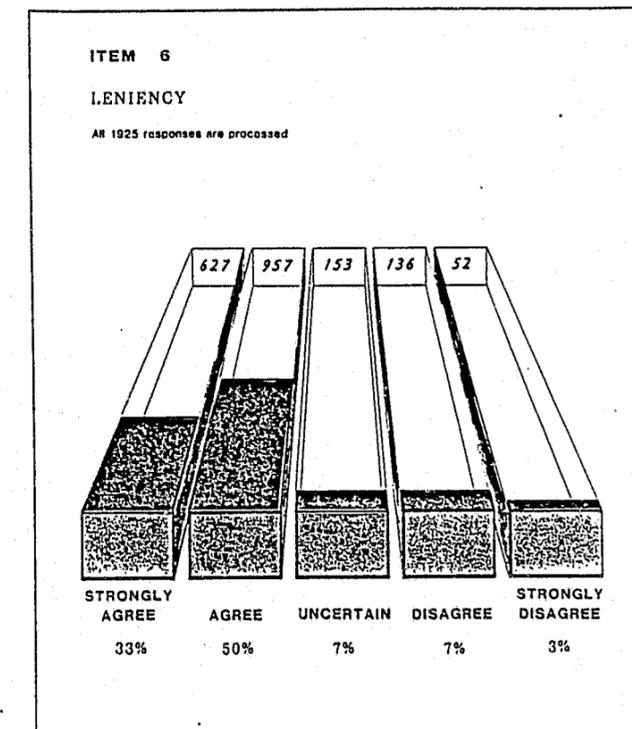
In areas of majority aboriginal population, a greater tolerance is needed and an awareness of a lack of self-esteem bringing about defensiveness, alcoholism and abusive behaviour.

More insights into aboriginal culture should be provided.

It is extremely important that officers are taught how to cope with or adapt to the needs of special groups, e.g. aborigines, migrants. They should be given sufficient instruction in background, up-bringing, customs, etc. to be able to develop a sensitivity towards such people.

Aborigines are discriminated against in various ways all over the State. Police have little, if any, understanding of their disposition. A sensitization programme run by aborigines to help police gain an insight into aboriginal culture and its destruction and how to sensitively work with aborigines.

Country officers become well known, important individuals so communication, human relations, community service and field craft become particularly important in training.



ITEM 6

Like several of the items in the survey, No. 6 was a direct question which invited, and received, an equally direct answer. When asked, "Do you agree with the Commissioner's policy to be lenient, (having regard for the circumstances), when considering the prosecution of juveniles, the aged, the minor traffic offenders?", an overwhelming 83% of respondents answered "agree" or "strongly agree". Only 7% were uncertain while 10% either "disagree" or "strongly disagree".

Again in this item the careful thought given to the survey by our respondents was made clear in the many written comments which proposed that it is the police function to uphold the law, while it is the prerogative of the Courts to exercise leniency and discretion.

Among those groups identified as being in need of particular consideration were aborigines, ethnic groups, the unemployed, the handicapped, the aged and tourists.

Of the 988 written responses to this item, 571 or 57.5% were able to be categorised:

Aborigines	28%	*****
Ethnic Groups	28%	*****
Handicapped	21%	*****
Unemployed	7%	*****
Underprivileged and disadvantaged	7%	*****
First Offenders - minor offences	6%	*****
Tourists	3%	***
Drug Offenders	3%	***

Figure 38

Twenty-eight percent (or 162 respondents), nominated aborigines as the group which would most warrant special consideration by the police.

I believe special training should be offered for police officers to gain an insight into problems in the black community.

Aborigines, because of their unique cultural background - it is very difficult for them to understand our culture completely and to break away from their instinctive traditions.

Aborigines generally are the most disadvantaged in the community. They seem to agree with almost anything put to them by the police and plead guilty to matters just to have them disposed of. I think that policemen should have special training in how to deal with aborigines.

Similarly, twenty-eight percent (or 161 respondents), listed ethnic groups as warranting special consideration.

Newly arrived migrants and refugees whose knowledge of English is limited, whose knowledge of our legal system is confusing.

Migrants because they bring with them behaviour patterns which reflect certain cultural precepts that may or may not be socially acceptable in Australia.

Vietnamese need special consideration rather than leniency.

People of vastly different cultures and customs should be specially considered where accepted Australian standards conflict with their own.

The third most significant group listed who warrant special consideration by police are those persons defined as "Handicapped". This group comprised 119 responses or 21% of the survey.

Persons handicapped by language difficulties or barriers in general, receive 'stand off' treatment. This should be overcome by more patience and wider language skills within the force.

It is also significant that 10% of the respondents commented that police officers should be given discretion when considering the prosecution of members of the public generally. Most stressed the need for police to relate to people as individuals, and for the circumstances at the time to be taken into consideration.

I believe each particular case must be judged on its merits and leniency displayed wherever possible insofar as minor offences are concerned.

The police should use initiative and discretion and should look at things from a preventative view point rather than one oriented to punishment.

As a general rule all people should be treated equally irrespective of social standing education, etc. However, officers should be allowed to use their discretion and judgement in all circumstances, provided it is done honestly and fairly.

There must be some discretion exercised by experienced officers. However, there is always a danger of unworthy motives - personal, political or financial - creeping in, so great care must be exercised.

The message, again is that education and training programmes must be concerned with developing a sensitivity to the individual needs of the people with whom police officers deal.

ITEM 7

The response to this two-part question are clearly represented in Figure 39.

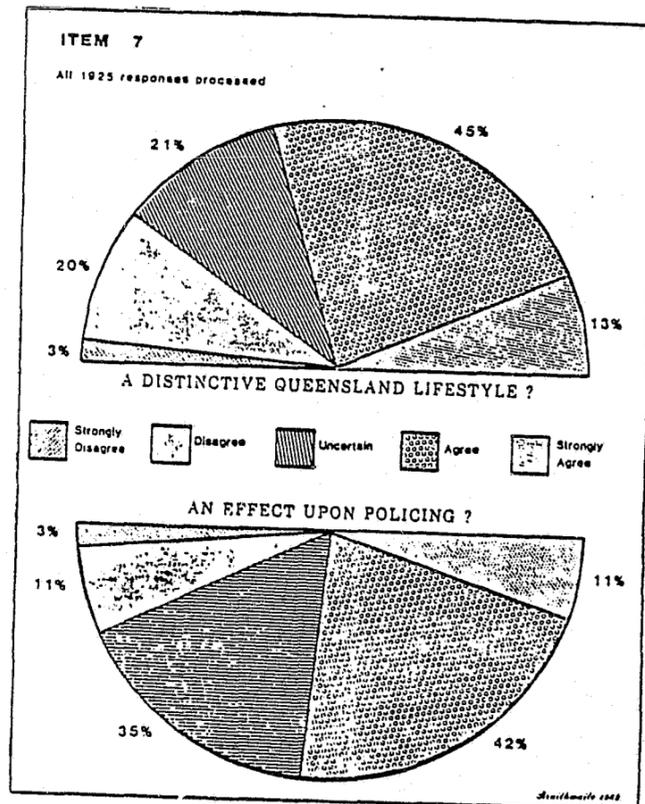


FIGURE 39

Most Queenslanders in the sample believe that we do have a characteristic life though there is a sizeable group who disagree and a larger group who are uncertain.

Interestingly, though, when asked if this Queensland peculiarity should be reflected in policing, there is a drift to the uncertain response - that being the only group larger in part (b) than in part (a).

The most frequently mentioned items identifying a distinctive life style in Queensland were--

1. Climate
2. Pace/style of life
3. Decentralisation/distance
4. Government
5. Alcohol consumption

CLIMATE

Most of the respondents simply listed climate as the most obvious factor identifying a distinctive life style in Queensland.

PACE/STYLE OF LIFE

We spend more time outside pursuing physical activities than other places where the climate is less favourable.

Our weather allows us to enjoy a great amount of outdoor recreation and our beaches and waterways and general facilities allow a great number of us to get out of our houses more often than most.

A relaxed non-hustle style of life...due to the fact that there are few places not promoting tourism. It is a holiday state reflecting that attitude to life style by Queenslanders.

DECENTRALISATION/DISTANCE

Unlike other states Queensland is a great deal less centralised in that while Brisbane is large there are distinct areas and several large cities which to some extent have their own individualities.

GOVERNMENT

Constant re-enforcement by political leaders in Queensland, that we are Queenslanders.

Queensland has developed a casual life style while maintaining a conservative outlook on most matters.

ALCOHOL CONSUMPTION

Most of the respondents who nominated 'alcohol consumption' directly related it to the climatic conditions existing in the State.

A very pleasant climate that promotes the consumption of alcohol.

Queenslanders generally have a carefree life syle. Sun, beer and having a good time quickly appeals to us. Over-indulging often leads to trouble.

POLICING

The police in our state should not be influenced by politics and with what other state police are doing. Therefore, I believe that we should be policed according to the law, but I don't really think our life style affects the working of the laws much.

As we have a good climate, people are outside, thus they are on the streets, and in parks, so there should be more policing for their safety.

Many people spend weekends at the coast, so maybe more police could patrol the highways and roads (leading to and on the coast).

I think police should be part of promoting tourism - like London Bobbies - there are special problems on Gold and Sunshine Coasts and Cairns - large numbers of retired, unemployed and drifting population.

ITEM 8

In the preamble to Item 8 an attempt was made to explain very briefly some of the changes that have occurred in the functioning of police services in our changing democratic society. The question put to the public was "What do you consider to be the functions of the Queensland Police"?

Because the question was open ended there are a great many functions listed (some, of course, with only one proposer), but the vast majority of respondents identified the following as the significant areas of responsibility -

- (i) Protection of life and property
- (ii) Prevention and detection of crime
- (iii) The bringing to justice of offenders
- (iv) Maintenance of law and order
- (v) Preservation of the peace
- (vi) The control of traffic

While (i) and (ii) are far and away the most frequent responses, (iii), (iv), (v) and (vi) were cited often enough to permit us to conclude that our respondents have a very clear expectation that Queensland Police Officers will carry out the commitment made when the oath was sworn -

"...That I will see and cause Her Majesty's peace to be kept and preserved; and that I will prevent to the best of my power all offences against the same..."

But as has so often been the case in the analysis of the responses to the questions asked, there is also good advice in the minor or less frequent responses. Listed often enough to warrant mention in this summary are:

- (1) Provide a community service
- (2) Practice good human relations
- (3) Communicate well with the public
- (4) Act courteously

- (5) Provide a counselling service
- (6) Give everyone a fair go
- (7) Set a good example

A useful interpretation of the responses to Item 8 must be that the manner in which a police officer carried out his duties is vitally important: indeed, there may well be cases where the conduct and bearing of the officer are matters far more significant than the actual police duty being performed.

Any training programme must pay attention to advice of this nature being provided by those persons in the best position to make impartial, (or comparatively impartial), comment upon police performance.

ITEM 9

For the very good reason that we sought to have no identifying responses on the returned surveys, the first part of Item 9 asked simply, "Have you had contact of an official nature with police during the past five years"?

1644, or 86% of the sample answered affirmatively, but with no indication whatever of the nature of that official contact.

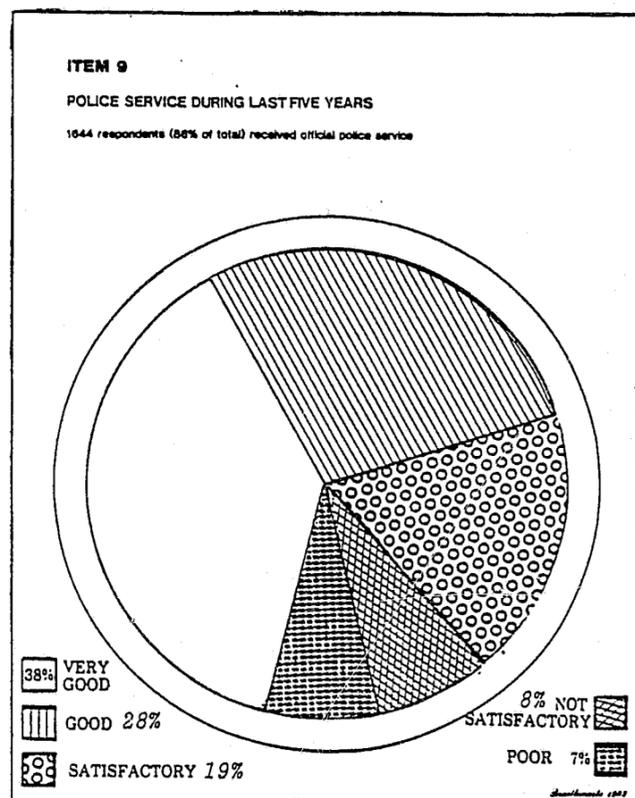


FIGURE 40

In Figure 9, the replies of the 1644 people are presented and show the pleasing responses: Very Good 38%; Good 28%; Satisfactory 19%; Not Satisfactory 8% and Poor 7%.

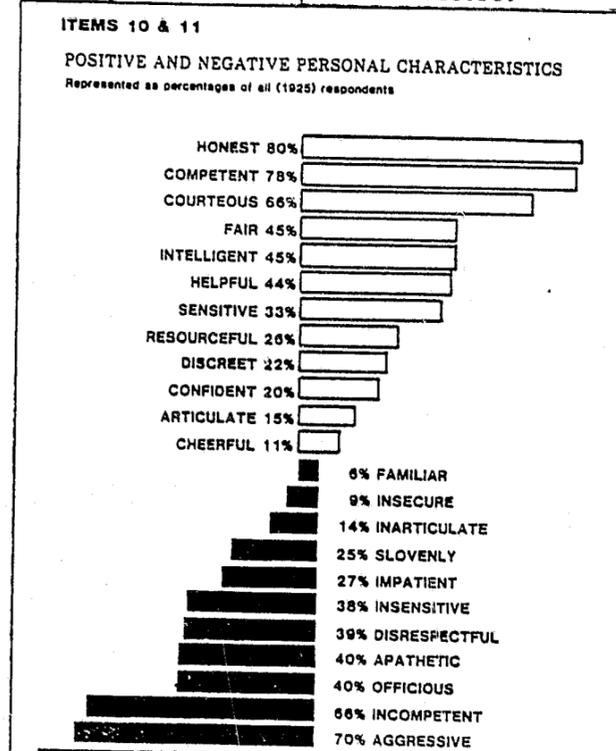
That 15%, or one client in seven, finds the service unsatisfactory is certainly a matter of concern, but being unable to identify the service, (a traffic offence notice?, a minor charge?, a domestic conflict?), the 15% minority must be offset by the 85% expressing satisfaction or better.

(It could well be that this item could form the catalyst for a subsequent and much less sophisticated survey - to attempt to determine quite specifically the areas of concern indicated in the responses analysed here. Such specific information may well prove valuable in further education and training assessments).

ITEMS 10 AND 11

These items asked the public to indicate the most desirable position characteristics and the most undesirable characteristics to be found in persons providing a public service.

These items lend themselves to a joint examination and the responses, as represented in Figure 41, make it perfectly clear that recruiting programmes, education and training programmes, and development programmes can be geared to satisfy very well-defined public expectations of police officers.



POSITIVE

752 respondents provided additional written comments with Item 10.

Ideally, a police officer should possess all qualities as listed.

Any man who makes an honest effort to achieve these characteristics is an asset.

To be honest is the only way police can gain public respect.

Above all, competence would enhance the public image of police.

Courtesy and a smile cost nothing.

Sensitivity is by far the most important.

We like to see policemen or women who are cheerful and ready to help. There is nothing worse than meeting up with a policeman who looks as if he couldn't be bothered with anyone.

Two percent of the respondents were of the opinion that the characteristics mentioned in Item 10 should be given careful consideration during selection procedures or early in a police officer's career.

As some of these qualities may be inherent rather than acquired, screening methods at recruitment may require rethinking.

If the standard of recruitment is more selective, it will encourage a better quality of person to apply.

Reviewing progress after graduation should be a feature - is it?

Great importance should be attached to the initial selection process and unsatisfactory members of the force should not be retained.

In relation to fitness one of the respondents commented -

Fitness, while important during training, is obviously not required after graduation and the appearance of overweight policemen is bad for the police image.

NEGATIVE

583 respondents commented on Item 11.

Officers with these qualities should be weeded out of the Academy.

Anyone of these characteristics will alienate and discredit members of the force.

The worst possible approach is a bullying, aggressive, and offensive attitude.

Aggression breeds aggression in others.

I stress again that if police are dishonest they will never get public support.

There is nothing worse than slovenly or unfit police.

There is nothing worse than to see a sloppy cop.

Incompetence is the worst.

Being aggressive usually covers up incompetence.

"What's your problem fella?", is not necessary when one asks for help.

A police officer who has no respect for the law brings the law into disrespect.

An apathetic officer-in-charge leads to an apathetic/incompetent station.

Police officers must be prepared to weed out the "rotten apples" themselves so that the vast majority of honest

Unfortunately, one incident of rudeness can frequently be a lingering memory out of all proportion to the actual incident.

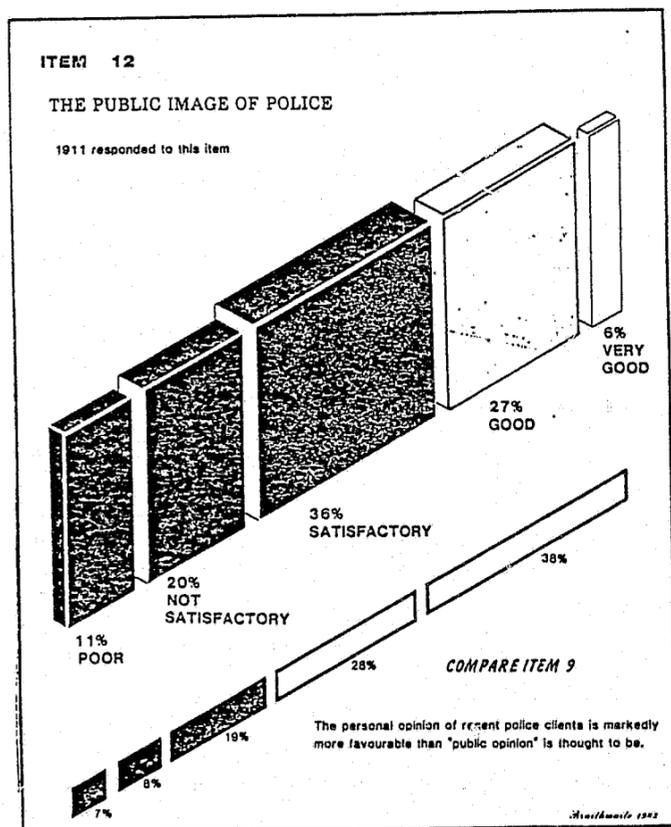
Most damage to the public image is done by young officious constables doing routine traffic work.

I think young police officers are thrown to the wolves and many are destroyed by their own inexperience. Following graduation they ought to be taken under the wing of an experienced officer and on-the-job training continued in this way for a significant period (say two years).

Any officer with these characteristics should never have passed the Department's screening prior to graduation.

ITEM 12

1914 people responded to Item 12 by indicating what they perceived the public image of the Queensland Police to be. Figure 42, reproduces the responses and also makes an interesting comparison with the responses to Item 9, (which was a personal assessment of police performance).



The obvious features to note are that while 66% of the respondents with personal experience of police assess the performance as "Very Good" or "Good" only 33% believe that the "public image" of police is equally high. And similarly while 15% are personally dissatisfied with service received, twice as many, (32%) believe the public are dissatisfied.

The implication for the education and training institution is that attention must be paid to developing self-esteem, a legitimate professional confidence and a very high level of competence in trainees.

The written comments supporting Item 12 are enlightening - 840 (43.6%) of the 1925 respondents commented on this item.

VERY GOOD (43 commented)

Three times in 5 years I've been involved. Twice in traffic offences - officers were courteous and firm. The other time was when one of my children was abducted - the police were absolute experts in their handling of that incident.

The general image of country police is very good.

GOOD (64 comments)

They have a good public image - they are there when you need them.

Commonwealth Games was a good example of low key but good control.

I wish I could have written "very good" but a minority of police are lazy, officious and give the force a bad name.

SATISFACTORY (33 commented)

As a school principal, I found my dealings with the police to be most satisfactory.

The public doesn't appreciate the work of the police. Their "satisfactory" image should be "very good" but people don't see the work they do.

NOT SATISFACTORY (43 commented)

The image would be enhanced if officers were courteous and sensitive.

Too many beer guts and officers drinking free in country pubs.

Lack of pride in their image - poor driving, sloppy uniform.

The police force's reputation is built on what the public see and hear - the image is currently tarnished.

POOR (36 comments)

There are too many dishonest and cruel policemen with a chip on their shoulder - particularly your young ones.

Many officers I have known are dishonest, have double standards, are racist and abuse their powers.

Our company has very close contact with public opinions as we are dealing directly with the public. Rarely, if ever, do we hear praise for the police.

The following are samples of comments made in relation to specific areas.

THE MEDIA (140 commented)

If I believed in what the media wrote, I would have put "poor".

Media coverage tends to be irresponsible and unfair.

Little or no credence can be given to the electronic media which appears totally biased.

If judged on media coverage, most police would qualify for jail or a home for the retarded.

Being a good boy doesn't make news.

Negative media reporting of the police and in fact all public instrumentalities is very damaging.

The media are beginning to treat police with a little more respect.

A MINORITY OF THE POLICE FORCE (56 commented)

The unsavoury activities of a minority are too easily remembered and exaggerated.

The fine work of the majority is marred by the arrogance and aggressiveness of a few.

Spoilt by a few who hide in bars, parks, etc. drinking whilst supposed to be on duty.

I am acquainted with one or two police officers who exhibit very fine qualities but more attention should be given to weeding out the cowboys.

POLITICS (14 commented)

Police seem to be an extension of the government.

...the image of the Queensland Police Force is not enhanced generally by overt political interference which exists. In other words, the force is not necessarily responsible for its present poor image.

STREET DEMONSTRATIONS (13 commented)

Image suffered severely during street march demonstrations.

Government use of police to prevent harmless street procession is unnecessary.

LAW (12 commented)

Problems are caused when you must enforce bad laws.

Political laws give police a bad image.

STAFF SHORTAGES (11 commented)

My main criticism is not of police but lack of police.

I believe the force is as good as it can be - given inadequate funding.

TRAFFIC (6 commented)

Traffic is the area where most people experience a policeman as a law enforcer. This area has a great potential for eroding respect unless handled well by the officer.

DISCRIMINATION (5 commented)

There is discrimination against aborigines and civil rights people.

Bad performance with aborigines and islanders.

SUGGESTIONS FOR IMPROVING PUBLIC IMAGE (20 commented)

Improve public relations.

The Queensland Police Force has the potential for excellence - it should be developed.

ITEM 12 PART B

On which of the following have you based your response? (to Item 12)

- | | | | |
|----------------------|-----|-------------------------|-----|
| GENERAL IMPRESSIONS | () | THE OPINIONS OF FRIENDS | () |
| PERSONAL EXPERIENCE | () | GENERAL PUBLIC OPINION | () |
| PERSONAL OBSERVATION | () | MEDIA COVERAGE | () |

4055 responses to the above were processed.

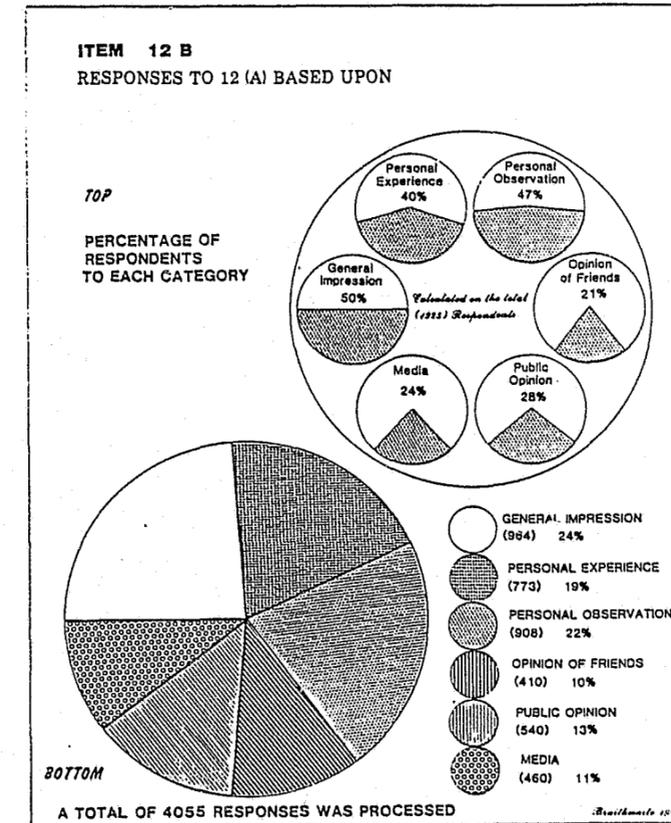


FIGURE 43

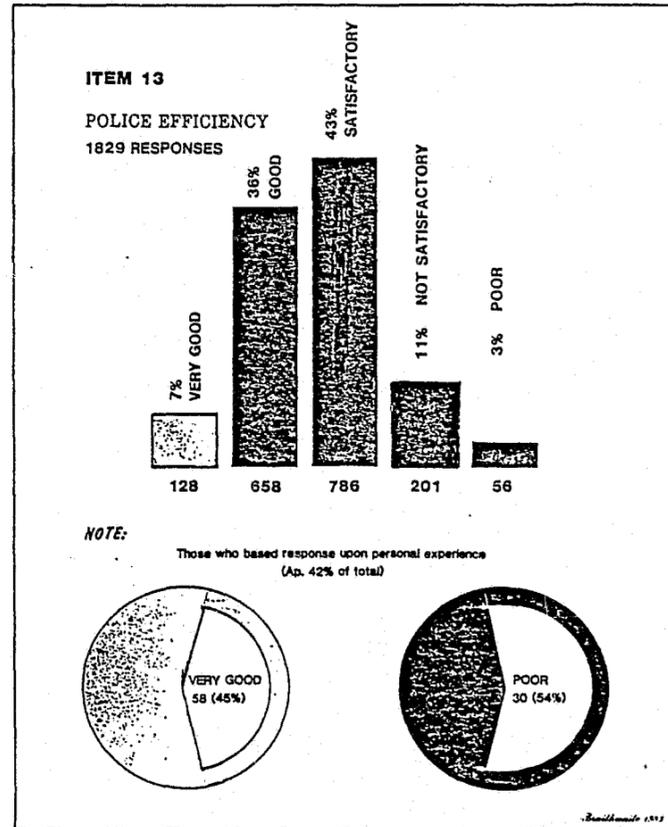


FIGURE 44

To this item inviting an assessment of police efficiency, 1829 people answered and, as shown in Figure 44, there was a fairly "normal" response to the question.

Perhaps of greatest consequence to the training establishment is that people have their opinion significantly influenced by their personal experiences with police officers. About half of those being most generous in praise or most damning in criticism base the response on personal experience.

The message is conveyed to course designers:- what police have to do is generally accepted but the way in which they do it is often unacceptable.

The accompanying comments are again useful and are further illustrations of the genuine effort put into this survey by a great many respondents.

617 (32%) of 1925 respondents commented on this item.

VERY GOOD (39 commented)

They do a great service with the resources they have.

On the three occasions when police service was required, prompt and effective service was courteously provided.

Emergency services are very efficient.

I have found Juvenile Aid officers on the whole most efficient.

GOOD (74 commented)

I have many dealings with members of the police force and consequently believe that overall efficiency is good.

I am a welfare officer and frequently need the Police. Only on three occasions in 4½ years has the service given been unsatisfactory.

I can only praise the officers I have had to deal with in the past ten years.

I had a break and enter at my home and I found no complaint with the immediate or follow-up service.

By the very nature of the job, police can become the subject of complaints and ridicule. I believe the average policeman does the best he can under sometimes impossible situations.

SATISFACTORY (56 commented)

Police need more and better qualified personnel and far greater resources to meet the challenge of organised and/or sophisticated criminals.

I think I should have really ticked "good" because I believe the degree of efficiency has improved over the last two years owing to the increase of police in my town.

NOT SATISFACTORY (35 commented)

Insufficient attention is able to be paid to people who have been victims of burglary, theft, loss, etc.

I always get the runaround with local police.

Police have a very hard time in the courts because they are not sufficiently trained in matters which might lead to criminal proceedings.

POOR (17 commented)

From the times I have encountered officers in action they are incompetent, insufficient and generally very lax.

In legal practice I see countless poorly investigated offences and crimes. I do not know whether manpower shortage or general inefficiency is responsible.

Again, many of the responses could not be directly related to any of the five categories listed in the first section of Item 13.

STAFFING SHORTAGES (101 commented)

Too much expected from too few; certain duties should be taken away from police.

Efficiency is proportional to the funds available. It's a pity to see a policeman required to do office work.

More staff would give country people a 24 hour service.

THE MEDIA (30 commented)

Media only highlights shortcomings - seldom praise for a job well done.

The good things that happen are not always news. Media grabs at excitement.

ATTITUDES. BEHAVIOUR (22 commented)

It is their attitudes not their efficiency that is poor.

Treat ordinary citizens as friends, not enemies. Show respect and thereby win respect.

Shortage of staff is seen to be used as an excuse to hide apathy.

Generally, in most areas except P.R. the police do a reasonable job.

If you wish to produce humans only to think of law and order and eliminate the other qualities of being human, then your "robots" work perfectly.

PAPERWORK (17 commented)

I think they are bogged down with paperwork.

Police are the only people in responsible posts who type their own reports. The inefficiency this causes in a C.I. Branch office is amazing.

To put a trained policeman to typing traffic reports, records of interview, etc., is a waste of our investment in him.

"BAD APPLES" (9 commented)

Weed out those who gain personally from their position and knowledge.

The force would be 100% more efficient if the 25% of deadwood was removed.

FOOT PATROLS (8 commented)

Insufficient numbers on the beat.

Their physical presence inhibits non-acceptable behaviours.

PUBLIC RELATIONS (8 commented)

I repeat, the police need a better public relations coverage. You do good work - tell the public.

Efficiency is dependent on public co-operation.

Your public relations department needs to liven itself up and let the public know about your successful cases.

YOUNG POLICE OFFICERS (3 commented)

Younger officers have an immature and overbearing manner.

Some young police officers do give a bad impression. Alcohol and patrol cars don't mix.

ITEM 13 - PART B

On which of the following have you based your response? (to Item 13)

GENERAL IMPRESSION	()	THE OPINIONS OF FRIENDS	()
PERSONAL EXPERIENCE	()	GENERAL PUBLIC OPINION	()
PERSONAL OBSERVATIONS	()	MEDIA COVERAGE	()

3949 responses to the above were processed.

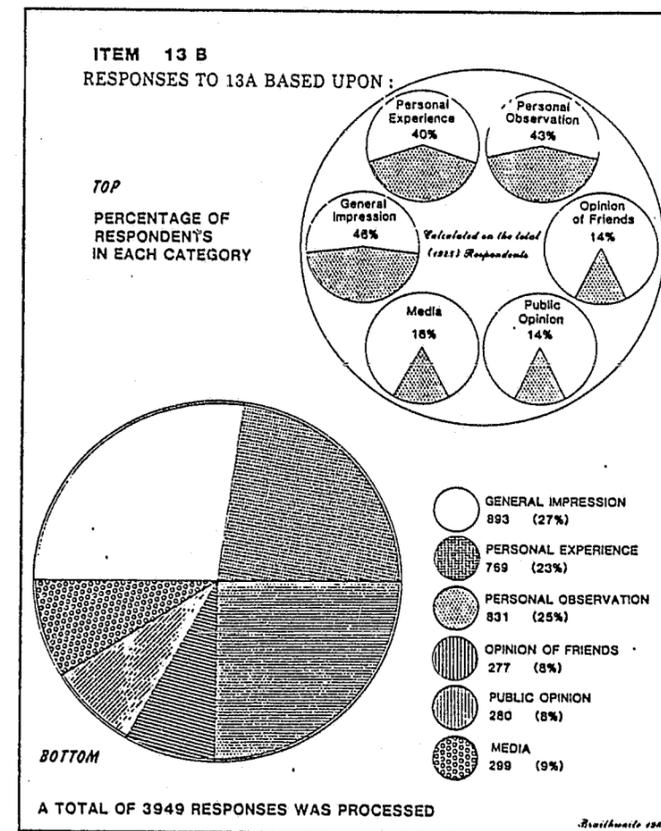


FIGURE 45

ITEM 14

"Are there any other matters which you believe need to be considered in police education and training to equip police officers to carry out their duties and responsibilities?"

1004 (52.2%) of 1925 respondents commented on this item.

Of these, the vast majority, 396 (39.4%) directed their remarks to the area of INTERPERSONAL RELATIONSHIPS - variously described as HUMAN RELATIONSHIPS, SOCIAL-PSYCHOLOGY, SOCIOLOGY, PSYCHOLOGY, PUBLIC RELATIONS COMMUNITY UNDERSTANDING, COMMUNITY INVOLVEMENT, COUNSELLING SKILLS, EFFECTIVE COMMUNICATION, LEADERSHIP AND MAN MANAGEMENT.

It is particularly significant that although the survey provided several opportunities in earlier items for respondents to make specific comments regarding attitudes and interpersonal relations in general, such an overwhelming proportion of the comments in Item 14 should also be directed to these areas.

This is especially so as the inclusion of Item 14 was carefully considered primarily to accommodate "other matters" which may not have been adequately covered in earlier items; and which, in public opinion were perceived to be of considerable importance for police educators when assessing the implications of the survey for future courses.

Time permitting, a more detailed analysis of the responses to Item 14 may be undertaken at a later stage. However, for the purposes of the initial report it is sufficient to indicate that approximately 40% (39.4%) of responses were either directly or indirectly related to the areas listed above.

HUMAN RELATIONS

Human relations and communications are the two most important assets a policeman can have.

More time in human relations and effective communications as this can only improve public relations.

Your courses may cover this but I hope you teach man-management as part of your communications/human relations subjects.

I would emphasise the public relations aspects of any course. Police deal with people, they must know what makes people tick.

A lot more time could be spent on human relations, effective communication and in dealing with the public - not just theory but practical classes as well.

The human relations course needs to be stressed. The development of mature and sensitive minds as well as fit bodies.

If some understanding of psychology and simple counselling skills are not already included in the training course, I feel they should be.

They should be taught how to communicate.

Counter service leaves much to be desired. Too often one is met with an aggressive approach and with complete lack of privacy to discuss confidential matters.

They need our support to do their job properly and they won't get it if their public relations are bad.

Encourage the cadets to keep their tempers at all times - to rise above the "scum" they too often have to face.

Police are part of and servants of society. Act in this way.

When police have so much contact with people, surely subjects such as human relations, psychology, etc. should have a very high priority.

Officers when interviewed should never refer to the public as "civilians". The police officer is a civilian, especially chosen and sworn in to uphold the peace of the community. He is not a member of the military. As a "civilian" in a special civil service, he is a servant of the public.

Training is coping with grief and stress on the job, dealing with difficult people, non-defensive communication, listening skills.

Police should be better educated in community leadership, public speaking and understanding the community's point of view.

COMMUNITY SERVICE (52 commented)

Police do not exist in a vacuum - they are part of the community. To be effective they must understand the community. To that end the community must be incorporated as far as possible in any training programme.

More emphasis on community service - showing the flag.

Perhaps more time than 10 days spent in community agencies to gain more insight into people problems.

LACK OF IN-SERVICE TRAINING (47 commented)

Although receiving an excellent preliminary training - sadly neglected throughout service.

Pre-service syllabus should give an adequate grounding, but officers must understand that their education does not STOP here.

Professional development and leadership courses are recommended.

The Academy is doing an excellent job with new recruits. However, once they get into service they quickly become contaminated with old ideas. Need lots of in-service training to bring them up to date with new methods.

HONESTY (39 commented)

Training needs a thorough screening of trainees so that only the trustworthy will become members of the force.

Highlight the need for honesty, common sense and good will.

YOUTH (38 commented)

I think you have a marvellous asset in people like Constable Dave on T.V. I feel you need to go out of your way to get a positive impression to kids when they're young. I encourage my children to say hello to policemen. Often young police are too embarrassed to respond warmly. Perhaps they should have more community service in kindergartens just learning to relate to kids.

More contact with schools so that students gain respect and understanding of the police force.

Emphasise the importance of handling young people so that the future generation has confidence and respect for police and the law.

COMPUTERS/WHITE COLLAR CRIME/TECHNOLOGY (32 commented)

I think most people feel that white collar crime is not being adequately dealt with.

Computer use for crime investigation. Concerned about the ability of the force to adequately detect and bring to justice people perpetrating crime.

POLICE SETTING EXAMPLE/NOT ABOVE THE LAW (31 commented)

They should know that the public eye is always on them and therefore they should be taught to act accordingly.

Some police rate among the worst and least courteous drivers.

ETHNIC MINORITIES (29 commented) ABORIGINES (12 commented)

More seminars with aborigines and islanders and various ethnic groups. We live in a multi-cultural society.

With our multi-cultural society an understanding on all outlooks and behaviours is greatly needed. A short segment on anthropology and ethnic studies and more seminars throughout careers.

Suggest brief ethnic course to assist officers to understand, even a little, about various cultures. This would be a great help in dealing with problems between various ethnic groups.

CLERICAL DUTIES (26 commented)

More professional education. Less mechanical, non-professional techniques such as typing.

FITNESS (17 commented)

Regular fitness tests are essential to ensure the continued efficiency of police officers to carry out their duties.

If physical fitness is of such importance in police training programmes, why do we have such obese looking police?

MEDIA RELATIONS/MEDIA AWARENESS (13 commented)

Just a short course on how to handle the media. Too often a smart-arse journalist can make a hard working cop look like a bumble foot.

POLICE PROMOTIONS (12 commented)

Progress should be on ability not seniority.

Promotion must be based on merit and competence.

EDUCATION/USE OF SPECIALISTS (10 commented)

You must have top lecturers. Experienced people who know what it is all about.

Careful selection of lecturing staff is the key.

I am not fully aware of the input from civilians into police education, but too much inbreeding is a dangerous thing.

We need to develop well-educated senior officers with a wide sympathetic understanding of current social and political issues.

Recruitment of university graduates should be encouraged.

I'm sure you are already doing this - continually upgrading the competency and knowledge of your instructors.

POLICE VISIBILITY/FOOT PATROLS (10 commented)

More foot patrols and more training in relation to general knowledge to assist the general public.

RECRUITMENT (10 commented)

I would strongly urge that the minimum age should be 25 years. I say this because of my experience as an ex-police officer. I along with a great majority of other officers have been lost to

this force because we were at the time not mature enough to cope with the stresses in and out of the job and so resigned disenchanted.

I believe that more emphasis should be placed on recruiting older people 25-35. I seriously doubt that an 18½ year old, despite an excellent academy is ready to be a policeman.

Psychological testing could avoid some belligerent types from admission or promotion.

Cases are known where schools have reported that an ex-student would not make a suitable officer. This advice has been ignored. Such an adverse report would be made in rare cases and should at least warrant discussion before a cadetship is offered.

We asked, and we have been told.

While a number of matters raised above are beyond the control - even beyond the influence - of the Academy, there are many thoroughly worthwhile education and training suggestions which will be considered in discussions on course revision and re-emphasis.

ITEM 15

"Are there any final comments that you, or the organisation you represent would like to make about any aspect of policing in Queensland?"

947 (49.2%) of the 1925 respondents commented on this item. Because the item was so open-ended, responses have been grouped in broad categories to indicate the aspects of policing most frequently commented on.

It is appreciated that many comments cut across several of the categories chosen, and that without a more detailed analysis of individual responses, the figures written after some of the categories can best be interpreted as approximations.

Comments in relation to -

	<u>NUMBER</u>
Favourable Image/Service	115
Understaffing	103
Areas for Improvement/General Criticism	82
Public Relations	65
Foot Patrols/Beat/Police Visibility	41
Civilian Clerks/Paper Work	39
Education and Training	39
Service to the Public	38
Political Influences	35
Public Survey	29
A Minority/The Bad Apples	28
Traffic	26
Schools/Youth	24
Fitness/General Appearance	15
Favourable Characteristics	15
Wearing of Firearms	14
The Media	14
Promotion	13
Location Station	12
Training for Country Service	12
Radar	7
Recruitment/Screening	7
Supervision of Police Officers	6
Minority Groups	6
Drink Driving/Alcoholism	6
Demonstrations	6
Female Officers/Female Cadets	5
Drugs	5
Police Drivers	4

Figure 46

FAVOURABLE IMAGE/SERVICE

Keep up the good work.

I am generally quick to complain and slow to compliment. Allow me this opportunity to compliment Queensland Police generally.

They do a great job under difficult circumstances.

Police assistance in my field (ambulance work) is excellent.

Juvenile Aid Bureau are absolutely marvellous.

UNDERSTAFFING

I feel there are too few police for our decentralised state.

We have a good Police Force and considering the lack of men and resources they cope magnificently

AREAS FOR IMPROVEMENT/GENERAL CRITICISM

The recommendations of the Lucas Report should be implemented.

Courtesy and ability to relate need improvement.

Welfare organisations wish to support your police, not feel isolated and estranged, and unfortunately this is the present reality.

Individual attitudes and prejudices of police combine to create a racist, sexist, corrupt and generally unsatisfactory police force.

Based on my experience as a District Court Judge, I make the following comments in respect of detective work.

(1) *Many police officers rely too much on confessional evidence with little or no corroboration, whereas in many cases a little more effort could produce ample corroborative evidence.*

(2) *A more scientific approach to investigations would undoubtedly result in a higher conviction rate before juries.*

Unfortunately, the aggressive, uncaring indifferent approach to their work soon becomes the norm - resulting in a blanket treatment of everyone.

People are afraid of the police. You are arrogant, appear insensitive to criticism and want more power when you abuse that which you have.

PUBLIC RELATIONS

Publicity should be given to the preventative aspect of police work.

Police should liaise more with organisations set up to assist lower socio-economic groups and minority groups.

A better public relations scheme is badly required. Show the flag.

More information on what the police do would help.

There appears to be an urgent need for the community to learn to respect the police force. This can be done by interaction, honesty and genuineness on both sides.

FOOT PATROLS/BEAT/POLICE VISIBILITY

I would like to see more police on beat duty in shopping areas.

Police on the beat are a great deterrent. Also, it brings the police into closer contact with the population.

There should be more mobile and walking patrols, particularly away from the centre of cities.

Not very visible. Too many in offices.

CIVILIAN CLERKS/PAPER WORK

More typists, etc. should be employed to release police for more important duties.

My impression is that the resources of the police force are wasted on unnecessary duties and in the eyes of the public they are not seen to be doing what the public thinks they should be doing.

More clerical and administrative support.

Their loads could be eased by giving them secretaries to do the typing and allowing the use of video to record confessions. Disputes over confessions take up a lot of court and police time.

EDUCATION AND TRAINING

Pre-service training should aim at providing a solid broad education which provides an understanding of the socio/political/economic environment within which they will eventually work.

Always ensure excellent standards in the lecturers so that they leave a lasting impression on the cadets to give good, honest service to the communities they serve.

Given the real differences in training, it would be most interesting to know how well constables who were Cadets compare with those who were Probationaries. I really wonder whether either course is long enough. It takes four years to become a tradesman.

The Academy should have an Academic Board with people drawn from the community, education and the police force to advise it in the development of courses.

Cadet work experience is very worthwhile. More emphasis on simulation should be incorporated in training.

The sooner we lobby for the introduction of a degree course in police studies the better.

The greatest possible care should be taken to ensure that young police officers, having completed their initial training, do not come under the influence of dishonest and corrupt seniors.

Too much money has been placed on training of Cadets at the expense of mature Probationaries.

Recruitment of graduates to a higher rank than constable.

Consideration should be given to induction of more aboriginal and ethnic people into the force.

On-the-job training should be carried out by experienced officers.

SERVICE TO PUBLIC

Younger members of the police force take an "us versus them" attitude instead of realising that they are part of the community.

Getting results is paramount. Doing it in a way which earns public respect is probably a close second.

Officers lack the social education which seems to form the basis of most problems.

Policing is 99% dealing with people and should have a bigger emphasis on human relations in the training period.

Encourage the idea of the police being a part of the community and not apart from it. (Several commented on similar lines).

Police should think of themselves not simply as enforcers of the law but rather as being helpers and servants of the community.

POLITICAL INFLUENCES

Try to be free of political influence.

Queensland police are too politicised.

Queensland police are becoming dangerously political.

Government expectations of police often place them in invidious situations.

Too much under the control of the government. Lack understanding of fundamental democratic rights.

PUBLIC SURVEY

The consciousness of the Police Commissioner and his advisors that the training of the force must be reviewed from time to time to become relevant to the changing times is reassuring.

Congratulations on this survey.

Congratulations on this initiative. It will do much to increase the professional image of policing in this State.

I compliment the Department for initiating this survey.

Given this questionnaire and some obvious attempts to improve the force and its image, a better social interchange between the public and the force can be expected.

I am delighted that public thought is being solicited and wish your deliberations every success.

Keep up the good work. This booklet has boosted my confidence in the police force.

I can only applaud what seems to be a sincere desire to improve the standard of policing over a period of time.

Pleasing to know you are getting outside opinions.

The decision to undertake this survey is a giant step in the right direction. The force is to be congratulated.

If this survey is symptomatic of your approach to improving the Queensland Police Force, then I consider you are on the right track.

Thank you for the chance to voice my opinion. I think this is an excellent idea and hope it is successful for you.

I am impressed with the energy being directed towards improving the police force.

Police officials should make every effort to consult with all sections of the community that contribute to law and order on a regular basis.

A MINORITY/THE BAD APPLES

It is essential that the public have unqualified confidence in the police force's determination and efficiency in weeding out bad apples - any misguided feeling of loyalty and mateship would be disastrous.

I do not have any confidence in internal police investigations of police wrong doing.

Undesirable elements in the police force should be ruthlessly purged in order to secure a good image.

TRAFFIC

Several commented that police should not be involved with traffic -

In my opinion, duties such as traffic violations would be best handled from a separate section allowing police more time to undertake duties of law enforcement and crime prevention.

Eliminate high speed pursuits.

Police are too dogmatic. Today I saw two officers sitting 50 kms from town in order to ambush unwary travellers who crossed the double white line. This is not good Public Relations.

SCHOOLS/YOUTH

Increase involvement in community youth groups.

Get involved with the young in schools.

More police with special training to handle adolescents.

There is need to increase the strength of the Juvenile Aid Bureau. A school the size of mine (1470 and increasing) could use support of Juvenile Aid Bureau and other officers.

FITNESS/GENERAL APPEARANCE

Please, at all times, no jackets unbuttoned, no chewing, always smartly turned out.

FAVOURABLE CHARACTERISTICS

Many policemen don't know how to smile. They don't respond when you say "hello".

As a judicial officer for many years, I appreciated competency, combined with firmness and courtesy.

The best quality of a police officer is that he cares.

I would be satisfied if police carried out their duties honestly and diligently.

The majority of Queenslanders are law abiding people who may have their only contact with police as a result of minor traffic problems. This being so, the approach of the police in these activities should be fair, honest and courteous.

Most people only come into contact with police in times of stress or emergency, therefore officers must be very special persons.

WEARING OF FIREARMS

Is the carrying of handguns always necessary? If so, can it be done less conspicuously?

I believe that the sight of young police officers swaggering around with large pistols on their hips in broad daylight does nothing to enhance the opinions of the public towards the police force.

Police should conceal their firearms.

THE MEDIA

As in all branches of public service - the excellent work by the

CONTINUED

2 OF 4

incompetency of a few.

PROMOTION

Promotion on ability not seniority.

Promotion by seniority is not only a disincentive but a wall against positive change. If there is corruption then it nurtures this as well.

One sometimes feels that the scramble for power and rank is more important than the job they perform.

LOCAL STATIONS

Local stations are closed more than they are open.

Regrettably the trustful local police sergeant is not now present in suburban Brisbane.

TRAINING FOR COUNTRY SERVICE

Country police should have special training to deal with country matters.

RADAR

There is a lot of public feeling about hidden radar traps.

Radar should be placed in areas where speed is endangering people.

RECRUITMENT/SCREENING

Continue to set high standards in your selection of future police officers.

Cadets need to be carefully screened for racial prejudices, bullying tendencies, etc. Academy should expect to get honest, confidential reports from college headmasters on an individual's suitable or unsuitable character as an early screening technique.

More closely screened, the quality of young police would improve.

SUPERVISION OF POLICE OFFICERS

The present standard of recruits seems high but they clearly lack directional guidance and there appears to be a lack of good N.C.O. material. No one seems willing to take responsibility.

A more rigid system of monitoring officer's performances would increase efficiency and morale.

DRINK DRIVING AND ALCOHOLISM

Stricter enforcement of laws relating to drink driving.

There should be greater emphasis, in conjunction with Department of Health, Department of Education, etc. on the problems of alcohol.

MINORITY GROUPS

Establish police liaison officers as speciality officers to deal with ethnic groups

Police can be very helpful and courteous; however, they discriminate against young adults and blacks.

DEMONSTRATIONS

Police should take a low profile in public demonstrations.

FEMALE OFFICERS/FEMALE CADETS

More female officers.

Females should be accepted as Cadets.

DRUGS

There ought to be less emphasis on marijuana users being arrested.

POLICE DRIVERS

Lack of courtesy in driving police vehicles.

Example is needed.

Item 15 invited comments on any aspect of policing in Queensland and, as expected, much of that comment touches upon matters well beyond Academy control. The comments are listed, though, to further illustrate the excellent and thoughtful support given to the exercise by some 1925 interested Queenslanders.

CONCLUSION

The Public Survey has been conducted, processed, collated and summarised. Those procedures are currently being applied to the surveys, questionnaires, structured interviews, submissions and work records of several hundred police including -



**THE SCOPE OF THE RESEARCH
INTO
POLICE PRE-SERVICE TRAINING**

COMMISSIONED OFFICERS

OFFICERS-IN-CHARGE OF STATIONS

CONSTABLES WITH UP TO TWO YEARS OF SERVICE

CONSTABLES AT SIX MONTHS SERVICE

CONSTABLES' DIARIES FOR FIRST FIFTY DAYS

POLICE SPECIALIST SECTIONS

ACADEMY LECTURING STAFF

THE PUBLIC OF QUEENSLAND

An enormous volume of information has been obtained and a substantial, documented assessment of Queensland's police education and training will shortly be tabled.

That report will initiate informed, reasoned and balanced discussions on the whole range of matters pertaining to police pre-service training.

While the benefits of the considerable and diverse expertise of so many Queenslanders is not being underestimated in any way, it is in the area of "balance" that this excellent public response will be of greatest value. Queenslanders generally have been well served by the two thousand who have so generously given of time and talent to assist in this unique project - assessing, validating and restating the objectives of the police education and training programme.

All future debate touching upon public/police relationships and their implications for training can now be elevated from the "We think" or "I feel" speculations of the past, to the quite categoric "We have been told"!

The following are the main features and advantages of the proposed model -

- . One 12 month course only for Trainee Constables
- . The one term "Trainee Constable" will overcome the present "Cadet/ Probationary" schism
- . A better mix of young and mature trainees
- . Lecturers will return regularly to the work face (1 month in 3)
- . The trainees enter the work force earlier
- . Use of almost the same number of staff
- . More effective training of all at less expense
- . Quick feedback after restricted work exposure on relevance / effectiveness of Academy training
- . Leave taken during training
- . After the course, officers may be transferred to anywhere in the State
- . The use of practical exercises in training
- . Retention of the modular system in a fully integrated system of training
- . The 12 month course offers opportunity for all trainees to become more involved in Academy life
- . Greater opportunity to assess the trainees in varying work situations
- . Building of confidence and competence through restricted work exposure
- . The development of effective training stations
- . The Grade 12 work market can be retained through Scholarships
- . Scholarships can be issued to males and females
- . All trainees undertake community service
- . Effective Driver Training for all
- . Greater emphasis on communication, interpersonal skills and the development of proper attitudes
- . An integrated and co-ordinated programme based on systematic research

Since 1972 the Queensland Police Academy has offered a police pre-service training programme for cadets, with the original period of one year specialized police training being extended to eighteen months some four years ago.

Our research indicates that the cadet courses have been remarkably successful in attracting high calibre, well qualified young men from the secondary schools to the police service and, if for no other reason, have much to commend them.

Research also indicates, however, that some considerable criticisms are levelled at "young constables", not so much for incompetence, as for aggressiveness, insensitivity, rudeness and other failings which may broadly be grouped under a single description - immaturity.

Nowhere in our research have we been able to distinguish between criticisms of "cadet trained" constables and those of "probationary trained" constables.

During the years of Academy operation more than two thousand probationaries have been inducted into the police service upon completion of courses which have ranged from twelve to twenty-four weeks.

The number of "young constables" graduating through the adult training programme is very significant. (In 1980, for instance, 72 cadets were trained while over 550 probationaries entered the training system). Frequently we find probationary trainees not attaining nineteen years by the completion of training.

The obvious anomaly which occurs when two students from the same year 12 class commence police training almost simultaneously, one as a cadet and the other as a probationary - one to be inducted after six months, the other after eighteen months, is just one of the difficulties for which a solution has been sought.

Notice has been taken, too, of the statistical and written comments made about the present course content and about the quality of the performances of newly inducted constables.

Information has been provided upon which a very reasonable assessment of the police duties of a new constable can be made. This "job description" as provided by new inductees and by constables with limited service, and confirmed by officers-in-charge of stations and by commissioned officers, must be a major factor to be considered in any proposed training programme.

On page 172 we present a model for a new police pre-service education and training programme.

We wish to emphasize that the model as presented is not the manifestation of the personal whims of any member of the Working Committee. It is the considered (and extensively debated) conclusion reached after the examination of contributions by several hundred police officers and a fair sample of the Queensland public.

Were finances unlimited, the proposals would be far grander: were public acceptance of police performance a non-issue, the proposal would be more frugal.

What we have outlined is, we believe, a workable compromise capable of producing adequate numbers of well trained constables to police the community as we understand it in the eighties, to supervise their subordinates in the nineties, and to effectively manage the police service of Queensland as we move into the twenty-first century.

The proposal presented in the Figures 48,49 is not "band-aid" treatment for one or other of the present courses. We have acknowledged no sacred cows!

Therefore, a number of major decisions must be taken at senior departmental and legislative levels if this programme is to be implemented.

To direct attention and discussion to the several points of greatest significance, we present the following recommendations and brief explanations.

1. One Police Pre-Service Training Programme

We can find no justification for perpetuating a two-tier system of pre-service training.

2. A One-Year Training Programme

We believe that the model proposed accommodates a sufficiently broad education and training programme to satisfy (within economic realities) the present needs of police pre-service training in Queensland.

3. Minimum Age At Admission - 18 years and 9 months

Persons between the ages of 18 years 9 months and 35 years should be accepted. The training programme requires that a trainee attain 19 years before week 20 of the course in order to be sworn-in. Trainees older than 35 years may not have sufficient years of service on offer to offset the cost of training.

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6	STAGE 7
Australian, Queensland Parliament and Government; Legislation, Reading an Act			Queensland Police Department - History, Structure, Function, Management			
Driver Training	Driver Training and Testing	First Aid				
Typing - Keyboard mastery by end of Stage 3 (Typing then fully integrated into total programme)			LAW AND DUTIES	LAW AND DUTIES	LAW AND DUTIES	LAW AND DUTIES
LAW AND DUTIES	LAW AND DUTIES	LAW AND DUTIES				
Correspondence and Report Writing		Integrated	into all sections of programme			
			Police	Communications	Systems	
Effective Communication		Fieldcraft	Practical	and	Theoretical	
Interpersonal Skills for Police		Theory and	Practical	Integrated into Total Programme		
Forensic Science		Integrated where	possible into total programme			Seminar/ Court Exercise/ Major Prac.
Physical Education						
Administration.	(Assembly etc	Internal	Management O.P.A.)			

- 170 -

Figure 48

SEVEN STAGE INTEGRATED TRAINING PROGRAMME
(A possible programme structure, time allocation)

4. All Pre-Service Personnel - Trainee Constables
One course, one terminology!
5. A Fully Co-ordinated, Seven Stage Programme
The seven stages are explained on the model.
6. New Course Every Four Weeks
To preserve the important co-ordinated features of this programme, a new squad should commence each four weeks. The yearly quota of new constables is controlled by regulating intake sizes.
(e.g.)
Thirteen intakes of 15 - 195. Wastage + Ap. 40
Thirteen intakes of 20 - 260. Wastage + Ap. 105
etc.
While one complete intake can be cancelled, "double intakes" pose some difficulties (which are by no means insurmountable).
7. The Development of Effective Training Stations
To successfully implement the practical (on-job) training segments of the programme, a number of metropolitan stations must be geared (and staffed) to provide adequate training situations.
8. Enlargement of Training Inspectorate
In addition to the commissioned officers-in-charge at the Academy, two training Inspectors, are required to supervise the station training segments of the programme.
9. Training Officer Seminars
It will be essential for well planned briefing and de-briefing seminars to be held at the Academy to develop the necessary understandings and liaisons to implement the practical, on-job training segments.
10. Curriculum Development
The model proposes a programme for approval in principle. The development of the total curriculum will be a matter for intensive effort prior to implementation of the new course.

There must be a logical development of the knowledge, skills and attitudes necessary for the effective performance of police duty.

Briefly

Stage 1, Stage 2. (Total 10 weeks)

Introductory with the emphasis in all areas upon preparation for the "public contact" type of counter duty possible at metropolitan stations where police powers are not essential.

R.W.E. (Restricted Work Exposure No. 1) (Four Weeks 13-16). The practical application of knowledge and skills acquired in Stages 1 and 2.

N.B. - Two weeks of Community Service is also recommended in this initial period. (Weeks 7,8).

Stage 3 (Weeks 17-20)

Day 1. Debriefing of trainees. This, with consideration of reports from stations, allows immediate modification and improvement of Stages 1 and 2 as indicated.

Emphasis in all areas of the integrated programme upon preparation for general station duties and beat duties (always under supervision) where police powers are required.

During Week 20. trainees to be sworn as "Probationary Constables".

R.W.E.2 (Four Weeks 21-24). The practical application of knowledge and skills acquired in Stage 3.

Stage 4 (Weeks 25-28)

Emphasis in all areas of the integrated programme on Traffic and associated laws, in preparation for duty with Traffic Branch.

R.W.E.3 (Weeks 29-32). Duty (as Probationary Constables under supervision) with Traffic Branch.

Stage 5 (Weeks 33-36)

Emphasis in all areas of the integrated programme on Laws, Duties, Procedures, Skills, necessary for the performance of supervised duty as a probationary constable with Mobile Patrol.

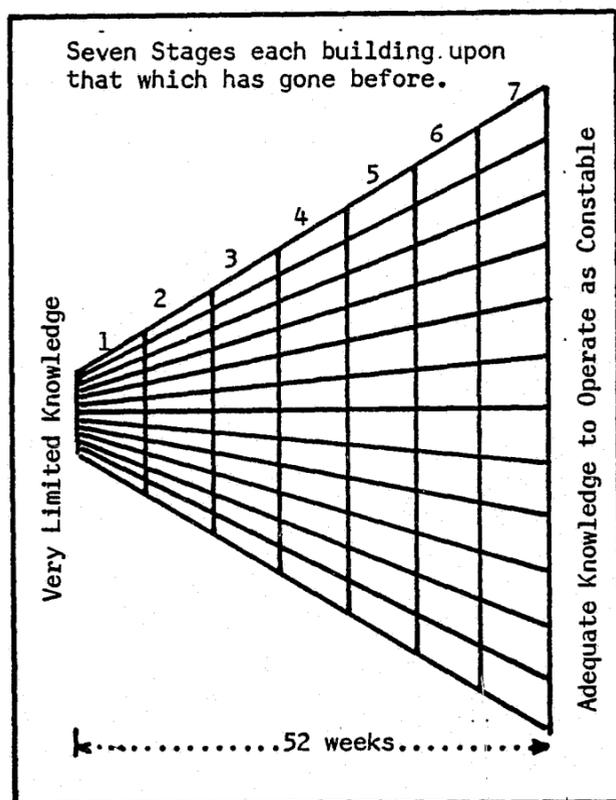


Figure 50

R.W.E.4 (Weeks 37-40) Mobile Patrol duty under supervision.

Stage 6 (Weeks 41-44)

Emphasis in the integrated programme upon law and duties of a constable assigned to general police work.

(Week 45) Five day practical field craft exercises.

(Weeks 46-48) - 21 days Recreation Leave.

Stage 7 (Weeks 49-52)

As stage 6, a period of recapitulation, training and final preparation for general police duties. This stage would replace the existing Advanced Training Course.

11. Graduation

Probationaries completing the course will have been sworn in for several months. There appear to be two options.

- (a) A parade somewhat after the present style - albeit a costly procedure.
- (b) A somewhat formal graduation dinner with speeches, presentations and social interaction.

Either (a) or (b) above can be programmed on a monthly or bi-monthly schedule.

THE EDUCATION AND TRAINING PROGRAMME IN DETAIL

12. Administration of Justice in Queensland

This area to be developed to give trainees an understanding of Australian and Queensland legislation, how to read an Act of Parliament and the general procedures used in our democratic system to create laws. The subject would include the history, structure, functions and the management of the Queensland Police Department and provide information upon support/specialist sections.

13. Driver Training

Driver Training should be part of the integrated course conducted at the Academy. Lectures to be given as per Academy timetable with practical sessions programmed throughout weeks 5,6 and 9-12.

14. Interpersonal Skills

No part of an acceptable police pre-service programme can be approached without due regard to the important interpersonal aspects of policing.

While there must be an independent theoretical and practical course relevant to policing, there must also be deliberate effort in all areas of training to develop acceptable attitudes and effective interpersonal skills in the trainees.

15. Effective Communication

All trainees must receive instruction and practice in both written and oral communication. A brief basic course must be followed by a continuous, integrated programme where communication skills are applied to all areas of the curriculum.

16. Forensic Science

All trainees should be made aware of the significance of scientific evidence and the six stage course in forensic science should enable them to preserve a crime scene for expert attention or, in emergencies, to collect and preserve useful forensic evidence.

17. Typing

A basic course to achieve keyboard mastery should be followed by fully integrated practical typing exercises. This will lead into training in use of computers and message switching.

18. Fieldcraft

All trainees should receive adequate instruction in field skills as part of the regular weekly programme. The course should culminate in a five day practical exercise.

In the longer term, the acquisition of an appropriate training area for these pre-service (and other in-service) training activities would be of considerable benefit to the Department.

19. Correspondence and Report Writing

Academy instruction should be integrated fully with all areas of the curriculum. This area of training should be developed also during periods of Restricted Work Exposure.

20. Police Communications Systems

This programme may be delayed until mid course.

Instruction must be provided in the correct use of all Departmental communication systems.

A communications teaching facility (V.D.U.'s, radio, telephones, etc.) should be incorporated in the proposed teaching complex.

21. Practical Training

We all learn by doing. While practice may not achieve perfection, supervised practice will certainly improve performance.

Numerous short, effective, practical exercises must be incorporated into the training programme.

A good "practical" of five to ten minutes may well provide excellent teaching and learning materials across a whole day of education and training activities in an integrated and co-ordinated programme.

The aim of a "practical" must be clearly defined.

The effectiveness of "practicals" must be critically assessed — the effective, are developed, the ineffective are modified or discarded.

22. Specialist Contributions

Contributions from experts must be programmed to occur at the appropriate times throughout the training programme.

23. Physical Education and Sport

There should be a continuous programme of Physical Education throughout the seven stages of Academy training and all trainees should be encouraged to make use of the P.E. facilities during periods of duty away from the Academy.

A member of the P.E. staff should be available until 9.00 p.m. at least.

ACADEMY RES. WORK. EX.	1	COM SERV	2	3	4	5	6	FIELD CRAFT	7
			1	2	3	4			
TEAM	AB	C	DEF	GHI	JKL	MNO	PQ	R	STU

Squad 1/84	AB	C	DEF	D	GHI	G	JKL	J	MNO	M	PQ	R	STU
2/84	AB	C	EF	E	HI	H	KL	K	NO	N	PQ	R	
3/84	AB	C	FD	F	IG	I	LJ	L	OM	O	PR		
4/84	AB	C	DE	D	GH	G	JK	J	MN	M			
5/84	AB	C	EF	E	HI	H	KL	K	NO				
6/84	AB	C	FD	F	IG	I	LJ	L					
7/84	AB	C	DE	D	GH	G	JK						
8/84	AB	C	EF	E	HI	H							
9/84	AB	C	FD	F	IG								
10/84	AB	C	DE	D									
11/84	AB	C	EF										
12/84	AB	C											

The proposed training programme will involve about 20 Police Staff. Most will be in a rotational system, spending one month in three in the field. About 10 non Police lecturing staff will be required. "C" and "R" above should be non Police staff. In addition, administrative Police and non Police staff are required to manage the Academy and to co-ordinate the training programme.

ROTATION OF POLICE LECTURING STAFF

Figure 51

Inter service, departmental and club sport should be encouraged for all of its beneficial contributions to personal development, public relations and community involvement.

24. First Aid

All trainees should be required to obtain at least a basic St. John's Certificate.

Instruction should be provided during Stage 3.

25. Community Service

All trainees should participate for ten days in an approved community service experience.

26. Recreation Leave

A condition of training should be that three weeks' recreation leave is to be taken (weeks 46-48) and that recreation leave will accrue (except in exceptional circumstances) for at least 12 months after the completion of Stage 7 of training.

27. Staffing

The model provides an opportunity to stabilize the numbers of police staff required for lecturing duties (at about 20) and to provide twelve of these with a regular (one month in three) supervisory role within the on job training segment.

A possible staff allocation is shown in figure 51.

28. Organisational Structure (Academy)

As the model proposes a radical departure from the existing training schemes, a quite different organisational structure from that proposed in our second report (25/2 /82, page 9) will be necessary.

It should be noted that any new organisational structure may have some bearing in award and employment conditions for non-police staff.

29. Liaison - Australian Bureau of Statistics

The Queensland Police Department should establish a liaison with A.B.S. to have a segment in an annual or bi-ennial survey directed toward a public assessment of police performance.

Trends (favourable and unfavourable) resulting from any new direction in training should emerge within four or five years, particularly if areas surveyed are selected to identify police work reasonably likely to be performed by younger officers.

Negotiations with A.B.S. could commence immediately so that some bench marks can be established before a new programme is launched.

30. Failures and Terminations

The proposed model is based upon a "building blocks" approach.

A. Failure in any stage of the Academy programme to be met with one of two options: -

- (i) Termination of appointment.
- or (ii) Standing down by one complete stage so that the unsatisfactory Academy programme is repeated.

A second failure in the same or any subsequent Stage of the Academy Programme to result in termination of the appointment.

B. Failure in any segment of Restricted Work Exposure to be met with one of three responses.

- (i) Termination of appointment.
- (ii) Standing down by one month so that the Restricted Work Exposure segment is repeated.
- (iii) Standing down by one complete stage so that the Academy programme and the Restricted Work Exposure segment are repeated.

Notwithstanding the details in A and B above, the services of any trainee should be terminated upon a second failure during the course.

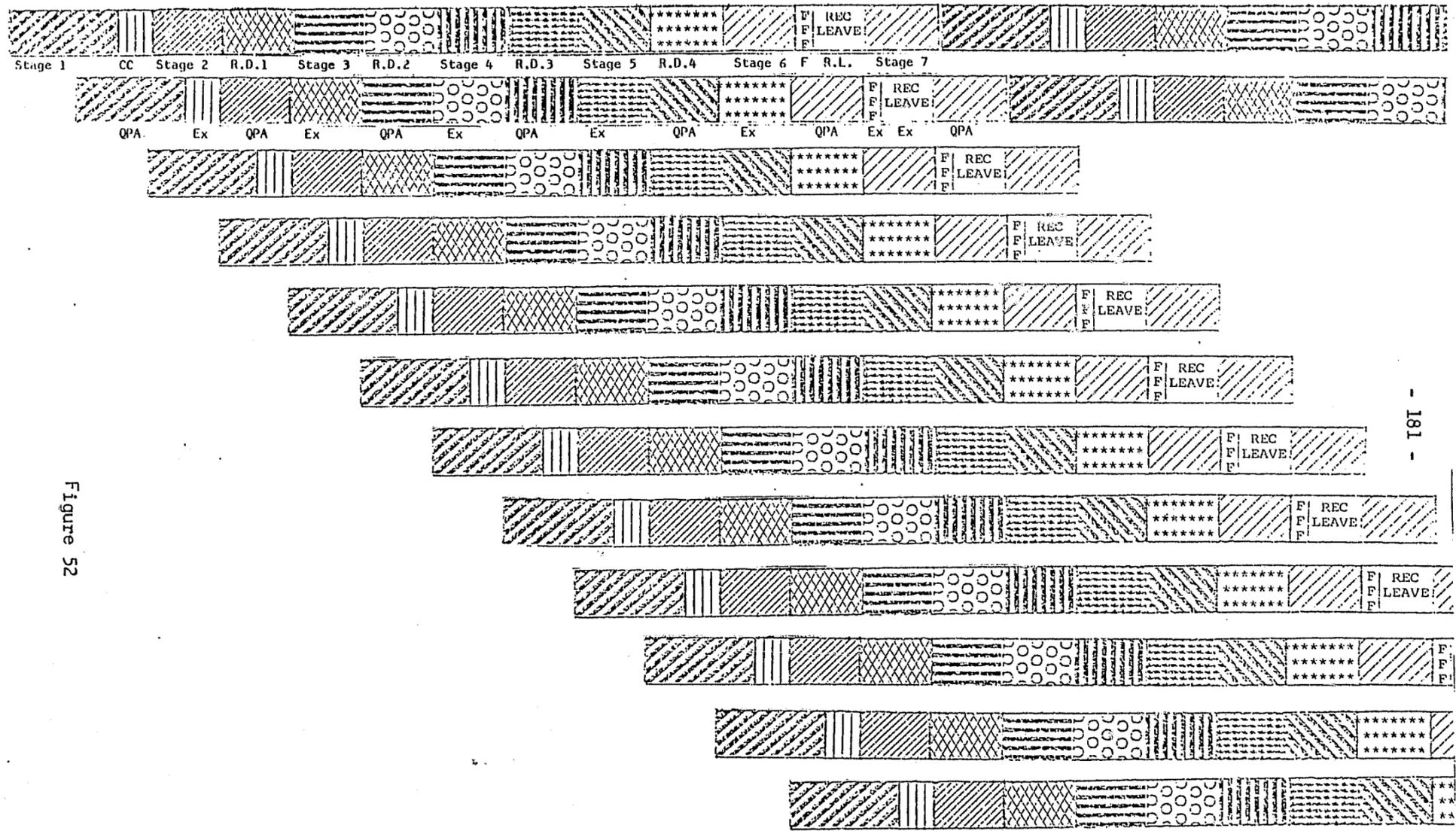


Figure 52

31. Police Scholarships

Reference was made earlier to the high calibre young men now being attracted to the police career from the year 12 population.

We are unanimously agreed upon both points of the dilemma -

(a) For good and obvious reasons every effort should be made to preserve the appeal of policing to year 12 students.

(b) Two police pre-service training programmes are not justified.

We propose that a limited number (perhaps 50 for 1985) Police Scholarships be funded by the Department.

Criteria, terms and conditions would be -

Scholarships would be awarded to carefully selected year 12 students after the application of even more thorough screening processes than those now in use.

An applicant must secure a place in an approved tertiary course entirely upon his own merits ("approved" meaning approved by the Police Commissioner).

Allowances paid should be realistic. An amount of not less than \$25 and not more than \$40 per week should be considered.

N.B. No public nor private scholarships are offered at present to tertiary students in the first year of study so \$25 per week is a generous offer!

Applicants should be permitted to attend any recognized tertiary institution to which their admission is approved (by the Commissioner).

The scholarship should be tenable until the end of the semester during which the student attains 18 years and 9 months.

At the end of the semester in which he attains 18 years 9 months the student should begin training at the Police Academy as a member of the squad commencing the 52 week course.

Scholarships would be revoked in cases of unsatisfactory academic progress or unsatisfactory conduct.

Country scholarship holders may be permitted to reside at the Police Academy. Payment for catering, etc, becoming the responsibility of the applicant and his family.

All metropolitan scholarship holders should be encouraged to participate in Academy social and sporting programmes.

A book allowance of \$100 per semester should be paid to each scholarship holder.

In cases where a student retains a strong commitment to the police career and returns exceptional academic results consideration should be given to continuing the scholarship (perhaps to the point of graduation).

Scholarships as proposed may be considered as something of an insurance against total loss of the year 12 market.

A clear policy on wastage should be adopted -

e.g. if wastage exceeds 15%, the scheme will be discontinued because of unacceptable financial losses.

Similarly, a clear policy on the future of the scholarships should be adopted.

e.g. if research shows that adequate numbers of acceptable young men who are not scholarship holders are presenting to recruiting section at 18 years 9 months (approx.) with good year 12 education (and particularly with some tertiary achievements) the scheme should be discontinued as unnecessary.

Only time (and we would suggest at least three years) can establish the viability of this proposal. Certainly, from offices to which our research has directed our confidential enquiries, the proposition has been received very favourably, while the matter of its viability has been regarded with cautious interest.

Costing of Scholarships

If we assume 50 scholarships for two semesters -

\$25 per week for 45 weeks x 50	=	\$56,250
\$100 book allowance x 2 x 50	=	\$10,000
Total for year		\$66,250 (approx.)

Presently, a Cadet salary is \$9,500 per year (we have already lost 3 cadets this year).

If 8 Scholarship holders (15% of total) dropped out (at the end of second semester) the maximum loss would be -

allowance	+	book allowance	=	total
(\$25 x 45 x 8)+		(100 x 2 x 8)		
\$9000	+	\$1600	+	\$10,600

\$10,600 would appear to be a very reasonable premium to preserve the contact with the year 12 market and to "keep faith" with those sections of the community who have come to expect that the Police Department alone will pay non-productive employees for a full year of training immediately after year 12.

32. Costing of the Proposed Programme

We claim no expertise in the finer detail of costing a programme such as this. We believe that our proposals offer a better training programme certain to produce better probationary constables at week 52 while effecting a very considerable saving in salaries, etc. paid to trainees.

The following figures are based upon a "replacement of wastage" programme training 150 constables per year.

For comparative purposes, we estimate the current cost of 150 constables (100 cadets and 50 probationaries) to be -

Current Training Systems

Cadet		
52 weeks @ \$183.40		\$9,536.80
24 weeks @ \$ 203.70		\$4,888.80
Cadet cost per unit		<u>\$14,425.60</u>

Probationary		
26 weeks @ \$291.95		\$7,590.00
Probationary cost per unit		<u>\$7,590.00</u>

100 cadets	\$1,442,560.00
50 probationaries	<u>\$379,500.00</u>
150 per year	<u>\$1,822,060.00</u>

To this \$1.8 million we should add the cost of the first 16 weeks of on-job training, and the cost of 4 weeks of advanced training. (These are incorporated in the proposed programme).

i.e., a further	150 constables
	x 20 weeks
	x \$306 per week
	<u>\$918,000</u>

Total cost of 150 trained constables -

pre-service	\$1,822,060
20 weeks on job and	
Adv. Training	<u>\$918,000</u>
	<u>\$2,740,060</u>

Proposed Training Programme

(Again, at 150 trainees per year)

<u>Unit Cost</u>	
20 weeks @ \$291.95	\$5,839
32 weeks @ \$306.00	<u>\$9,792</u>
	<u>\$15,631</u>

Cost of 150 units (constables) \$2,344,650.

To this \$2.3 million we should add the proposed scholarship costs of \$66,250. (This amount would be expended during the training year)

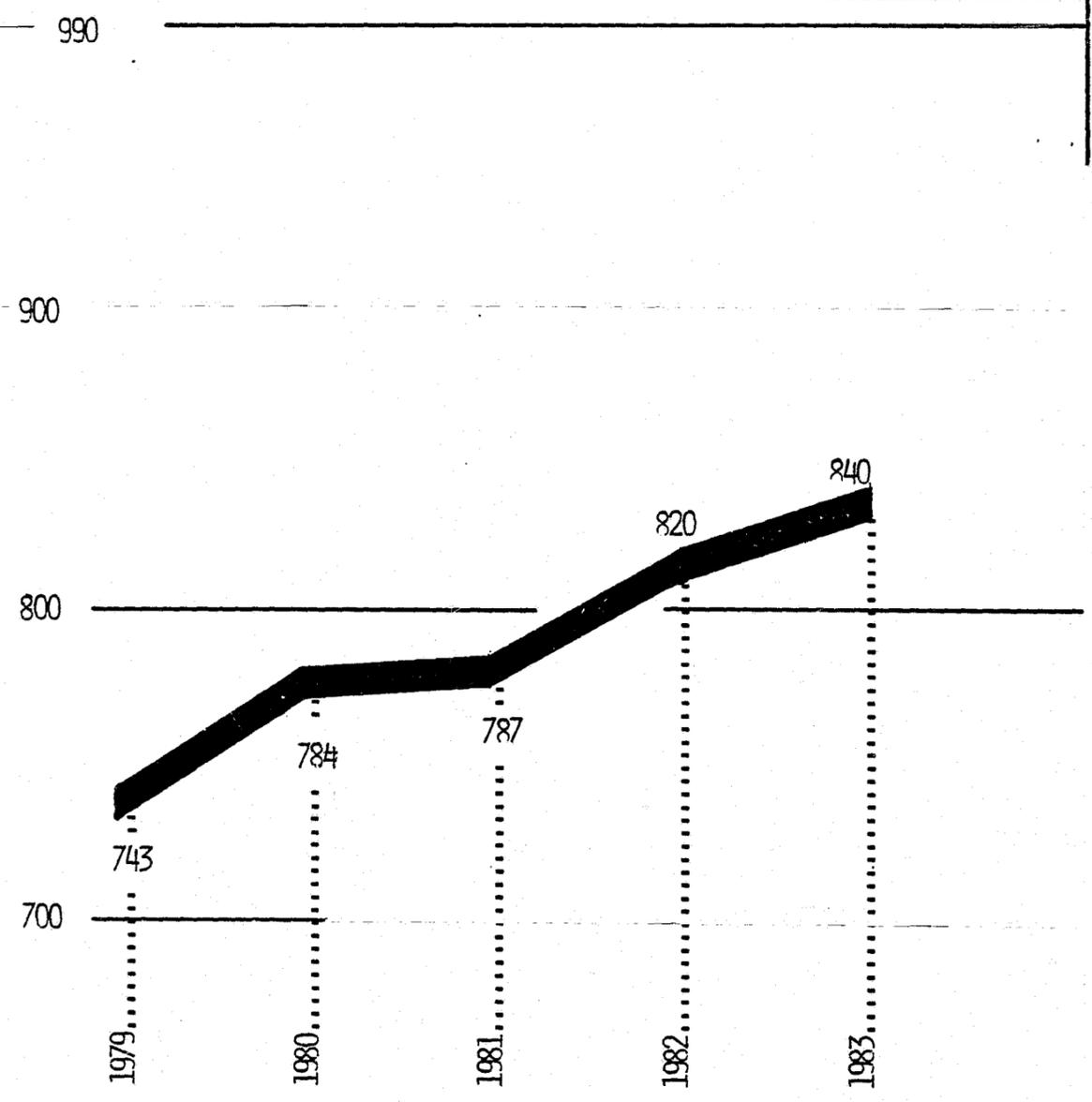
Total cost of 150 constables \$2,410,900

There would appear to be a considerable cost advantage to the Department of the order of -

	\$2,740,095
-	<u>\$2,410,900</u>
	<u>\$329,195</u>

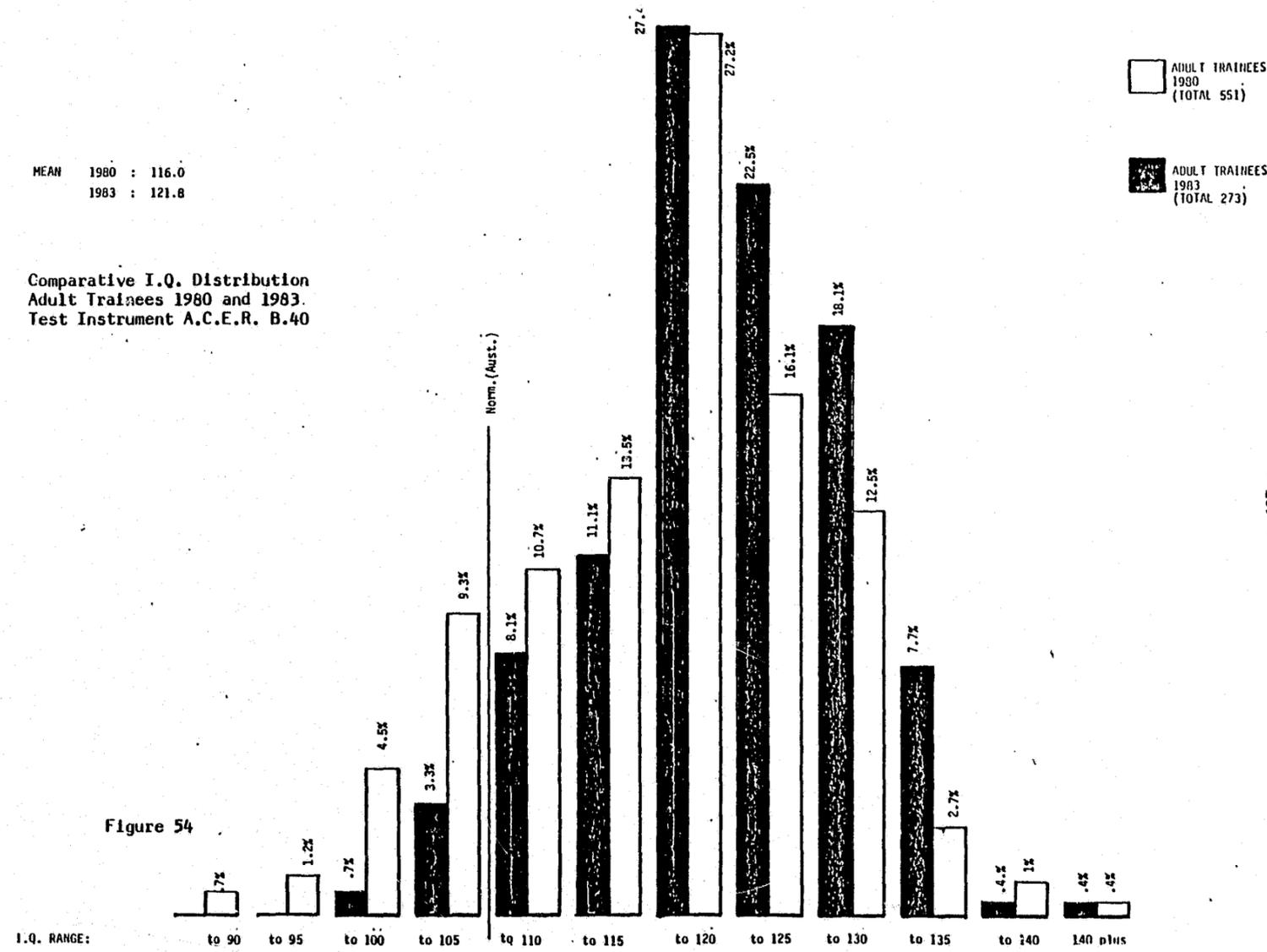
Again we emphasize our lack of expertise in this costing area but would recommend that this somewhat favourable possibility be examined in detail by the Department's financial advisers.

AVERAGE TERTIARY ENTRANCE SCORE OF POLICE CADETS,
(1979-1983)



MEAN 1980 : 116.0
 1983 : 121.8

Comparative I.Q. Distribution
 Adult Trainees 1980 and 1983.
 Test Instrument A.C.E.R. B.40



WORK RECORD OF DUTY DAYS 1 TO 50

EDUCATION WORKING COMMITTEE

QUEENSLAND POLICE ACADEMY

PURPOSE:-

On Tuesday, 2nd March, 1982, Assistant Commissioner Mr N.T. CREEVEY, Chairman of the Department's Education Steering Committee, authorised and supported several research projects devised to assist in identifying objectives and in providing direction for courses being conducted at the Queensland Police Academy.

Of significant value to such a study is a detailed analysis of the duties and responsibilities most frequently undertaken by a Queensland Police Constable during this important, formative period of his career.

Your responses will help us to gauge with greater accuracy:

- (i) whether the Academy is achieving its stated aim:
to provide the environment and learning resources which foster the individual development, attitudes, knowledge and skill essential for a self-disciplined, professional officer to meet the needs of policing in a changing democratic society.
- (ii) any necessary adjustments to pre-service courses that will ultimately benefit future police constables in their early weeks of service.

Although you have been asked to supply some personal particulars, these are not pertinent to the study on an individual basis. The information contained in the Work Record will be analysed collectively and the anonymity of respondents assured.

If you wish to discuss the Work Record, or you are able to offer any additional input concerning the pre-service course, you are asked to contact Mr E. ANTHONY who has been given the responsibility of analysing the responses.

As the sole purpose behind all the research being undertaken is the betterment of police education and training, your responses will be considered in the design and implementation of future courses.

Please return the Work Record to me on completion.

Your participation in this project is very much appreciated.

Inspector D.J. BRAITHWAITE
Chairman
Education Working Committee
QUEENSLAND POLICE ACADEMY.

WORK RECORD OF DUTY DAYS 1 TO 50

EDUCATION WORKING COMMITTEE
QUEENSLAND POLICE ACADEMY

NAME	
------	--

CADET	
PROBATIONARY	

MALE	
FEMALE	

PRE SERVICE SQUAD	
-------------------	--

AGE	
-----	--

STATION	
---------	--

QUEENSLAND POLICE ACADEMY

SURVEY OF PRE-SERVICE TRAINING

BY FIRST YEAR CONSTABLES

On Tuesday, 2nd March, 1982, Assistant Commissioner N.T. CREEVEY, Chairman of the Department's Education Steering Committee, authorised and supported the research programmes devised to assist in identifying objectives and in providing direction for the courses being conducted at the Queensland Police Academy.

Having reviewed other studies in police education and training, it was agreed that a significant source of information could be provided by constables undertaking advanced training.

The object of this exercise therefore, is to gauge whether, in your opinion, the pre-service course had adequately catered for the duties and responsibilities you encountered as a first year constable.

A highly structured questionnaire was not prepared as it was felt that it may have restricted the comments you wished to make.

Basically, you are asked to think back over the content of your pre-service course and to express your opinions in the light of your duties and responsibilities to date.

To assist your recall, the principal areas of the pre-service courses are listed below.

LAW; including:

Enforcement; Classification of Offences; Elements; The Criminal Code; Parties; Attempts; Onus of Proof; Criminal Responsibility; Vagrants, Gaming and other Offences; Liquor; Trespass; Firearms; Noise; Animals; Fauna; Children's Services; Drugs; Commonwealth Legislation; Mental Illness; Traffic; Visits - eg, Morgue, M.R.D., T.A.I.S., B.A. Unit, Radar; General Duty; Investigation, Interrogation; Courts

COMMUNITY PROJECTS; DRILL; EFFECTIVE SPEAKING; ENGLISH; FIELD-CRAFT; FIRST-AID; HUMAN RELATIONS; PHYSICAL EDUCATION; PRACTICAL EXERCISES; REPORT WRITING; SCIENCE; SPORT; STATIONS; EXPERIENCE; TYPING; WEAPON HANDLING.

If you wish to discuss the survey, or you are able to offer any additional input concerning your pre-service course, please contact Mr. E. ANTHONY here at the Academy as he has been given the responsibility of analysing the survey responses.

Your participation in this exercise is greatly appreciated.

D. Braithwaite
Inspector D. BRAITHWAITE
Chairman
Education Working Committee
Queensland Police Academy

QUEENSLAND POLICE ACADEMY
SURVEY OF PRE-SERVICE TRAINING
BY FIRST YEAR CONSTABLES

NAME:	
-------	--

CADET	
PROBATIONARY	

MALE	
FEMALE	

PRE-SERVICE SQUAD	
-------------------	--

AGE	
-----	--

ITEM 1

In terms of course content:

- (a) Are there any areas of content you would like to see included which at present are not? If so, please specify.

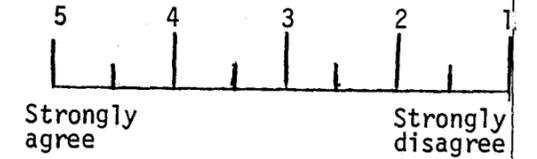
(b) Are there areas of content presently included which should be treated in greater depth? If so, please specify.

(c) Are there areas of content presently included which should NOT be emphasised as much? If so, please specify.

(d) Are there areas of content presently included which should be deleted? If so, please specify.

ITEM 2

There was a variety of teaching methods used in the pre-service course (eg. lectures, audio-visual resources, practical exercises, discussions, tutorials, demonstrations, visits, etc.)



ITEM 3

Are there any other comments/observations you wish to make?

Thank you for your participation.

SURVEY OF PRE-SERVICE TRAINING BY CONSTABLES WITH UP TO TWO YEARS OF SERVICE

NUMBER:	NAME:	STATION:
---------	-------	----------

CADET		PROBATIONARY	
-------	--	--------------	--

MALE		FEMALE	
------	--	--------	--

PRE-SERVICE SQUAD		YEAR	
-------------------	--	------	--

AGE	UNDER 21		22 TO 25		25+	
-----	----------	--	----------	--	-----	--

LENGTH OF SERVICE	0-6 MTHS		7-12 MTHS		13-18 MTHS		19-24 MTHS	
-------------------	----------	--	-----------	--	------------	--	------------	--

PREVIOUS STATIONS	1.		2.		3.	
	4.		5.		6.	

NOTE:

1. As duties and responsibilities often vary depending on the size and location of the Station, please specify any variations where ever possible in your responses to the questionnaire items.
2. Answers will be analysed collectively and individual members will not be identified.

ITEM 1 PLACE THE APPROPRIATE FIGURE IN EACH [] BELOW

Using the following scale:-

[6] Essential [5] Very significant [4] Important

[3] Useful [2] Of limited use [1] Not essential

how would you rate the following areas of the pre-service courses, keeping in mind the duties and responsibilities most frequently undertaken by a Constable with up to two years of service.

- | | |
|--|---|
| <input type="checkbox"/> Introduction to Manual & Police Publications | <input type="checkbox"/> Classification of Offences |
| <input type="checkbox"/> History of the Law & Statutes | <input type="checkbox"/> Elements of Offences |
| <input type="checkbox"/> How to read an Act of Parliament | SUBSTANTIVE OFFENCES (including police powers and jurisdiction) |
| <input type="checkbox"/> Responsibilities of a Police Officer | <input type="checkbox"/> Criminal Code |
| <input type="checkbox"/> Police History | <input type="checkbox"/> Vagrants, Gaming and other Offences Act |
| <input type="checkbox"/> Police Geography | <input type="checkbox"/> Firearms and Offensive Weapons Act |
| <input type="checkbox"/> Rank Structure and Organisation | <input type="checkbox"/> Animal Protection Act |
| | <input type="checkbox"/> Law on Trespass |
| THE COURT SYSTEM | <input type="checkbox"/> Fauna Conservation Act |
| <input type="checkbox"/> Structure | <input type="checkbox"/> Noise Abatement Act |
| <input type="checkbox"/> Function | <input type="checkbox"/> Liquor Act |
| <input type="checkbox"/> Arrest and Detention | <input type="checkbox"/> Police Act |
| <input type="checkbox"/> Seizure | <input type="checkbox"/> Children's Services Act |
| <input type="checkbox"/> Use of Force | <input type="checkbox"/> Parties to Offences |
| <input type="checkbox"/> Charging of offenders | <input type="checkbox"/> Attempts to commit offences |
| <input type="checkbox"/> Watchhouse Procedure | <input type="checkbox"/> Traffic Act and Regulations |
| <input type="checkbox"/> Bail | <input type="checkbox"/> Section 16 - U.I.L. |
| <input type="checkbox"/> Recognizance | <input type="checkbox"/> Law on Tow-Trucks |
| <input type="checkbox"/> Warrants | <input type="checkbox"/> Intercepting and Stopping the traffic offender |
| <input type="checkbox"/> Summons | <input type="checkbox"/> Dangerous Driving |
| <input type="checkbox"/> Complaints etc. | <input type="checkbox"/> Health Act - Offences and police powers |
| <input type="checkbox"/> Transporting suspects | <input type="checkbox"/> Drug Squad Demonstration |
| <input type="checkbox"/> Instruments of Force - Batons, Handcuffs and Firearms | <input type="checkbox"/> Commonwealth Legislation |
| <input type="checkbox"/> Informations | <input type="checkbox"/> Onus of proof |
| <input type="checkbox"/> Fingerprint Law | <input type="checkbox"/> Criminal Responsibility |
| <input type="checkbox"/> Introduction to Bench Charge Sheet | <input type="checkbox"/> Police Notebooks - Issue of, and duties |
| <input type="checkbox"/> Reporting and Traffic Offence Notices | <input type="checkbox"/> Taking the Complaint |

- Crime Reports and Supplementary Reports
- Principles of Investigation
- Statements
- Exhibits
- Calls for Assistance
- Principles of Interrogation
- Interrogation Techniques
- Identification of offenders
- Jude's Rules
- Confessional Statements
- Making of notes in Official Notebooks
- Records of Interview
- Joinder of Charges
- Bench Charge Sheets
- Briefs
- Hand-Up Briefs
- Law on Evidence Generally
- Evidence of Fresh Complaint
- Use of Notes when giving Evidence
- Evidence Act 1977
- Interpreters
- Court Conduct
- Restitution
- Court Orderly
- Committal Proceedings
- License surrender etc.
- Mental Health Act
- Potential Suicides
- Deaths
- Visit to Morgue
- Ethics and Professionalisation
- Police and the Public
- Premises found open
- Active Patrol
- Answering calls
- Pursuing Suspects on foot
- Activity Report Cards
- Visit by Dog Squad
- Beat Duty
- Motor Vehicle Search
- Motorised Suspect
- Telephone Manners
- Reporting for Duty
- Domestic Disturbances
- Aboriginal Issues
- Fingerprinting
- Preserving Crime Scene
- Gas Examination
- SEQEB
- Fire Brigade
- Scientific Section
- Weapon Handling
- Plan Drawing
- Police Communication
- State Emergency Service
- Driver Training
- Police Media
- Planning and Research and Computers
- Community Service
- Drill
- Oral Communication Skills
- Written Communication Skills
- Fieldcraft - mapreading etc.
- First-Aid
- Human Relations
- Physical Education
- Practical Exercises
- Report Writing
- Forensic Science
- Sport
- Stations Experience
- Typing
- Firearms Training
- Ethnic Groups

ITEM 2

Should police education and training emphasise

- (a) The enforcement of law
- (b) The service function of policing
- (c) A combination of both (a) and (b)

PLEASE CIRCLE ONE OF THE ABOVE.

Additional Comment: _____

ITEM 3

In the light of your experience since leaving the Academy, are there subject areas which

PLEASE LIST

(a) should have been included but were not? _____

(b) were not covered in sufficient detail? _____

PLEASE LIST

(c) were allocated too much time?

(d) could have been dealt with at a later stage?

ITME 4

Considering the tasks you have performed to date and using ITEM 1 as a guide, list as many as possible of what you consider to be the most relevant areas of your pre-service course.

(NO. 1 the most relevant)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____

ITEM 5

The stated aim of the Academy is to provide the environment and learning resources which foster individual development, attitudes, knowledge and skills essential for a self-disciplined, professional officer to meet the needs of policing in a changing democratic society.

How would you rate your pre-service course in relation to this aim.

PLEASE CIRCLE THE APPROPRIATE NUMBER BELOW

6 Excellent 5 Very good 4 Good 3 Satisfactory 2 Fair 1 Poor

ITEM 6

From your experience since taking up duties as a police constable, how well do you think your pre-service course prepared you for each of the following.

PLEASE USE THE FOLLOWING SCALE

6 Excellently 5 Very well 4 Well 3 Satisfactorily 2 Fairly 1 Poorly

AND PLACE THE APPROPRIATE NUMBER IN EACH OF THE SQUARES PROVIDED

(a) Talk to members of the public and give suitable advice on everyday problems. []

Additional Comment: _____

(b) Deal with street incidents. []

(c) Deal with traffic incidents. []

(d) Deal with domestic disputes. []

(e) Deal with disputes between members of the public. []

(f) Deal with personal property - lost, found and stolen. []

(g) Control traffic. []

(h) Control crowds - peaceful and hostile. []

(i) Identify offences. []

(j) Use powers to stop and search. []

(k) Deal with offences by way of (i) Caution []
(ii) Summons []
(iii) Arrest []

(l) Obtain the necessary evidence for prosecution []

(m) Give that evidence in court. []

(n) Investigate an offence. []

(o) Question suspects. []

(p) Make use of police & public communication systems to best advantage. []

(q) Obtain statements from witnesses. []

(r) Police station procedures. []

(s) Deal with people irrespective of (i) age []

(ii) sex []

(iii) race []

(iv) social standing []

(t) To act in any emergency. []

(u) Reflect credit upon the Police Department both on and off duty. []

ITEM 7

How would you assess the emphasis given to the following while at the Academy?

PLEASE CIRCLE THE APPROPRIATE NUMBERS BELOW

(a) Discipline

5 Far too much 4 Too much 3 About right 2 Too little 1 Far too little

Additional Comment: _____

(b) The Development of Self-discipline

5 Far too much 4 Too much 3 About right 2 Too little 1 Far too little

(c) Standards Set for Appearance

5 Far too much 4 Too much 3 About right 2 Too little 1 Far too little

(d) Standards Set for Conduct

5 Far too much 4 Too much 3 About right 2 Too little 1 Far too little

ITEM 8

How do you feel about the amount of time allocated in your pre-service course to the following:-

PLEASE TICK ONE [] ON EACH LINE

	TOO MUCH	ABOUT RIGHT	TOO LITTLE
(a) Physical Education including (i) Theory	[]	[]	[]
(ii) Fitness	[]	[]	[]
(iii) Self-defence	[]	[]	[]
(iv) Prisoner Control	[]	[]	[]
(v) Resuscitation	[]	[]	[]
(vi) Lifesaving & swimming	[]	[]	[]
(b) Sport - (Wednesday afternoon)	[]	[]	[]
(c) Drill	[]	[]	[]
(d) Simulated practical exercises in relation to police work	[]	[]	[]
(e) The amount of time available for:			
(i) Private study	[]	[]	[]
(ii) Social activities	[]	[]	[]
(iii) Recreation	[]	[]	[]

ITEM 8 continued

Additional Comment: _____

ITEM 9

During any course of study stressful situations often develop. During your pre-service course how much were you affected by:-

PLEASE TICK ONE [] ON EACH LINE

	VERY MUCH	QUITE OFTEN	SOMETIME	HARDLY AT ALL	NEVER
(a) Lack of confidence in your ability to become a good police officer.	[]	[]	[]	[]	[]
(b) Adjusting to a disciplined way of life.	[]	[]	[]	[]	[]
(c) Pressure of work.	[]	[]	[]	[]	[]
(d) Examinations & tests.	[]	[]	[]	[]	[]
(e) Having to memorize material.	[]	[]	[]	[]	[]
(f) Being in a learning environment again.	[]	[]	[]	[]	[]
(g) Financial worries.	[]	[]	[]	[]	[]
(h) Domestic worries.	[]	[]	[]	[]	[]
(i) Home sickness.	[]	[]	[]	[]	[]
(j) Other - please specify					
_____	[]	[]	[]	[]	[]
_____	[]	[]	[]	[]	[]
_____	[]	[]	[]	[]	[]

ITEM 10

How would you rate the Academy's facilities in relation to the following.

PLEASE USE THE FOLLOWING SCALE

6 Excellent 5 Very good 4 Good 3 Satisfactory 2 Fair 1 Poor

(a) Assistance with problems associated with course content. []

Comment: _____

(b) Assistance with problems arising from personal or other domestic worries. []

Comment: _____

(c) Other, please specify _____ []

_____ []

_____ []

ITEM 11

How would you assess the attitudes to the job shown by constables with about the same amount of service as yourself?

PLEASE USE THE FOLLOWING SCALE

5 Nearly all 4 The majority 3 About half 2 A minority 1 Very few

(a) See policing as a vocation rather than just another job. []

(b) Are highly motivated. []

(c) Are idealistic rather than cynical about the value of police work. []

(d) See job satisfaction as more important than material reward. []

(e) Know how and when to exercise authority. []

(f) Are not afraid to use this authority. []

(g) Have the confidence to get involved with people. []

ITEM 11 continued

Additional Comment: _____

ITEM 12

Are there any comments you wish to offer on the teaching methods used in courses offered at the Academy? (Eg. Lectures, practical exercises, demonstrations, discussion etc.)

ITEM 13

Are there any other matters which you believe need to be considered in pre-service education and training to equip a constable to carry out his duties and responsibilities for the first two years of service?

ITEM 14

What is your overall impression of pre-service courses conducted at the Queensland Police Academy?

PLEASE CIRCLE THE APPROPRIATE NUMBER BELOW

6 Excellent 5 Very good 4 Good 3 Satisfactory 2 Fair 1 Poor

Thank you for your participation.

Please return the questionnaire to: Inspector D.J. BRAITHWAITE
Queensland Police Academy
Rudd Street
OXLEY. 4075

SURVEY OF PRE-SERVICE TRAINING BY OFFICERS IN CHARGE OF STATIONS

NUMBER:	NAME:	STATION:
---------	-------	----------

It would be helpful if you would supply the following information:

- (a) Your Rank _____.
- (b) Number of years in your present position _____.
- (c) Number of Constables with less than two years service under your supervision at present _____.
- (d) In the last two years, what contact have you had in a supervisory capacity with constables with less than two years of service?

PLEASE TICK THE APPROPRIATE SQUARE

Extensive Some Minimal Nil

NOTE:-

- 1. It is appreciated that duties and responsibilities often vary depending on the size and location of your station. Please specify any variations where ever possible in your responses to the questionnaire items.
- 2. Answers will be analysed collectively and individual respondents will not be identified.

ITEM 1 PLACE THE APPROPRIATE FIGURE IN EACH [] BELOW

Using the following scale:-

[6] Essential [5] Very significant [4] Important

[3] Useful [2] Of limited use [1] Not essential

how would you rate the following areas of the pre-service courses, keeping in mind the duties and responsibilities most frequently undertaken by a Constable with up to two years of service.

- Introduction to Manual & Police Publications
- History of the Law & Statutes
- How to read an Act of Parliament
- Responsibilities of a Police Officer
- Police History
- Police Geography
- Rank Structure and Organisation
- THE COURT SYSTEM
- Structure
- Function
- Arrest and Detention
- Seizure
- Use of Force
- Charging of offenders
- Watchhouse Procedure
- Bail
- Recognizance
- Warrants
- Summons
- Complaints etc.
- Transporting suspects
- Instruments of Force - Batons, Handcuffs and Firearms
- Informations
- Fingerprint Law
- Introduction to Bench Charge Sheet
- Reporting and Traffic Offence Notices
- Classification of Offences
- Elements of Offences
- SUBSTANTIVE OFFENCES (including police powers and jurisdiction)
- Criminal Code
- Vagrants, Gaming and other Offences Act
- Firearms and Offensive Weapons Act
- Animal Protection Act
- Law on Trespass
- Fauna Conservation Act
- Noise Abatement Act
- Liquor Act
- Police Act
- Children's Services Act
- Parties to Offences
- Attempts to commit offences
- Traffic Act and Regulations
- Section 16 - U.I.L.
- Law on Tow-Trucks
- Intercepting and Stopping the traffic offender
- Dangerous Driving
- Health Act - Offences and police powers
- Drug Squad Demonstration
- Commonwealth Legislation
- Onus of proof
- Criminal Responsibility
- Police Notebooks - Issue of, and duties
- Taking the Complaint

- Crime Reports and Supplementary Reports
- Principles of Investigation
- Statements
- Exhibits
- Calls for Assistance
- Principles of Interrogation
- Interrogation Techniques
- Identification of offenders
- Jude's Rules
- Confessional Statements
- Making of notes in Official Notebooks
- Records of Interview
- Joinder of Charges
- Bench Charge Sheets
- Briefs
- Hand-Up Briefs
- Law on Evidence Generally
- Evidence of Fresh Complaint
- Use of Notes when giving Evidence
- Evidence Act 1977
- Interpreters
- Court Conduct
- Restitution
- Court Orderly
- Committal Proceedings
- License surrender etc.
- Mental Health Act
- Potential Suicides
- Deaths
- Visit to Morgue
- Ethics and Professionalisation
- Police and the Public
- Premises found open
- Active Patrol
- Answering calls
- Pursuing Suspects on foot
- Activity Report Cards
- Visit by Dog Squad
- Beat Duty
- Motor Vehicle Search
- Motorised Suspect
- Telephone Manners
- Reporting for Duty
- Domestic Disturbances
- Aboriginal Issues
- Fingerprinting
- Preserving Crime Scene
- Gas Examination
- SEQEB
- Fire Brigade
- Scientific Section
- Weapon Handling
- Plan Drawing
- Police Communication
- State Emergency Service
- Driver Training
- Police Media
- Planning and Research and Computers
- Community Service
- Drill
- Oral Communication Skills
- Written Communication Skills
- Fieldcraft - mapreading etc.
- First-Aid
- Human Relations
- Physical Education
- Practical Exercises
- Report Writing
- Forensic Science
- Sport
- Stations Experience
- Typing
- Firearms Training
- Ethnic Groups

ITEM 2

Should police education and training emphasise

- (a) The enforcement of the law
- (b) The service function of policing
- (c) A combination of both (a) and (b)

PLEASE CIRCLE ONE OF THE ABOVE.

Additional Comment: _____

ITEM 3

In the light of your experience, are there subject areas which

PLEASE LIST

(a) should have been included but were not?

(b) were not covered in sufficient detail?

(c) could have been dealt with at a later stage?

ITEM 4

Using ITEM 1 as a guide, list as many as possible of what you consider to be the most relevant areas of pre-service training.

(NO. 1 the most relevant)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____

ITME 5

The stated aim of the Academy is to provide the environment and learning resources which foster individual development, attitudes, knowledge and skills essential for a self-disciplined, professional officer to meet the needs of policing in a changing democratic society.

From your knowledge of the work of police officers with up to two years of service, how would you rate their training?

PLEASE CIRCLE THE APPROPRIATE NUMBER BELOW

- 6 Excellent 5 Very Good 4 Good 3 Satisfactory 2 Fair 1 Poor

ITEM 6

How well do you think pre-service training prepares Constables for each of the following?

PLEASE USE THE FOLLOWING SCALE

- 6 Excellently 5 Very well 4 Well 3 Satisfactorily 2 Fairly 1 Poorly

AND PLACE THE APPROPRIATE NUMBER IN EACH OF THE SQUARES PROVIDED

(a) Talk to members of the public and give suitable advice on everyday problems. []

Additional Comment: _____

(b) Deal with street incidents. []

(c) Deal with traffic incidents. []

(d) Deal with domestic disputes. []

(e) Deal with disputes between members of the public. []

(f) Deal with personal property - lost, found and stolen. []

(g) Control traffic. []

(h) Control crowds - peaceful and hostile. []

(i) Identify offences. []

(j) Use powers to stop and search. []

(k) Deal with offences by way of (i) Caution []
(ii) Summons []
(iii) Arrest []

(l) Obtain the necessary evidence for prosecution. []

(m) Give that evidence in court. []

(n) Investigate an offence. []

(o) Question suspects. []

(p) Make use of police & public communication systems
to best advantage. []

(q) Obtain statements from witnesses. []

(r) Police station procedures. []

(s) Deal with people irrespective of (i) age []

(ii) sex []

(iii) race []

(iv) social standing []

(t) To act in any emergency. []

(u) Reflect credit upon the Police Department both on and
off duty. []

ITEM 7

From your knowledge of police officers with up to two years of service, how
would you assess the emphasis given to the following whilst at the Academy?

PLEASE CIRCLE THE APPROPRIATE NUMBERS BELOW:

(a) Discipline

5 Far too much 4 Too much 3 About right 2 Too little 1 Far too little

Additional Comment: _____

(b) The Development of Self-discipline

5 Far too much 4 Too much 3 About right 2 Too little 1 Far too little

(c) Standards Set for Appearance

5 Far too much 4 Too much 3 About right 2 Too little 1 Far too little

(d) Standards Set for Conduct

5 Far too much 4 Too much 3 About right 2 Too little 1 Far too little

ITEM 8

How would you assess the attitudes to the job shown by constables with up to two years of service?

PLEASE USE THE FOLLOWING SCALE

5 Nearly all 4 The majority 3 About half 2 A minority 1 Very few

- (a) See policing as a vocation rather than just another job. []
- (b) Are highly motivated. []
- (c) Are idealistic rather than cynical about the value of police work []
- (d) See job satisfaction as more important than material reward. []
- (e) Know how and when to exercise authority. []
- (f) Are not afraid to use this authority. []
- (g) Have the confidence to get involved with people []

Additional Comment: _____

ITEM 9

Are there any comments you wish to offer on the teaching methods used in courses offered at the Academy? (Eg. Lectures, practical exercises, demonstrations, discussions etc.)

ITEM 10

Are there any other matters which you believe need to be considered in pre-service education and training to equip a constable to carry out his duties and responsibilities for the first two years of service?

ITEM 11

What is your overall impression of pre-service courses conducted at the Queensland Police Academy?

PLEASE CIRCLE THE APPROPRIATE NUMBER BELOW

6 Excellent 5 Very good 4 Good 3 Satisfactory 2 Fair 1 Poor

Thank you for your participation.

Please return the questionnaire to: Inspector D.J. BRAITHWAITE
Queensland Police Academy
Rudd Street
OXLEY. 4075



QUEENSLAND POLICE DEPARTMENT
QUEENSLAND POLICE ACADEMY

RUDD STREET,
OXLEY, Q. 4075

Our Ref.

Your Ref.

POSTAL ADDRESS:
P.O. Box 136,
CORINDA, Q. 4075
Telephone: 375 4057

SURVEY OF PRE-SERVICE TRAINING BY COMMISSIONED OFFICERS

On Tuesday, 2 March 1982, Assistant Commissioner (Legal and Training) Mr. N.T. CREEVEY, Chairman of the Department's Education Steering Committee, instituted several research projects devised to assist in the evaluation of courses presently being conducted at the Queensland Police Academy.

Of significant value to such a study is a detailed analysis of the duties and responsibilities most frequently undertaken by a Queensland Police Constable with up to two years of service.

Thus far, the Academy's Education Working Committee has:

- (a) Received submissions from Academy staff.
- (b) Outlined its role to Training Inspectors and Training Officers. At the same time, training officers have been given the opportunity to comment on perceived strengths and shortcomings in pre-service courses.
- (c) Surveyed all officers in charge of stations throughout Queensland.
- (d) Conducted structured interviews with officers in charge of stations in the following geographical locations:
 - (i) Metropolitan (8 stations)
 - (ii) Gold Coast (9 stations)
 - (iii) Rockhampton (8 stations)
 - (iv) Western (7 stations)
 - (v) Townsville (5 stations)
 - (vi) Cairns (3 stations)
- (e) Discussed the role of the Education Working Committee with members of the Police Union Executive (their supportive comments are written in Union View No. 108).
- (f) Surveyed the last 200 graduates of the Academy.

The sole purpose behind the work being undertaken is to provide a quantifiable basis for professional judgement and decision making by the Police Department's Education Steering Committee.

By on-going evaluation and by objectifying its programs with clearly stated and measurable criteria, the Steering Committee will be able to develop and maintain courses that best equip police officers with the attitudes, knowledge and skills to meet the challenges of modern policing.

The object of this survey is to gauge the opinions of all commissioned officers.

Please return the completed questionnaire to:

The Education Working Committee
Queensland Police Academy
Rudd Street
OXLEY 4075

Your participation is very much appreciated.

T.M. LEWIS
COMMISSIONER OF POLICE

SURVEY OF PRE-SERVICE TRAINING BY COMMISSIONED OFFICERS

It would be helpful if you would supply the following information:

- (A) Your name _____
- (B) Your rank _____
- (C) Present Posting _____
- (D) Have you been an instructor at the Queensland Police Academy?

YES

NO

NOTE

1. It is appreciated that duties and responsibilities often vary depending on the size and location of stations. Please specify any variations wherever possible in your responses to the questionnaire items.
2. The information supplied on this page is not pertinent to the study on an individual basis. Individuals will not be identified in the analysis of data.

SURVEY OF PRE-SERVICE TRAINING BY OFFICERS IN CHARGE OF STATIONS

NUMBER:	NAME:	STATION:
---------	-------	----------

It would be helpful if you would supply the following information:

- (a) Your Rank _____
- (b) Number of years in your present position _____
- (c) Number of Constables with less than two years service under your supervision at present _____
- (d) In the last two years, what contact have you had in a supervisory capacity with constables with less than two years of service?

PLEASE TICK THE APPROPRIATE SQUARE

[] Extensive [] Some [] Minimal [] Nil

NOTE:-

1. It is appreciated that duties and responsibilities often vary depending on the size and location of your station. Please specify any variations where ever possible in your responses to the questionnaire items.
2. Answers will be analysed collectively and individual respondents will not be identified.

ITEM 1 PLACE THE APPROPRIATE FIGURE IN EACH [] BELOW

Using the following scale:-

[6] Essential [5] Very significant [4] Important

[3] Useful [2] Of limited use [1] Not essential

how would you rate the following areas of the pre-service courses, keeping in mind the duties and responsibilities most frequently undertaken by a Constable with up to two years of service.

- Introduction to Manual & Police Publications
- History of the Law & Statutes
- How to read an Act of Parliament
- Responsibilities of a Police Officer
- Police History
- Police Geography
- Rank Structure and Organisation
- THE COURT SYSTEM
- Structure
- Function
- Arrest and Detention
- Seizure
- Use of Force
- Charging of offenders
- Watchhouse Procedure
- Bail
- Recognizance
- Warrants
- Summons
- Complaints etc.
- Transporting suspects
- Instruments of Force - Batons, Handcuffs and Firearms
- Informations
- Fingerprint Law
- Introduction to Bench Charge Sheet
- Reporting and Traffic Offence Notices
- Classification of Offences
- Elements of Offences
- SUBSTANTIVE OFFENCES (including police powers and jurisdiction)
- Criminal Code
- Vagrants, Gaming and other Offences Act
- Firearms and Offensive Weapons Act
- Animal Protection Act
- Law on Trespass
- Fauna Conservation Act
- Noise Abatement Act
- Liquor Act
- Police Act
- Children's Services Act
- Parties to Offences
- Attempts to commit offences
- Traffic Act and Regulations
- Section 16 - U.I.L.
- Law on Tow-Trucks
- Intercepting and Stopping the traffic offender
- Dangerous Driving
- Health Act - Offences and police powers
- Drug Squad Demonstration
- Commonwealth Legislation
- Onus of proof
- Criminal Responsibility
- Police Notebooks - Issue of, and duties
- Taking the Complaint

- Crime Reports and Supplementary Reports
- Principles of Investigation
- Statements
- Exhibits
- Calls for Assistance
- Principles of Interrogation
- Interrogation Techniques
- Identification of offenders
- Jude's Rules
- Confessional Statements
- Making of notes in Official Notebooks
- Records of Interview
- Joinder of Charges
- Bench Charge Sheets
- Briefs
- Hand-Up Briefs
- Law on Evidence Generally
- Evidence of Fresh Complaint
- Use of Notes when giving Evidence
- Evidence Act 1977
- Interpreters
- Court Conduct
- Restitution
- Court Orderly
- Committal Proceedings
- License surrender etc.
- Mental Health Act
- Potential Suicides
- Deaths
- Visit to Morgue
- Ethics and Professionalisation
- Police and the Public
- Premises found open
- Active Patrol
- Answering calls
- Pursuing Suspects on foot
- Activity Report Cards
- Visit by Dog Squad
- Beat Duty
- Motor Vehicle Search
- Motorised Suspect
- Telephone Manners
- Reporting for Duty
- Domestic Disturbances
- Aboriginal Issues
- Fingerprinting
- Preserving Crime Scene
- Gas Examination
- SEQEB
- Fire Brigade
- Scientific Section
- Weapon Handling
- Plan Drawing
- Police Communication
- State Emergency Service
- Driver Training
- Police Media
- Planning and Research and Computers
- Community Service
- Drill
- Oral Communication Skills
- Written Communication Skills
- Fieldcraft - mapreading etc.
- First-Aid
- Human Relations
- Physical Education
- Practical Exercises
- Report Writing
- Forensic Science
- Sport
- Stations Experience
- Typing
- Firearms Training
- Ethnic Groups

- (s) Deal with people irrespective of (i) age []
- (ii) sex []
- (iii) race []
- (iv) social standing []

(t) To act in any emergency. []

(u) Reflect credit upon the Police Department both on and off duty. []

ITEM 7

From your knowledge of police officers with up to two years of service, how would you assess the emphasis given to the following whilst at the Academy?

PLEASE CIRCLE THE APPROPRIATE NUMBERS BELOW:

(a) Discipline
5 Far too much 4 Too much 3 About right 2 Too little 1 Far too little

Additional Comment: _____
(b) The Development of Self-discipline
5 Far too much 4 Too much 3 About right 2 Too little 1 Far too little

(c) Standards Set for Appearance
5 Far too much 4 Too much 3 About right 2 Too little 1 Far too little

(d) Standards Set for Conduct
5 Far too much 4 Too much 3 About right 2 Too little 1 Far too little

ITEM 8

How would you assess the attitudes to the job shown by constables with up to two years of service?

PLEASE USE THE FOLLOWING SCALE

5 Nearly all 4 The majority 3 About half 2 A minority 1 Very few

- (a) See policing as a vocation rather than just another job. []
- (b) Are highly motivated. []
- (c) Are idealistic rather than cynical about the value of police work []
- (d) See job satisfaction as more important than material reward. []
- (e) Know how and when to exercise authority. []
- (f) Are not afraid to use this authority. []
- (g) Have the confidence to get involved with people []

Additional Comment: _____

ITEM 9

Are there any comments you wish to offer on the teaching methods used in courses offered at the Academy? (Eg. Lectures, practical exercises, demonstrations, discussions etc.)

ITEM 10

Are there any other matters which you believe need to be considered in pre-service education and training to equip a constable to carry out his duties and responsibilities for the first two years of service?

ITEM 11

What is your overall impression of pre-service courses conducted at the Queensland Police Academy?

PLEASE CIRCLE THE APPROPRIATE NUMBER BELOW

6 Excellent 5 Very good 4 Good 3 Satisfactory 2 Fair 1 Poor

Thank you for your participation.

Please return the questionnaire to: The Education Working Committee
Queensland Police Academy
Rudd Street
OXLEY. 4075

CONTINUED

3 OF 4

SURVEY OF
SPECIALIST SECTIONS

1.

Title of specialist section:
.....
.....

2.

Where is this section located?
.....
.....
.....

3.

Rank and name of interviewer:
.....
.....

4.

Rank and name of officer interviewed:
.....
.....

5.

Draw a diagram showing this section's chain of command:

6.

How many personnel are employed in this section?

.....

.....

.....

.....

7.

What are the ranks of the various personnel employed in the section?

.....

.....

.....

.....

.....

8.

Do personnel at this section undertake any specialist training or hold any special qualifications? (please list)

.....

.....

.....

.....

.....

9.

What are the functions of this section?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

10.

Does this section use any specialised equipment? (If so - give a descriptive outline)

.....

.....

.....

11.(a)

What should a newly sworn-in police officer know about this section?

.....

.....

.....

.....

.....

.....

.....

.....

Answer this question only if the newly sworn-in police officer should know details about this section

(b)

If a newly sworn-in police officer should have some knowledge of this section, should that knowledge be conveyed to the officer by -

a handout of information;

a lecture given by an academy instructor;

a lecture given by a staff member from this section;

an audio-visual presentation; or

an alternative method (Describe)

.....

.....

.....

12.

In what way can this section assist a newly sworn-in police officer?

.....
.....
.....
.....
.....
.....

13.

Under what circumstances should a police officer contact this section?

.....
.....
.....

NAMES OF THE VARIOUS SECTIONS WITHIN THE QUEENSLAND POLICE DEPARTMENT

- | | |
|-------------------------------|-------------------------------------|
| AIRWING | LEGAL AND TRAINING |
| ANTI-PILLAGE (WHARF SQUAD) | LICENSING BRANCH |
| AUTO THEFT SQUAD | MAIN ROADS POLICE |
| BOMB AND ARSON SQUAD | MANUAL SECTION |
| BREAK AND ENTER SQUAD | MEDIA RELATIONS OFFICER |
| BREATH ANALYSIS SECTION | MISSING PERSONS INQUIRIES |
| BRISBANE MOBILE PATROLS | MOBILE PATROLS |
| CENTRAL DESPATCH SECTION | MORGUE |
| CITY WATCHHOUSE | MOUNTED POLICE UNIT |
| CONSORTING SQUAD | OPERATIONS CENTRE |
| COURT LIAISON OFFICER | OXLEY ACADEMY |
| CRIME INTELLIGENCE SQUAD | PERSONNEL & WELFARE OFFICER |
| CRIME PREVENTION SECTION | PHOTOGRAPHIC SECTION |
| CRIMINAL INVESTIGATION BRANCH | PLANNING AND RESEARCH BRANCH |
| DEALERS SQUAD | POLICE COLLEGE |
| | POLICE CITIZENS YOUTH WELFARE ASSOC |
| DOCUMENT EXAMINATION SECTION | PROSECUTION CORPS |
| DOG SQUAD | PUBLIC RELATIONS BRANCH |
| DRUG SQUAD | RADIO MAINTENANCE DIVISION |
| EQUIPMENT OFFICER | RAILWAY SQUAD |
| EXAMINATIONS BRANCH | RAPE SQUAD |
| FAUNA SQUAD | RECRUITING SECTION |
| FINGERPRINT SECTION | SCIENTIFIC SECTION |
| FIREARMS SECTION | SPECIAL BRANCH |
| FRAUD SQUAD | SPECIAL CRIME SQUAD |
| HOMICIDE SQUAD | STATE TRANSPORT POLICE |
| INFORMATION BUREAU | STOCK SQUAD |
| INTERNAL INVESTIGATIONS | STORE |
| JUVENILE AID BUREAU | SUPERANNUATION SECTION |

TASK FORCE
TECHNICAL SERVICES
THEFT AND GENERAL SQUAD
TRAFFIC ADJUDICATION SECTION
TRAFFIC ACCIDENT INVESTIGATION SQUAD
TRAFFIC BRANCH
TRAINING INSPECTOR
TRANSPORT DEPARTMENT (Driver License Inquiries and Traffic History)
TRANSPORT DIVISION
WARRANT BUREAU
WATER POLICE

MODULE

HANDOUT IDENTIFICATION

1(a)

Handout reference number:

(b)

Handout title:.....
.....

TIME-TABLE ALLOCATION

2(a)

What are the number of time-table periods allocated for the lecture/s on this handout?

(b)

What would be the ideal numbers of time-table periods required to deliver the lecture/s on the content of this handout?

3(a)

Is there any time-table allocation for practical exercises to be conducted in connection with the <u>lecture/s</u> on this handout?	YES	NO

Complete this section only if you answered "YES" to the previous question.

(b)

How many periods have been allocated?

PRACTICAL EXERCISES

4(a)

Are practical exercises held to reinforce student learning on matters covered in this lecture?	YES	NO

Complete this section only if you answered "YES" to the previous question.

(b)

Briefly describe the practical exercise/s you have held to reinforce student learning on matters covered in this handout:
.....
.....
.....
.....
.....

5(a)	Is there potential for the implementation of practical exercises/s to reinforce student learning of matters dealt with in this handout?	YES	NO

Complete this section only if you answered "YES" to the previous question.

(b) Briefly outline what practical exercise/s could be held to reinforce student learning on matters covered in this lecture:

.....

.....

.....

.....

.....

AUDIO-VISUAL TEACHING AIDS

6(a)	Do you use any form of teaching aids when lecturing students on matters covered in this handout?	YES	NO

Complete this section only if you answered "YES" to the previous question.

(b) What teaching aids do you use when lecturing on matters covered in this handout:

.....

.....

.....

.....

.....

7(a)	Could a meaningful audio-visual presentation be made on matters covered in this lecture?	YES	NO

Complete this section only if you answered "YES" to the previous question.

(b) Briefly outline any area of this lecture which would lend itself to audio-visual presentation:

.....

.....

.....

.....

.....

HANDOUT CONTENT AND PRESENTATION

8.	Does this lecture contain a predominance of legislation without adequate explanation?	YES	NO

9(a)	Does this lecture contain adequate examples and/or illustrations?	YES	NO

(b) Briefly outline the examples, and/or illustrations, which you envisage could be included in this handout:

.....

.....

.....

.....

.....

10(a)	Could drawings, photographs, graphs, etc., be printed in this handout?	YES	NO

Complete this section only if you answered "YES" to the previous question.

(b) Briefly outline what drawings, photographs, graphs, etc., could be printed in this handout to aid student understanding of the matters contained in this handout?

.....

.....

.....

.....

.....

11(a)	Is the content of this handout clear and concise?	YES	NO

Complete this section only if you answered "NO" to the previous question.

(b) Identify the areas in this handout which are NOT clear and concise:

.....

.....

.....

.....

.....

12(a)	Could this handout be improved by the rearrangement of concepts, ideas, explanations, etc.?	YES	NO

Complete this section only if you answered "YES" to the previous question.

12(b) Briefly outline how the sequence of information in this handout could be re-arranged to facilitate maximum student understanding:

.....

.....

.....

.....

13(a)	Is there relevant information missing from this handout?	YES	NO

Complete this section only if you answered "YES" to the previous question.

13(b) Outline what relevant information is missing from this handout.

.....

.....

.....

.....

14(a)	Does this handout contain any inaccurate or outdated information?	YES	NO

Complete this section only if you answered "YES" to the previous question.

14(b) Outline the inaccurate or outdated information contained in this handout:

.....

.....

.....

.....

15(a)	Are you aware of any information in this handout which is unnecessarily duplicated in any other pre-service handout?	YES	NO

Complete this section only if you answered "YES" to the previous question.

15(b) Outline the details concerning any information contained in this handout, which is unnecessarily duplicated in another pre-service handout:

.....

.....

.....

.....

16(a)	Is any of the information in this handout printed in an Act or adequately covered in the Queensland Policeman's Manual?	YES	NO

Complete this section only if you answered "YES" to the previous question.

16(b) Briefly, identify the areas of information contained in this handout which are either printed in an Act or adequately covered in the Queensland Policeman's Manual:

.....

.....

.....

.....

REPORT WRITING

17(a)	Does any report writing exercise/s exist on matters canvassed in this handout?	YES	NO

Complete this section only if you have answered "YES" to the previous question.

17(b) Briefly describe this exercise/s.

.....

.....

.....

.....

17(c)	Could any additional exercise/s be devised on matters canvassed in this handout?	YES	NO

Complete this section only if you have answered "YES" to the previous question.

17(d) Briefly describe this exercise/s.

STUDENT UNDERSTANDING OF INFORMATION

18(a) The students find the matters canvassed in this handout -

- very easy to understand
- easy to understand
- understandable
- hard to understand
- very hard to understand

Complete this section only if, in the previous question, you said that students found the matters canvassed in this handout either hard to understand, or very hard to understand.

(b) Outline why you think the students find the matters canvassed in this handout either hard to understand or, very hard to understand:

TRANSFER OF HANDOUT

19(a)	Should the content of this handout, or any portion of such content, be transferred to another module?	YES	NO

Complete this section only if you answered "YES" to the previous question.

(b) What content of this handout, or portion of such content, should be transferred to another module? (Give details)

20

TIMING OF THIS INSTRUCTION

Using your judgement, when should the content of this lecture be presented to the student?

Should it be at a -

- Pre-service Course
- Advanced Training Course
- Development Course

21

ADDITIONAL COMMENT

(Outline any other comments you wish to make concerning this handout.)



QUEENSLAND POLICE DEPARTMENT

COMMISSIONER'S OFFICE
30 MAKERSTON STREET
BRISBANE

Our Ref
Your Ref

BOX 1440,
G.P.O. BRISBANE 4001
TELEGRAPHIC ADDRESS
VEMITE BRISBANE
TELE: 40337
TEL 326 4001

16 March 1983

Dear Queenslander

During 1982 my Education Steering Committee canvassed the views of over 600 serving police officers to determine the relevance of training courses now offered by the Queensland Police Academy.

As our system of policing requires a publicly acceptable philosophy, so must any review of police education and training take into account community opinions and expectations.

Indeed, His Honour, Mr. Justice Lucas, in the Report of the Committee of Inquiry into the Enforcement of Criminal Law in Queensland (1977) observed, 'The police should understand, accept and be carefully identified with public sentiments; the Police Force should be representative of the talents and the sensibilities to be found in the general community'.

With these thoughts, I am persuaded to the view that we should ascertain public expectations of the police service and determine the implications for police education and training.

Mr. Justice Lucas also commented, 'We are much more fortunately situated to initiate changes and conduct experiments than most other countries in the world. We have some time on our side and we should not be frightened to attempt things that have not been attempted elsewhere'.

This survey is such an attempt.

While I wish to canvass community opinion, a general public survey is presently beyond the resources at my disposal. Therefore, careful thought has been given to identify those persons and organisations from whom a useful response might be expected and who are representative of the general public.

I should be pleased if you would consider completing the attached questionnaire and returning it in the enclosed envelope. I am mindful and appreciative of the time and effort involved and thank you for your contributions. There is no intention to correlate replies with individual respondents.

Should you have any queries please contact Inspector Don Braitliffe, Queensland Police Academy, telephone number (07) 375-4057.

The benefit of your advice by 20 April 1983 would be appreciated.

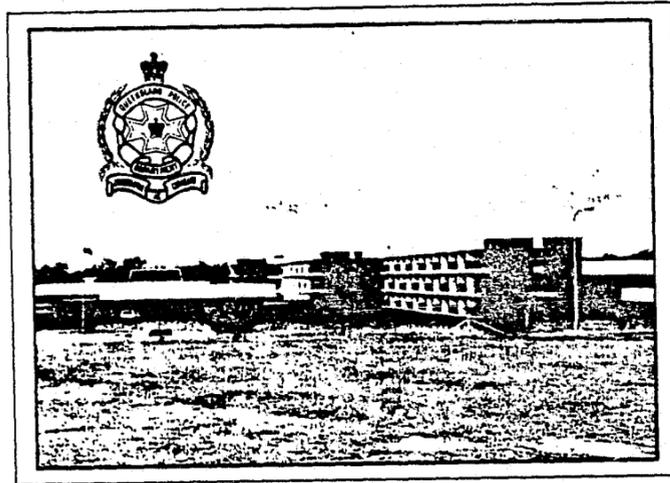
Yours sincerely

T.M. Lewis

T.M. LEWIS
COMMISSIONER OF POLICE

Enc. Questionnaire
Reply paid envelope

QUEENSLAND
POLICE ACADEMY



SURVEY

*To ascertain public expectations of the police service
and the implications for police education and training*

As you study this questionnaire you will notice that it is presented in broad categories:—

- (a) Questions specifically related to police pre-service courses.
- (b) Questions relating to other aspects of policing.



QUEENSLAND POLICE ACADEMY

The aim of the Academy is to provide the environment and learning resources which foster the individual development, attitudes, knowledge and skills essential for a self-disciplined, professional officer to meet the needs of policing in a changing, democratic society.

Opened in 1972, the Academy today is a \$15m complex situated on 20 hectares of land at Oxley, a Brisbane suburb. More classrooms and accommodation facilities are in the planning stage.

The student population in 1983 comprises 160 Cadets and 300 Probationaries and a staff which includes civilian and police lecturers. There are four staff residences on campus and accommodation for 150 students.

The Academy offers pre-service and in-service courses. There are 25 classrooms (including two science rooms), library, audio-visual studio, chapel, gymnasium, swimming pool, tennis courts and oval. The dining room can seat 350 people.

Trainees enter the Academy as either Probationaries or Cadets.

THE TRAINING COURSES

Two pre-service training courses are offered at the Queensland Police Academy.

The Cadet Course

This course is of eighteen months duration and is offered to young men who have just completed Year 12. The course begins in late January each year and successful cadets are inducted as constables in June of the following year.

One hundred and three cadets began their course in 1983. The average T.E. Score for the group is 840.

The range of subjects studied, and the time devoted to each subject is shown on page 7.

All cadets live on the campus for the first year of training. Cadets do not wear police uniform during the first year.

Academic and personal progress is carefully monitored; internal and external examinations are used to assess the cadet's achievements; regular evaluations throughout the training period keep both the cadet and the Department aware of performance; where standards are not met, cadetships are terminated.

The Probationary Course

This course is of six months duration and is offered to both males and females aged between nineteen and thirty-five.

Most probationaries have been involved in other work experiences, a trade, or higher study before joining the Police Service. A probationary squad is therefore a diverse group—most have year 12 education, a few have degrees or diplomas, some are married men with families.

The number of probationaries trained in any year is determined by police man-power provisions of the annual state budget.

Almost all probationaries are non-resident students.

Upon completion of the course probationaries are inducted as constables.

The table on page 7 also shows the subjects and time allocations of the probationary course.

Progress is carefully monitored; a number of internal and external examinations are used in assessments; training is terminated if progress is unsatisfactory.

THE TRAINING COURSES

Administrative Matters

Of necessity, some time each week is devoted to such administrative functions as assemblies, uniform fittings and medical examinations.

Sport

A comprehensive sporting programme is offered. Many trainees participate in metropolitan club sport.

Physical Education

The programme provides instruction in health, physiology, life-saving, self-defence, drill and first-aid. Trainees attain and maintain a high level of physical fitness.

Seminars

Two one-day seminars are held to acquaint the trainee with many matters of interest to the aboriginal community and with the distinctive characteristics of police life.

Community Service

Cadets are required to spend at least ten days working in some non-police community service programme.

Field Craft

Classroom and practical instruction is given in map reading, navigation, search and rescue techniques, survival and first-aid.

Queensland Police Administration

This course provides cadets with some understanding of our system of government and of the administration of the police service.

Forensic Science

Theoretical and practical instruction is provided in forensic technology including photography, fingerprints, ballistics, mechanics, biology, chemistry and crime scene preservation.

Human Relations

Classroom lectures and workshops introduce trainees to aspects of social psychology and criminology.

Effective Communication

This course is designed to equip trainees with the necessary skills in written and oral communication.

Typing

Correct typing procedures are taught. Cadets are required to achieve a high standard of proficiency.

Law and Duties

Instruction and practical training is provided in the wide range of law needed by a police officer. This course also includes weapon handling, driver training and station duty.

The subjects taught to Probationaries and Cadets and the time allocated to each subject are shown below. By ticking the appropriate brackets would you please indicate your opinion of the emphasis given to each subject in each course.

ITEM 1 The Probationary Course

ITEM 2 The Cadet Course

Over Emphasised About Right Under Emphasised

Over Emphasised About Right Under Emphasised

Over Emphasised	About Right	Under Emphasised	Hours	Subject	Over Emphasised	About Right	Under Emphasised
()	()	()	35 hrs	Administrative Matters	()	()	()
()	()	()	50 hrs	Sport	()	()	()
()	()	()	85 hrs	Physical Education	()	()	()
()	()	()	15 hrs	Seminars	()	()	()
()	()	()	NIL	Community Service	()	()	()
()	()	()	8 hrs	Field Craft	()	()	()
()	()	()	NIL	Old Police Administration	()	()	()
()	()	()	20 hrs	Forensic Science	()	()	()
()	()	()	20 hrs	Human Relations	()	()	()
()	()	()	20 hrs	Effective Communication	()	()	()
()	()	()	20 hrs	Typing	()	()	()
()	()	()	604 hrs	Law and Duties	()	()	()

Probationary
6 Months - Approximately 875 hours

Cadet
18 Months - Approximately 2600 hours

ITEM 3

What do you think should be the minimum standard of education for police trainees?

ITEM 4

Using this scale—

- | | | |
|-------------------|---------------|--------------------|
| (5) excellently | (4) very well | (3) satisfactorily |
| (2) not very well | (1) poorly | (X) no opinion |

In your opinion, how well do police officers:

- | | |
|---|-----|
| (a) give advice on every day problems | () |
| (b) deal with every day street incidents | () |
| (c) control traffic | () |
| (d) control peaceful crowds | () |
| (e) control disorderly crowds | () |
| (f) deal with traffic accidents | () |
| (g) exercise authority | () |
| (h) attend to neighbourhood and family conflict | () |
| (i) provide emergency services | () |
| (j) deal with the public | () |
| (k) display courtesy | () |
| (l) react to public expectations | () |
| (m) generally discharge their duties | () |
| (n) generally present and conduct themselves so as to reflect credit on the force | () |
| (o) relate to people irrespective of— | |
| (i) age | () |
| (ii) sex | () |
| (iii) race | () |
| (iv) social standing | () |

COMMENT:

ITEM 5

More than half of all Queensland police officers are serving outside of the Brisbane area. Just how well do police officers adapt to the local needs of country people?

Please tick one of the following:—

- | | | |
|--------------------|----------------|---|
| () excellently; | () very well; | () satisfactorily; |
| () not very well; | () poorly; | () I have no experience of country policing. |

Are you able to identify particular needs of country people that should be considered in police education and training?

ITEM 6

It is the Police Department's policy to be lenient (having regard for circumstances) when considering the prosecution of juveniles, the aged, and minor traffic offenders.

Do you agree with this policy?

- | | | |
|---------------------|------------------------|----------------|
| () strongly agree; | () agree; | () uncertain; |
| () disagree; | () strongly disagree. | |

Are there any other groups of people or other circumstances that you think warrant special consideration by police?

POLICING IN QUEENSLAND

For the purposes of policing Queensland's decentralised population there are 311 police stations throughout the state. Of these, 229 are staffed by six or fewer officers.

Police numbers as at 1st January, 1983 were 4 370—one police officer for every 560 people.

Most officers serve in Brisbane and in larger provincial cities.

ITEM 7

Do you agree that Queenslanders have developed a distinctive lifestyle?

- strongly agree; agree; uncertain;
- disagree; strongly disagree.

If you believe that Queenslanders have a distinctive lifestyle, please list what it is that makes this so.

If Queenslanders have a distinctive lifestyle, this should have an influence on policing.

- strongly agree; agree; uncertain;
- disagree; strongly disagree.

Please explain how.

FUNCTIONS OF POLICE

Upon being inducted into the Queensland Police Force, a constable takes the oath "that I will see and cause Her Majesty's peace to be kept and preserved; and that I will prevent to the best of my power all offences against the same."

The Queensland Policeman's Manual identifies among the primary functions of the Force "the preservation of life, the protection of property, the prevention and detection of offences and the bringing to justice of offenders."

These statements reflect traditional functions dating from Sir Robert Peel's 1829 London Metropolitan Force which became the model of Australian Police Forces. However, police functions today are more extensive:

"The policeman works in a changing society and there is nothing constant about the range and variety of police duties. The emphasis on particular duties varies from one generation to another." (*Royal Commission on Police, Great Britain, 1962*).

"During the nineteenth century, most of the time of the police was spent on their responsibility for the prevention and detection of crime, but with the coming of the mass-produced motor car in the twentieth century more and more police

time has, of necessity, been spent in dealing with the second of our responsibilities, namely the preservation of life and property." (*Report on the Victoria Police Force, Col. Sir Eric St. Johnston, 1971*).

"The short history of the modern police force has seen more and more duties rather than powers being given to, or foisted upon, the police officer. He has become the new administrative jack-of-all-trades." (*Committee of Inquiry into the Enforcement of Criminal law in Queensland, Mr Justice Lucas, 1977*).

"An examination of the broadening of the scope of police activity during the course of the 20th century reveals that police are being expected to extend their services further into the sphere of crime prevention and community service.

"In determining the training needs of the (Police) Force the most basic consideration and the starting point must be the nature of the police role." (*Commission of Inquiry into N.S.W. Police Administration, Mr Justice Lusher, 1981*).

Clearly, as police functions change, there is a need to identify them, to determine how they accord with public expectations, and then to assess their implications for police education and training.

ITEM 8

Taking the above into account, please list IN ORDER OF IMPORTANCE what you consider to be the functions of Queensland police.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

12

ITEM 9

Have you had contact of an official nature with police during the last five years?
() YES () NO

If "yes", how would you describe the police service provided as a result of this contact?

() very good; () good; () satisfactory;
() not satisfactory; () poor.

ITEM 10

The quality of police service depends upon the qualities possessed by its officers.

The following is a random list of some positive personal characteristics. Please tick FIVE which you consider to be the MOST IMPORTANT—particularly for people involved in providing a service to the public.

COMPETENT () SENSITIVE () COURTEOUS ()
DISCREET () HONEST () ARTICULATE ()
INTELLIGENT () CHEERFUL () HELPFUL ()
FAIR () RESOURCEFUL () CONFIDENT ()

Please comment. _____

ITEM 11

The following is a random list of some negative personal characteristics. Please tick the FIVE which you consider to be the MOST IMPORTANT—again, particularly for people involved in providing a service to the public.

APATHETIC () AGGRESSIVE () DISHONEST ()
INSECURE () DISRESPECTFUL () OFFICIOUS ()
INCOMPETENT () FAMILIAR () INSENSITIVE ()
SLOVENLY () INARTICULATE () IMPATIENT ()

Please comment. _____

13

ITEM 12

Please tick what you perceive to be the public image of the Queensland Police Force at the present time.

() very good; () good; () satisfactory;
() not satisfactory; () poor.

On which of the following have you based your response? Please tick.

GENERAL IMPRESSIONS () THE OPINIONS OF FRIENDS ()
PERSONAL EXPERIENCE () GENERAL PUBLIC OPINION ()
PERSONAL OBSERVATION () MEDIA COVERAGE ()

Comment: _____

ITEM 13

Please tick what you perceive to be the degree of efficiency of the Queensland Police Force at the present moment.

() very good; () good; () satisfactory;
() not satisfactory; () poor;

On which of the following have you based your response? Please tick.

GENERAL IMPRESSIONS () THE OPINIONS OF FRIENDS ()
PERSONAL EXPERIENCE () GENERAL PUBLIC OPINION ()
PERSONAL OBSERVATION () MEDIA COVERAGE ()

Comment: _____

ITEM 14

Are there any other matters which you believe need to be considered in police education and training to equip police officers to carry out their duties and responsibilities?

ITEM 15

Are there any final comments that you, or the organisation you represent, would like to make about any aspect of policing in Queensland?

Three horizontal lines for writing comments.

 * ITEM 16 (OPTIONAL) *****
 * However, it would assist the evaluation of the survey if the following is completed. *
 * AGE: RESIDENTIAL: *
 * UNDER 25 years () METROPOLITAN () *
 * 25-50 years () PROVINCIAL CITY () *
 * OVER 50 years () COUNTRY () *
 * OCCUPATION: _____ *

Thank you for your time and contributions.
Please return the questionnaire to: T. M. LEWIS,
Commissioner of Police,
Box 1440, G.P.O.
BRISBANE 4001.

RECORD OF DISTRIBUTION OF PUBLIC SURVEY QUESTIONNAIRE

ORGANISATIONS - BRISBANE

- 174 BENEVOLENT AND/OR WELFARE
- 147 BUSINESS AND PROFESSIONAL
- 46 CHURCH/RELIGIOUS
- 8 CIVIC
- 1 CIVIL RIGHTS
- 7 CONSERVATION
- 72 CULTURAL AND EDUCATIONAL
- 3 FAMILY
- 22 HANDICAPPED
- 15 LODGES/FRATERNAL
- 17 MIGRANT
- 71 MISCELLANEOUS
- 11 POLITICAL
- 18 PRIMARY PRODUCERS
- 3 SAFETY
- 62 SPORTING
- 2 WOMEN
- 52 YOUTH

ORGANISATIONS - COUNTRY

- 107 BENEVOLENT AND/OR WELFARE
- 17 BUSINESS AND PROFESSIONAL
- 13 CIVIC
- 14 CULTURAL AND EDUCATIONAL
- 26 LODGES/FRATERNAL
- 21 POLITICAL
- 53 SPORTING
- 85 PRIMARY PRODUCERS AND RURAL
- 1 SAFETY
- 30 YOUTH
- 16 CHURCH AND RELIGIOUS
- 2 FAMILY WELFARE
- 1 HANDICAPPED SERVICES
- 1 LOCAL GOVERNMENT

2 MIGRANT
2 WOMENS
57 MISCELLANEOUS

18 JUSTICES OF THE SUPREME COURT OF QLD
21 JUDGES OF THE DISTRICT COURTS
2 MASTERS OF THE SUPREME COURT
67 STIPENDIARY MAGISTRATES

GOVERNMENT DEPARTMENTS

13 PREMIER'S DEPARTMENT
3 PUBLIC SERVICE BOARD
1 SUPERANNUATION BOARD
8 TREASURY DEPARTMENT
7 S.G.I.O. (INCLUDING COUNTRY)
5 COMMERCE AND INDUSTRIAL DEVELOPMENT
3 JUSTICE
10 SOLICITOR GENERAL'S OFFICE
1 CORPORATE AFFAIRS
1 LAW REFORM COMMISSION
7 PUBLIC DEFENDERS OFFICE
1 TITLES OFFICE
1 REGISTER - GENERAL
3 PUBLIC TRUST OFFICE (INCLUDING COUNTRY)
11 EMPLOYMENT AND LABOUR RELATIONS
2 CONSUMER AFFAIRS
3 LOCAL GOVERNMENT
7 MAIN ROADS
3 STATE EMERGENCY SERVICE
3 WATER RESOURCES COMMISSION
8 ABORIGINAL AND ISLANDERS ADVANCEMENT
2 NORTHERN DEVELOPMENT
5 HARBOURS AND MARINE
8 WORKS AND HOUSING
3 MINES
6 PRIMARY INDUSTRIES
4 MAPPING AND SURVEYING
1 AIR POLLUTION CONTROL

3 DIVISION OF NOISE ABATEMENT
1 GOVERNMENT PRINTER
1 STATE STORES BOARD
1 GOVERNMENT MOTOR GARAGE
2 STATE FIRE SERVICES COUNCIL
1 VALUER GENERAL
6 TRANSPORT
2 RAILWAY
15 EDUCATION
3 LANDS
3 FORESTRY
18 ARTS, NATIONAL PARKS AND SPORT
13 HEALTH
11 WELFARE SERVICES
9 PROBATION AND PAROLE SERVICE
16 CHILDRENS SERVICES

EDUCATION

46 UNIVERSITIES AND COLLEGES OF ADVANCED EDUCATION
26 T.A.F.E.
144 STATE HIGH SCHOOL PRINCIPALS
144 STATE HIGH SCHOOL P & C ASSOCIATIONS
144 STATE HIGH SCHOOL GRADE 12 STUDENTS
63 STATE PRIMARY SCHOOL PRINCIPALS
63 STATE PRIMARY SCHOOL P & C ASSOCIATIONS
68 OTHER STATE SCHOOL PRINCIPALS
68 OTHER STATE SCHOOL P & C ASSOCIATIONS
19 STATE PRE-SCHOOL CENTRES
3 STATE INFANT SCHOOLS
8 SPECIAL SCHOOLS
4 RURAL COMMUNITY YOUTH EXTENSION SERVICES
4 RURAL TRAINING SCHOOLS
16 FIELD STUDY FACILITY
4 EVENING CLASSES
144 INDEPENDENT SCHOOLS

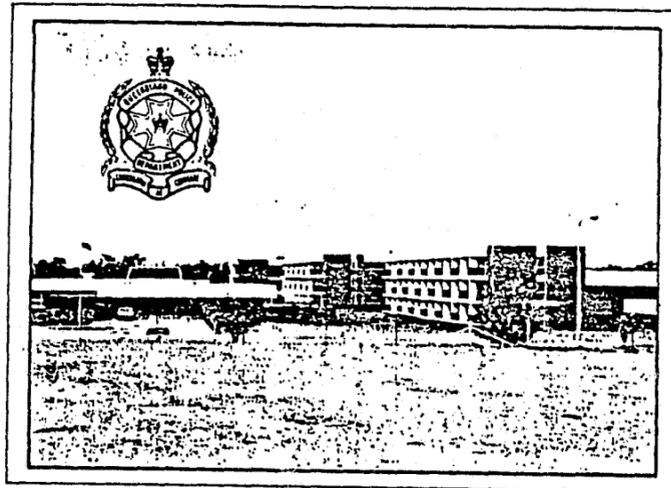
73 CHAMBERS OF COMMERCE
7 HARBOUR BOARDS
117 COUNTRY WOMEN'S ASSOCIATION
50 RED CROSS
30 WOMENS' ACTION GROUP

300 HOUSEWIVES ASSOCIATION; VICTORIA LEAGUE;
BRISBANE WOMENS CLUB; BUSINESS AND
PROFESSIONAL WOMENS ASSOCIATION
134 LOCAL AUTHORITIES
261 RETURNED SERVICEMEN LEAGUE
82 FIRE BRIGADE BOARDS
63 HOSPITAL BOARDS
99 Q.A.T.B. COMMITTEE
354 JUSTICES OF THE PEACE
267 BAR ASSOCIATION
346 LAW SOCIETY
12 OMBUDSMAN
82 PARLIAMENTARIANS
9 ELECTRICITY COMMISSION
130 TRADES AND LABOUR COUNCIL
97 NEWSPAPERS
18 TELEVISION
47 RADIO
142 APEX
167 ROTARY
229 LIONS
97 ETHNIC COMMUNITIES
50 QUEENSLAND UNIVERSITY STUDENT UNION
120 ABORIGINAL COMMUNITIES
30 STATE SERVICE UNION
10 TEACHERS UNION
10 PROFESSIONAL OFFICERS ASSOCIATION
85 GRADE 11 STUDENTS
140 CHURCHES
101 THE AGED
50 GRIFFITHS UNIVERSITY STUDENT UNION
10 CAIRNS WELFARE COUNCIL
26 MISS TOOGOOD (ECUMENICAL COFFEE BRIGADE)

107 PRIVATE
206 RANDOM HOME SELECTION

6645 TOTAL DISTRIBUTED

QUEENSLAND POLICE ACADEMY



1983

SURVEY

A Statistical Analysis of the Responses

*To ascertain public expectations of the police service
and the implications for police education and training*

IT IS IMPORTANT TO REALISE THEREFORE, THAT THE PUBLIC RESPONSE IS ONE ASPECT OF THE RESEARCH THAT HAS BEEN CONDUCTED TO DATE. FURTHER, THIS BRIEF SUMMARY DOES NOT TAKE INTO ACCOUNT THE THOUSANDS OF WRITTEN COMMENTS THAT WERE MADE.

The public survey was launched at a press conference on the 16th March, 1983, by Commissioner LEWIS.

With generous and widespread assistance from individuals and organisations, questionnaires were distributed throughout the State.

1925 booklets (29%) were returned and processed by 30th June, 1983.

It should be understood that the purpose of the survey was to gather information useful in deliberations on police education and training - it was not a general survey of the public's appreciation of the Queensland Police Department, although in some cases the two are inseparable.

DESCRIPTION OF RESPONDENTS BY AGE

TOTAL RESPONSE	UNDER 25	25 - 50	OVER 50	NO RESPONSE
1853	215	1106	532	72
	11.6%	59.6%	28.7%	

DISTRIBUTION OF RESPONDENTS

TOTAL RESPONSE	METROPOLITAN	PROVINCIAL CITY	COUNTRY	NO RESPONSE
1855	866	425	564	70
	46.6%	22.9%	30.4%	

3

ITEMS 1 and 2

THE PRE-SERVICE COURSES

(1892 responded to these items)

Significant Responses:-

	<u>PROBATIONARY</u>	<u>CADET</u>
<u>OVER-EMPHASISED</u>		
Sport	32	34
Physical Education	22	24
Typing	17	44
<u>UNDER-EMPHASISED</u>		
Seminars	29	37
Community Service	58	29
Field Craft	28	16
Police Administration	39	17
Forensic Science	29	18
Human Relations	59	38
Effective Communication	54	23

ITEM 3

MINIMUM STANDARD OF EDUCATION FOR POLICE TRAINEES

(1697 respondents nominated a specific achievement in formal education)

Year 10	Year 12	Tertiary
15%	84%	1%

4

ITEM 4

HOW WELL DO POLICE OFFICERS

(RELATIVE FREQUENCY - PERCENT)

(1874 responded to this item)

	<u>EXCELLENTLY</u>	<u>VERY WELL</u>	<u>SATISFACTORILY</u>	<u>NOT VERY WELL</u>	<u>POORLY</u>	<u>NO OPINION</u>
	5	4	3	2	1	X
(a) Give advice on every day problems	1.8	14.7	50.3	18.7	5.1	9.4
(b) Deal with every day street incidents	4.0	33.6	47.6	8.9	2.5	3.5
(c) Control traffic	20.4	45.7	25.1	4.3	2.2	2.3
(d) Control peaceful crowds	20.8	40.9	26.8	4.1	3.4	3.9
(e) Control disorderly crowds	9.8	25.6	29.0	18.5	11.8	5.3
(f) Deal with traffic accidents	15.0	41.5	33.5	6.0	1.3	2.6
(g) Exercise authority	5.6	20.5	45.4	16.0	8.8	3.7
(h) Attend to neighbourhood and family conflict	3.8	19.9	34.7	13.5	10.4	17.8
(i) Provide emergency services	21.5	40.2	25.1	5.4	2.2	5.7
(j) Deal with the public	3.1	22.8	50.3	16.5	5.4	1.9
(k) Display courtesy	4.2	24.2	43.2	19.0	7.3	2.1
(l) React to public expectations	1.4	15.0	45.1	19.9	7.4	10.2
(m) Generally discharge their duties	2.8	29.4	56.2	7.2	1.6	2.8
(n) Generally present and conduct themselves so as to reflect credit on the force	4.3	26.7	45.8	15.2	5.1	3.0
(o) Relate to people irrespective of:-						
(i) age	4.8	25.4	43.0	14.7	6.4	5.7
(ii) sex	3.4	23.7	47.5	13.3	4.7	7.3
(iii) race	2.3	12.3	33.3	25.4	18.2	8.5
(iv) social standing	2.6	16.8	41.7	20.8	10.4	7.7

5

ITEM 5

HOW WELL DO POLICE OFFICERS ADAPT TO THE LOCAL NEEDS OF COUNTRY PEOPLE?

(1830 responded to this item)

Excellently	Very Well	Satisfactorily	Not Very Well	Poorly
9%	47%	37%	5%	2%

ITEM 6

LENIENCY WHEN CONSIDERING THE PROSECUTION OF JUVENILES, THE AGED AND MINOR TRAFFIC OFFENDERS?

(All 1925 responded to this item)

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
33%	50%	7%	7%	3%

OTHER GROUPS IDENTIFIED AS WARRANTING SPECIAL CONSIDERATION BY POLICE

Of the 988 written responses to this part of the item, 571 or 57.7% were placed in the following categories.

- . Aborigines28% (162 responses)
- . Ethnic Groups28% (161 responses)
- . Handicapped21%
- . Unemployed 7%
- . Underprivileged and Disadvantaged 7%
- . First Offenders - Minor Offences 5%
- . Drug Offenders 2%
- . Tourists 1%

6

ITEM 7

QUEENSLANDERS HAVE DEVELOPED A DISTINCTIVE LIFESTYLE?

(All 1925 responded to this item)

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
12%	45%	21%	19%	3%

The most frequently mentioned features of a distinctive Queensland lifestyle were:

1. Climate
2. Pace/style of life
3. Distances
4. Government
5. Alcohol consumption.

IF QUEENSLANDERS HAVE A DISTINCTIVE LIFESTYLE SHOULD THIS HAVE AN EFFECT ON POLICING?

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
11%	42%	35%	10%	2%

ITEM 8

Because this was an open-ended question many functions were listed - some with only one proposer. However, the vast majority of respondents identified the following as the significant functions of Queensland police.

1. Protection of Life and Property
2. Prevention and Detection of Crime
3. The bringing to Justice of Offenders
4. Maintenance of Law and Order
5. Preservation of the Peace
6. Control of Traffic

7

There were other less frequent responses which were listed often enough to warrant mention in this summary.

1. Provide a Community Service
2. Practice good Human Relations
3. Communicate well with the Public
4. Act Courteously

ITEM 9

POLICE SERVICE DURING THE LAST FIVE YEARS

1644 (86%) received official police service

Very Good	Good	Satisfactory	Not Satisfactory	Poor
38%	28%	19%	8%	7%

ITEMS 10 and 11

POSITIVE AND NEGATIVE PERSONAL CHARACTERISTICS

(Represented as percentages of all 1925 respondents)

Honest	80%	Dishonest	80%
Competent	78%	Aggressive	70%
Courteous	66%	Incompetent	66%
Fair	45%	Apathetic	40%
Intelligent	45%	Officious	40%
Helpful	44%	Disrespectful	39%
Sensitive	33%	Insensitive	38%
Resourceful	26%	Impatient	27%
Discreet	22%	Slovenly	25%
Confident	20%	Inarticulate	14%
Articulate	15%	Insecure	9%
Cheerful	11%	Familiar	6%

8

ITEM 12

THE PUBLIC IMAGE OF POLICE

(1911 responded to this item)

Very Good	Good	Satisfactory	Not Satisfactory	Poor
6%	27%	36%	20%	11%

RESPONSES WERE BASED ON:-

General Impressions	24%
Personal Observation	22%
Personal Experience	19%
General Public Opinion	15%
Media Coverage	11%
Opinions of Friends	10%

ITEM 13

POLICE EFFICIENCY

(1829 responded to this item)

Very Good	Good	Satisfactory	Not Satisfactory	Poor
7%	36%	43%	11%	3%

RESPONSES WERE BASED ON:-

General Impressions	27%
Personal Observation	25%
Personal Experience	23%
Media Coverage	9%
General Public Opinion	8%
Opinions of Friends	8%

ITEM 14

OTHER MATTERS WHICH NEED TO BE CONSIDERED IN POLICE EDUCATION AND TRAINING?

1004 (52.2%) of the 1925 respondents commented on this item.

Of these, the vast majority, 369 (39.4%), directed their remarks to the area of INTERPERSONAL RELATIONSHIPS - variously described as Human Relationships, Social Psychology, Sociology, Psychology, Public Relations, Community Understanding, Community Involvement, Counselling Skills, Effective Communication, Leadership and Man Management.

OTHER AREAS COMMENTED ON:

	N		N
Community Service	(52)	Clerical Duties	(26)
Lack of In-Service Training	(42)	Fitness	(17)
Honesty	(39)	Media Relations/ Media Awareness	(13)
Youth	(38)	Aborigines	(12)
White Collar Crime/ Computers/Technology	(32)	Police Promotions	(12)
Police setting example/ not above the law	(31)	Education/Use of Specialists	(10)
Ethnic Minorities	(29)	Police visibility/ Foot Patrols	(10)
		Recruitment	(10)

ITEM 15

FINAL COMMENTS ON ANY ASPECT OF POLICING IN QUEENSLAND?

947 (49.2%) of the 1925 respondents commented on this item.

Because the question was so open-ended, responses were grouped in broad categories. The aspects of policing most frequently commented on are listed below. Many of their comments cut across several categories.

Favourable Comments concerning Police Image and Service	12.1%
Understaffing	10.8%
Areas for Improvement - General Criticisms	8.7%
Public Relations	6.9%
Foot Patrols/Police Visibility	4.3%
Civilian Clerks/Paper Work	4.1%
Education and Training	4.1%
Service to the Public	4.0%

COURSE CONTENT - A summary of police responses (i)

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of Limited Use	Not Essential
	6	5	4	3	2	1
INTRODUCTION TO MANUAL & POLICE PUBLICATIONS	49	14	32	5	-	-
	48	10	24	8	3	-
	15	9	28	35	11	2
HISTORY OF THE LAW & STATUTES	11	5	29	34	19	2
	7	4	16	31	28	8
	4	2	12	24	44	13
HOW TO READ AN ACT OF PARLIAMENT	21	18	31	20	9	1
	10	6	23	27	18	9
	7	7	17	27	29	11
RESPONSIBILITIES OF A POLICE OFFICER	82	11	6	1	-	-
	73	12	8	0.8	-	-
	44	16	32	5	0.6	0.6
POLICE HISTORY	2	5	19	39	30	5
	2	3	14	32	30	13
	-	3	13	30	37	16
POLICE GEOGRAPHY OF QUEENSLAND	4	4	26	39	24	3
	2	3	15	34	32	9
	1	4	19	40	26	9
RANK STRUCTURE AND ORGANISATION OF QUEENSLAND POLICE DEPARTMENT	17	15	42	22	3	1
	9	7	34	29	13	2
	9	5	27	40	16	0.6

TABLE A - The % of responses in each category.

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

	Mean	Mode	No. of Responses	No Answer
C.O.	5.0	6	100	-
O-C.	5.0	6	256	17
Con.	3.7	3	172	3
C.O.	3.4	3	100	-
O-C.	3.0	3	256	16
Con.	2.5	2	172	2
C.O.	4.1	4	100	-
O-C.	3.3	3	256	16
Con.	3.0	2	172	4
C.O.	5.7	6	100	-
O-C.	5.6	6	256	16
Con.	4.9	6	172	2
C.O.	2.9	3	100	-
O-C.	2.6	3	256	16
Con.	2.4	2	172	2
C.O.	3.1	3	100	-
O-C.	2.7	3	256	17
Con.	2.8	3	172	3
C.O.	4.1	4	100	-
O-C.	3.6	4	256	17
Con.	3.4	3	172	2

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses (ii)

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of limited Use	Not Essential
	6	5	4	3	2	1
STRUCTURE OF THE COURTS	13	16	46	22	2	1
	15	9	39	25	6	0.4
	12	14	35	31	7	0.6
FUNCTIONS OF THE COURTS	15	19	48	14	3	1
	18	15	36	20	4	0.4
	13	20	35	26	4	0.6
POLICE POWERS IN ARREST AND DETENTION	85	11	4	-	-	-
	74	11	9	0.4	-	-
	67	20	10	2	0.6	-
POLICE POWERS OF SEIZURE	70	19	10	1	-	-
	61	16	15	2	0.4	-
	61	18	17	2	0.6	-
POLICE POWERS IN USE OF FORCE	90	8	2	-	-	-
	78	9	6	0.4	-	-
	73	18	8	-	-	-
THE CHARGING OF OFFENDERS BY POLICE	71	18	11	-	-	-
	66	15	11	2	-	-
	62	22	15	0.6	-	-
POLICE PROCEDURE AT WATCHHOUSE	30	25	40	5	-	-
	33	20	32	9	-	-
	36	20	36	6	2	-

TABLE A - The % of responses in each category.

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

	Mean	Mode	No. of Responses	No Answer
C.O.	4.1	4	100	-
O-C.	4.0	4	256	16
Con.	3.9	4	172	2
C.O.	4.2	4	100	-
O-C.	4.2	4	256	16
Con.	4.1	4	172	2
C.O.	5.8	6	100	-
O-C.	5.6	6	256	16
Con.	5.5	6	172	2
C.O.	5.5	6	100	-
O-C.	5.4	6	256	16
Con.	5.3	6	172	2
C.O.	5.8	6	100	-
O-C.	5.7	6	256	16
Con.	5.6	6	172	2
C.O.	5.6	6	100	-
O-C.	5.5	6	256	16
Con.	5.4	6	172	2
C.O.	4.8	4	100	-
O-C.	4.8	6	256	16
Con.	4.8	4	172	2

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses (iii)

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of Limited Use	Not Essential
	6	5	4	3	2	1
POLICE RESPONSIBILITIES WITH BAIL	20 28 20	20 16 13	35 31 39	21 14 19	4 4 7	- 0.8 0.6
UNDERTAKINGS UNDER THE BAIL ACT	18 24 17	18 16 13	36 30 38	24 18 22	4 4 7	- 2 0.6
POLICE INVOLVEMENT WITH WARRANTS	46 41 34	26 20 31	26 28 27	2 4 5	- 0.8 1	- - -
POLICE INVOLVEMENT WITH SUMMONS	44 39 33	24 16 28	30 34 30	2 4 7	- 0.8 2	- - -
REQUIREMENT OF POLICE WITH COMPLAINTS (WARRANTS & SUMMONS)	46 33 33	23 24 22	29 31 38	1 5 6	1 0.8 0.6	- - -
TRANSPORTING SUSPECTS	31 27 17	31 20 20	31 34 37	7 10 20	- 3 5	- - -
INSTRUMENTS OF FORCE - BATONS, HANDCUFFS AND FIREARMS	80 70 44	13 10 17	7 12 26	- 2 10	- - 2	- - 0.6

TABLE A - The % of responses in each category.

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

	Mean	Mode	No. of Responses	No Answer
C.O.	4.3	4	100	-
O-C.	4.5	4	256	16
Con.	4.1	4	172	3
C.O.	4.2	4	100	-
O-C.	4.3	4	256	16
Con.	4.1	4	172	5
C.O.	5.1	6	100	-
O-C.	5.0	6	256	16
Con.	4.9	6	172	2
C.O.	5.1	6	100	-
O-C.	4.9	6	256	16
Con.	4.8	6	172	2
C.O.	5.1	6	100	-
O-C.	4.8	6	256	16
Con.	4.8	4	172	2
C.O.	4.8	4	100	-
O-C.	4.6	4	256	17
Con.	4.2	4	172	2
C.O.	5.7	6	100	-
O-C.	5.5	6	256	16
Con.	4.9	6	172	2

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses (iv)

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of Limited Use	Not Essential
	6	5	4	3	2	1
REQUIREMENTS OF POLICE PRESENTING INFORMATIONS	17	25	41	13	2	-
	15	15	42	15	4	-
	12	23	40	18	4	-
FINGERPRINT LAW	22	20	46	11	1	-
	22	14	38	16	4	0.8
	14	17	39	22	7	0.6
INTRODUCTION TO BENCH CHARGE SHEET	37	23	35	5	-	-
	23	18	36	15	2	0.4
	31	20	34	10	3	-
REPORTING AND TRAFFIC OFFENCE NOTICES	49	22	28	1	-	-
	48	21	23	0.8	0.4	-
	51	25	22	2	-	-
CLASSIFICATION OF OFFENCES	46	21	29	3	1	-
	34	20	32	7	2	0.4
	34	26	29	8	1	0.6
ELEMENTS OF OFFENCES	70	16	12	1	1	-
	57	20	13	3	-	-
	62	24	11	2	-	-
CRIMINAL CODE	82	10	8	-	-	-
	63	17	12	2	-	-
	58	28	12	0.6	0.6	-

TABLE A - The % of responses in each category.

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

	Mean	Mode	No. of Responses	No Answer
C.O.	4.4	4	100	2
O-C.	4.2	4	256	24
Con.	4.2	4	172	6
C.O.	4.5	4	100	-
O-C.	4.3	4	256	16
Con.	4.0	4	172	2
C.O.	4.9	4	100	-
O-C.	4.4	4	256	17
Con.	4.6	4	172	2
C.O.	5.1	6	100	-
O-C.	5.2	6	256	17
Con.	5.2	6	172	2
C.O.	5.0	6	100	-
O-C.	4.8	6	256	16
Con.	4.8	6	172	2
C.O.	5.5	6	100	-
O-C.	5.4	6	256	16
Con.	5.4	6	172	2
C.O.	5.7	6	100	-
O-C.	5.5	6	256	16
Con.	5.4	6	172	2

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses (v)

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of Limited Use	Not Essential
	6	5	4	3	2	1
VAGRANTS, GAMING AND OTHER OFFENCES ACT	74 61 59	18 18 27	8 13 12	- 2 0.6	- - -	- - -
FIREARMS AND OFFENSIVE WEAPONS ACT	63 55 36	23 20 27	14 16 27	- 2 8	- - 0.6	- - -
ANIMAL PROTECTION ACT	26 28 17	24 15 15	36 36 38	10 13 23	4 3 6	- - -
LAW ON TRESPASS	33 25 24	21 13 17	30 33 31	13 17 21	3 6 4	- - -
FAUNA CONSERVATION ACT	13 16 11	20 15 10	40 35 32	18 20 30	7 8 14	1 0.4 2
NOISE ABATEMENT ACT	35 31 27	33 22 27	28 29 29	4 10 15	- 2 0.6	- - 0.6
LIQUOR ACT	38 33 30	20 22 27	30 29 25	11 9 14	1 0.4 2	- - 0.6

TABLE A - The % of responses in each category.

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

	Mean	Mode	No. of Responses	No Answer
C.O.	5.6	6	100	-
O-C.	5.4	6	256	16
Con.	5.4	6	172	2
C.O.	5.4	6	100	-
O-C.	5.3	6	256	16
Con.	4.9	6	172	2
C.O.	4.5	4	100	-
O-C.	4.5	4	256	16
Con.	4.1	4	172	2
C.O.	4.6	6	100	-
O-C.	4.3	4	256	16
Con.	4.3	4	172	3
C.O.	4.1	4	100	1
O-C.	4.1	4	256	16
Con.	3.6	4	172	3
C.O.	4.9	6	100	-
O-C.	4.7	6	256	16
Con.	4.6	4	172	2
C.O.	4.8	6	100	-
O-C.	4.8	6	256	16
Con.	4.6	6	172	2

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses (vi)

-293-

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of Limited Use	Not Essential
	6	5	4	3	2	1
POLICE ACT	61	21	15	3	-	-
	48	21	21	4	0.4	-
	41	29	23	5	0.6	-
CHILDREN'S SERVICE ACT	50	28	18	4	-	-
	34	24	28	6	2	-
	27	23	30	13	6	-
PARTIES TO OFFENCES	63	22	10	5	-	-
	40	18	27	7	3	-
	46	22	23	5	2	-
ATTEMPTS TO COMMIT OFFENCES	58	22	15	5	-	-
	40	20	27	6	2	-
	44	27	23	4	1	-
TRAFFIC ACT AND REGULATIONS	65	23	11	-	-	-
	68	16	9	0.4	-	-
	68	21	9	1	-	-
SECTION 16 - UNDER THE INFLUENCE OF LIQUOR	83	13	4	-	-	-
	76	13	4	0.4	-	-
	76	17	6	-	-	-
LAW ON TOW-TRUCKS	12	14	42	24	7	1
	8	9	33	26	14	4
	7	14	31	33	13	1

TABLE A - The % of responses in each category.

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

	Mean	Mode	No. of Responses	No Answer
C.O.	5.4	6	100	-
O-C.	5.2	6	256	16
Con.	5.0	6	172	2
C.O.	5.2	6	100	-
O-C.	4.8	6	256	16
Con.	4.5	4	172	2
C.O.	5.4	6	100	-
O-C.	4.9	6	256	16
Con.	5.0	6	172	2
C.O.	5.3	6	100	-
O-C.	4.9	6	256	16
Con.	5.1	6	172	2
C.O.	5.5	6	100	-
O-C.	5.6	6	256	16
Con.	5.5	6	172	2
C.O.	5.7	6	100	-
O-C.	5.7	6	256	16
Con.	5.7	6	172	2
C.O.	3.9	4	100	-
O-C.	3.5	4	256	16
Con.	3.6	3	172	2

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses (vii)

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

-294-

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of Limited Use	Not Essential
	6	5	4	3	2	1
INTERCEPTING AND STOPPING THE TRAFFIC OFFENDER	43	22	28	6	1	-
	44	22	23	4	0.8	0.4
	32	22	27	16	0.6	0.6
DANGEROUS DRIVING	60	25	13	1	1	-
	52	25	15	0.8	0.4	-
	48	30	17	4	-	-
HEALTH ACT - OFFENCES AND POLICE POWERS	60	24	14	2	-	-
	49	25	16	4	-	-
	58	27	9	4	2	-
DRUG SQUAD DEMONSTRATION	23	20	38	18	1	-
	16	18	31	21	6	1
	15	23	23	28	8	0.6
COMMONWEALTH LEGISLATION	14	20	38	23	4	1
	7	7	34	30	11	4
	5	11	28	35	19	2
ONUS OF PROOF	51	21	24	4	-	-
	34	18	30	12	0.8	-
	36	24	26	11	2	0.6
CRIMINAL RESPONSIBILITY	69	14	15	2	-	-
	45	20	24	5	-	-
	51	23	19	5	0.6	-

TABLE A - The % of responses in each category.

	Mean	Mode	No. of Responses	No Answer
C.O.	4.9	6	100	-
O-C.	5.0	6	256	16
Con.	4.6	6	172	3
C.O.	5.4	6	100	-
O-C.	5.3	6	256	16
Con.	5.2	6	172	2
C.O.	5.4	6	100	-
O-C.	5.2	6	256	-
Con.	5.3	6	172	2
C.O.	4.4	4	100	-
O-C.	4.1	4	256	17
Con.	4.0	3	172	6
C.O.	4.1	4	100	-
O-C.	3.5	4	256	16
Con.	3.4	3	172	2
C.O.	5.1	6	100	-
O-C.	4.7	6	256	16
Con.	4.7	6	172	2
C.O.	5.5	6	100	-
O-C.	5.1	6	256	16
Con.	5.1	6	172	2

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses

(viii)

-295-

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of Limited Use	Not Essential
	6	5	4	3	2	1
POLICE NOTEBOOKS - ISSUE OF AND DUTIES	57	22	18	3	-	-
	49	14	25	6	0.4	-
	37	22	22	17	2	-
TAKING THE COMPLAINT	56	29	13	1	1	-
	54	20	19	1	-	-
	34	29	26	9	1	-
CRIME REPORTS AND SUPPLEMENTARY REPORTS	49	35	15	1	-	-
	45	23	23	2	0.4	-
	38	27	26	6	0.6	-
PRINCIPLES OF INVESTIGATION	41	25	28	4	2	-
	40	22	26	5	0.8	-
	26	26	31	12	3	-
STATEMENTS	58	24	15	3	-	-
	45	27	19	2	-	-
	52	29	16	2	-	-
EXHIBITS	55	24	18	2	1	-
	32	24	29	8	-	-
	34	29	27	8	0.6	-
CALLS FOR ASSISTANCE	31	29	34	4	-	-
	30	19	35	8	0.4	-
	31	27	27	12	1	-

TABLE A - The % of responses in each category.

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

	Mean	Mode	No. of Responses	No Answer
C.O.	5.3	6	100	-
O-C.	5.1	6	256	16
Con.	4.7	6	172	2
C.O.	5.3	6	100	-
O-C.	5.3	6	256	16
Con.	4.8	6	172	2
C.O.	5.3	6	100	-
O-C.	5.1	6	256	18
Con.	4.9	6	172	3
C.O.	4.9	6	100	-
O-C.	5.0	6	256	18
Con.	4.5	4	172	3
C.O.	5.3	6	100	-
O-C.	5.2	6	256	18
Con.	5.3	6	172	2
C.O.	5.3	6	100	-
O-C.	4.8	6	256	18
Con.	4.8	6	172	2
C.O.	4.8	4	100	1
O-C.	4.7	4	256	18
Con.	4.7	6	172	2

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses (ix)

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

-296-

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of limited Use	Not Essential
	6	5	4	3	2	1
PRINCIPLES OF INTERROGATION	39	35	21	4	1	-
	32	25	25	10	0.8	-
	29	26	28	12	3	0.6
INTERROGATION TECHNIQUES	31	39	27	2	1	-
	30	26	25	11	0.8	-
	28	26	28	12	4	0.6
IDENTIFICATION OF OFFENDERS	46	23	24	6	1	-
	32	27	28	6	0.8	-
	26	21	34	13	4	-
JUDGES RULES	76	21	3	-	-	-
	49	21	21	2	-	-
	56	29	9	4	0.6	-
CONFESSIONAL STATEMENTS	68	23	8	-	-	-
	44	23	21	3	2	-
	55	29	12	2	0.6	-
MAKING OF NOTES IN OFFICIAL NOTEBOOK	77	15	7	1	-	-
	64	16	12	2	-	-
	62	19	14	3	1	-
RECORDS OF INTERVIEW	65	17	17	1	-	-
	45	23	21	4	0.8	-
	55	25	13	3	2	-

TABLE A - The % of responses in each category.

	Mean	Mode	No. of Responses	No Answer
C.O.	5.0	6	100	-
O-C.	4.8	6	256	19
Con.	4.6	6	172	3
C.O.	4.9	5	100	-
O-C.	4.7	6	256	19
Con.	4.6	4	172	3
C.O.	5.0	6	100	-
O-C.	4.8	6	256	18
Con.	4.5	4	172	4
C.O.	5.7	6	100	-
O-C.	5.2	6	256	19
Con.	5.3	6	172	2
C.O.	5.6	6	100	1
O-C.	5.1	6	256	18
Con.	5.3	6	172	2
C.O.	5.6	6	100	-
O-C.	5.5	6	256	17
Con.	5.3	6	172	2
C.O.	5.4	6	100	-
O-C.	5.1	6	256	18
Con.	5.2	6	172	2

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses (x)

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

-297-

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of Limited Use	Not Essential
	6	5	4	3	2	1
JOINDER OF CHARGES	19	26	35	15	5	-
	18	22	33	15	4	1
	28	22	39	8	2	-
BENCH CHARGE SHEETS	36	26	31	7	-	-
	30	21	30	10	2	0.4
	44	20	27	7	0.6	-
BRIEFS	72	18	10	-	-	-
	58	25	9	2	-	-
	63	23	12	1	-	-
HAND-UP BRIEFS	39	28	30	2	1	-
	38	26	23	5	0.4	0.4
	44	26	22	5	2	-
LAW ON EVIDENCE GENERALLY	42	29	24	4	1	-
	34	22	30	6	0.8	-
	26	31	29	12	2	-
EVIDENCE OF FRESH COMPLAINT	35	23	29	10	3	-
	24	22	37	8	1	0.8
	29	24	31	12	3	-
USE OF NOTES WHEN GIVING EVIDENCE	56	26	15	3	-	-
	50	18	21	4	-	-
	59	24	13	4	-	-

TABLE A - The % of responses in each category.

	Mean	Mode	No. of Responses	No Answer
C.O.	4.3	4	100	-
O-C.	4.3	4	256	19
Con.	4.6	4	172	2
C.O.	4.9	6	100	-
O-C.	4.7	4	256	18
Con.	5.0	6	172	2
C.O.	5.6	6	100	-
O-C.	5.4	6	256	17
Con.	5.4	6	172	2
C.O.	5.0	6	100	-
O-C.	5.0	6	256	19
Con.	5.0	6	172	2
C.O.	5.0	6	100	-
O-C.	4.8	6	256	18
Con.	4.6	5	172	2
C.O.	4.7	6	100	-
O-C.	4.6	4	256	18
Con.	4.6	4	172	2
C.O.	5.3	6	100	-
O-C.	5.2	6	256	18
Con.	5.4	6	172	2

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses (xi)

-298-

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of Limited Use	Not Essential
	6	5	4	3	2	1
EVIDENCE ACT 1977	20	19	40	17	3	1
	13	17	35	24	3	0.8
	10	17	33	29	7	2
INTERPRETERS	6	23	37	26	8	-
	5	9	29	32	16	1
	4	12	30	34	18	1
COURT CONDUCT	42	21	27	8	2	-
	27	21	31	13	1	-
	29	17	24	25	5	-
RESTITUTION	10	15	41	28	5	1
	7	13	32	31	9	1
	14	19	35	26	5	-
COURT ORDERLY	8	19	35	29	8	1
	9	13	31	28	11	0.8
	14	12	30	33	9	0.6
COMMITTAL PROCEEDINGS	18	21	39	19	2	1
	14	16	36	22	6	0.8
	17	21	34	21	6	-
LICENSE SURRENDER ETC.	13	12	51	22	1	1
	11	13	36	25	7	1
	17	24	32	22	4	-

TABLE A - The % of responses in each category.

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

	Mean	Mode	No. of Responses	No Answer
C.O.	4.3	4	100	-
O-C.	4.1	4	256	18
Con.	3.8	4	172	5
C.O.	3.9	4	100	-
O-C.	3.4	3	256	19
Con.	3.4	3	172	2
C.O.	4.9	6	100	-
O-C.	4.6	4	256	18
Con.	4.4	6	172	2
C.O.	3.9	4	100	-
O-C.	3.7	4	256	18
Con.	4.1	4	172	3
C.O.	3.8	4	100	-
O-C.	3.7	4	256	18
Con.	3.8	3	172	2
C.O.	4.3	4	100	-
O-C.	4.0	4	256	18
Con.	4.2	4	172	3
C.O.	4.1	4	100	-
O-C.	3.9	4	256	18
Con.	4.2	4	172	2

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses (xii)

-299-

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of Limited Use	Not Essential
	6	5	4	3	2	1
MENTAL HEALTH ACT	28	15	48	7	2	-
	26	17	35	12	2	0.4
	19	27	28	19	6	-
POTENTIAL SUICIDES	14	19	44	16	6	-
	15	13	36	23	6	0.4
	17	15	33	26	7	1
DEATHS	31	28	34	5	1	-
	32	19	34	7	1	-
	36	24	30	8	1	-
VISIT TO MORGUE	15	5	35	33	11	1
	15	9	27	29	11	3
	32	18	29	14	5	0.6
ETHICS AND PROFESSIONALISATION	35	19	28	18	-	-
	27	15	31	15	5	1
	21	24	25	23	2	1
POLICE AND THE PUBLIC	52	26	17	4	1	-
	45	20	23	6	-	-
	31	20	23	17	5	0.6
PREMISES FOUND OPEN	17	16	41	24	2	-
	16	16	40	19	2	0.4
	13	20	41	19	4	1

TABLE A - The % of responses in each category.

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

	Mean	Mode	No. of Responses	No Answer
C.O.	4.6	4	100	-
O-C.	4.5	4	256	18
Con.	4.3	4	172	2
C.O.	4.1	4	100	-
O-C.	4.0	4	256	18
Con.	4.0	4	172	2
C.O.	4.8	4	100	-
O-C.	4.7	4	256	18
Con.	4.8	6	172	2
C.O.	3.7	4	100	-
O-C.	3.7	3	256	18
Con.	4.5	6	172	2
C.O.	4.7	6	100	-
O-C.	4.4	4	256	19
Con.	4.3	4	172	5
C.O.	5.2	6	100	-
O-C.	5.1	6	256	17
Con.	4.5	6	172	4
C.O.	4.2	4	100	-
O-C.	4.2	4	256	18
Con.	4.1	4	172	2

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses (xiii)

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of Limited Use	Not Essential
	6	5	4	3	2	1
ACTIVE PATROL	30 31 23	32 25 17	30 31 40	7 7 15	1 0.4 3	- - 1
ANSWERING CALLS	28 31 16	20 19 22	42 34 33	9 9 23	1 0.4 4	- - 0.6
PURSUIING SUSPECTS ON FOOT	15 21 13	20 16 20	31 34 36	27 18 24	4 4 5	3 0.8 -7
ACTIVITY REPORT CARDS	15 13 15	26 14 16	41 39 36	14 24 27	4 3 5	- 0.8 0.6
VISIT BY DOG SQUAD	1 6 10	10 5 11	31 23 27	44 35 30	12 18 17	2 6 2
BEAT DUTY	15 16 12	17 13 16	41 38 32	23 22 26	3 4 12	1 1 2
MOTOR VEHICLE SEARCH	31 27 23	19 23 26	42 30 30	6 12 17	2 1 2	- - -

TABLE A - The % of responses in each category.

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

	Mean	Mode	No. of Responses	No Answer
C.O.	4.8	5	100	-
O-C.	4.8	4	256	18
Con.	4.4	4	172	2
C.O.	4.6	4	100	-
O-C.	4.7	4	256	18
Con.	4.2	4	172	2
C.O.	4.0	4	100	-
O-C.	4.3	4	256	18
Con.	4.1	4	172	3
C.O.	4.3	4	100	-
O-C.	4.0	4	256	18
Con.	4.0	4	172	2
C.O.	3.3	3	100	-
O-C.	3.2	3	256	19
Con.	3.5	3	172	4
C.O.	4.1	4	100	-
O-C.	4.1	4	256	18
Con.	3.8	4	172	2
C.O.	4.7	4	100	-
O-C.	4.6	4	256	18
Con.	4.5	4	172	2

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses (xiv)

-301-

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of Limited Use	Not Essential
	6	5	4	3	2	1
MOTORISED SUSPECT	29 24 23	21 19 23	41 40 35	7 10 14	2 1 3	- - -
TELEPHONE MANNERS	42 36 16	23 16 18	23 29 24	10 11 25	2 2 11	- - 5
REPORTING FOR DUTY	35 43 16	23 14 13	36 24 28	4 9 24	2 2 13	- 0.8 4
DOMESTIC DISTURBANCES	44 47 53	24 20 24	26 21 14	6 5 6	- - 2	- - -
ABORIGINAL ISSUES	17 20 13	19 18 14	39 33 24	19 16 28	6 4 11	- 0.8 9
ETHNIC/MULTI-CULTURAL ISSUES	10 30 17	22 13 14	39 34 38	22 13 21	6 2 8	1 - 0.6
FINGERPRINTING	27 68 54	23 15 19	32 9 20	15 1 4	2 - 1	1 - -

TABLE A - The % of responses in each category.

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

	Mean	Mode	No. of Responses	No Answer
C.O.	4.6	4	100	-
O-C.	4.5	4	256	17
Con.	4.4	4	172	4
C.O.	4.9	6	100	-
O-C.	4.8	6	256	17
Con.	3.8	3	172	2
C.O.	4.8	4	100	-
O-C.	4.9	6	256	18
Con.	3.8	4	172	3
C.O.	5.0	6	100	-
O-C.	5.1	6	256	18
Con.	5.2	6	172	2
C.O.	4.2	4	100	-
O-C.	4.3	4	256	19
Con.	3.6	3	172	3
C.O.	4.0	4	100	-
O-C.	4.5	4	256	17
Con.	4.1	4	172	2
C.O.	4.5	4	100	-
O-C.	5.6	6	256	18
Con.	5.2	6	172	2

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses (xv)

-302-

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of Limited Use	Not Essential
	6	5	4	3	2	1
PRESERVING CRIME SCENE	78	13	7	2	--	-
	13	9	34	23	9	4
	8	13	25	31	17	5
GAS EXAMINATION	9	16	41	23	9	2
	9	7	33	29	11	4
	5	9	23	37	16	5
SEQEB	8	13	37	31	9	2
	8	9	36	27	10	3
	8	11	27	35	11	4
FIRE BRIGADE	4	14	43	27	9	3
	16	15	32	22	6	2
	8	15	34	33	7	1
SCIENTIFIC SECTION	26	19	37	12	4	1
	55	11	22	5	0.8	-
	49	19	22	6	2	-
WEAPON HANDLING	55	15	26	3	1	-
	7	11	36	31	7	1
	7	14	30	29	13	5
PLAN DRAWING	3	15	38	32	10	2
	20	17	39	14	2	0.4
	20	16	35	20	6	2

TABLE A - The % of responses in each category.

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

	Mean	Mode	No. of Responses	No Answer
C.O.	5.6	6	100	-
O-C.	3.8	4	256	19
Con.	3.4	3	172	3
C.O.	3.8	4	100	-
O-C.	3.6	4	256	19
Con.	3.3	3	172	10
C.O.	3.7	4	100	-
O-C.	3.6	4	256	19
Con.	3.5	3	172	8
C.O.	3.6	4	100	-
O-C.	4.0	4	256	19
Con.	3.8	4	172	4
C.O.	4.4	4	100	-
O-C.	5.2	6	256	18
Con.	5.0	6	172	2
C.O.	5.2	6	100	-
O-C.	3.7	4	256	18
Con.	3.5	4	172	4
C.O.	3.6	4	100	-
O-C.	4.3	4	256	18
Con.	4.1	4	172	3

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses (xvi)

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of Limited Use	Not Essential
	6	5	4	3	2	1
POLICE COMMUNICATION	20 4 9	24 12 13	40 29 31	15 34 29	1 10 12	- 4 5
STATE EMERGENCY SERVICE	4 31 38	14 19 18	41 31 24	32 10 11	7 2 5	2 4 2
DRIVER TRAINING	26 9 11	31 14 10	32 32 30	8 23 27	2 11 16	1 3 5
POLICE MEDIA	5 8 12	26 11 15	37 23 20	23 30 27	9 13 16	- 9 7
PLANNING AND RESEARCH AND COMPUTERS	14 13 12	13 15 11	24 32 20	35 24 31	12 7 15	2 2 6
COMMUNITY SERVICE	12 9 5	19 7 6	37 27 19	25 25 29	6 21 30	1 6 9
DRILL	6 20 19	12 23 17	34 32 28	29 14 24	17 3 7	2 1 2

TABLE A - The % of responses in each category.

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

	Mean	Mode	No. of Responses	No Answer
C.O.	4.4	4	100	-
O-C.	3.5	3	256	19
Con.	3.6	4	172	2
C.O.	3.7	4	100	-
O-C.	4.7	6	256	18
Con.	4.6	6	172	2
C.O.	4.6	4	100	-
O-C.	3.7	4	256	19
Con.	3.5	4	172	4
C.O.	3.9	4	100	-
O-C.	3.4	3	256	19
Con.	3.5	3	172	6
C.O.	3.7	3	100	-
O-C.	3.9	4	256	18
Con.	3.5	3	172	9
C.O.	4.0	4	100	-
O-C.	3.3	4	256	18
Con.	2.9	2	172	2
C.O.	3.5	4	100	-
O-C.	4.4	4	256	19
Con.	4.1	4	172	3

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses

(xvii)

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

-304-

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of Limited Use	Not Essential
	6	5	4	3	2	1
ORAL COMMUNICATION SKILLS	32	20	32	14	2	-
	30	23	30	9	0.4	0.8
	25	22	27	20	4	2
WRITTEN COMMUNICATION SKILLS	41	30	23	5	1	-
	7	5	30	34	15	2
	66	12	28	30	20	3
FIELD CRAFT - MAP READING ETC.	3	8	37	38	10	4
	20	12	31	22	7	0.8
	30	24	27	13	4	0.6
FIRST-AID	16	15	42	21	3	3
	14	14	36	23	4	2
	11	9	22	22	19	15
HUMAN RELATIONS	16	16	36	28	3	1
	14	18	37	21	3	0.8
	36	27	26	9	0.6	-
PHYSICAL EDUCATION	12	18	47	21	2	-
	29	16	32	13	3	1
	72	16	8	1	0.6	-
PRACTICAL EXERCISES	38	26	22	13	-	-
	51	23	16	2	0.4	-
	56	26	13	2	-	-

TABLE A - The % of responses in each category.

	Mean	Mode	No. of Responses	No Answer
C.O.	4.6	4	100	-
O-C.	4.7	6	256	17
Con.	4.3	4	172	2
C.O.	5.0	6	100	-
O-C.	3.4	3	256	18
Con.	3.4	3	172	2
C.O.	3.4	3	100	-
O-C.	4.1	4	256	18
Con.	4.6	6	172	2
C.O.	4.1	4	100	-
O-C.	4.0	4	256	19
Con.	3.2	4	172	4
C.O.	4.1	4	100	-
O-C.	4.1	4	256	18
Con.	4.8	6	172	2
C.O.	4.1	4	100	-
O-C.	4.5	4	256	19
Con.	5.6	6	172	4
C.O.	4.8	6	100	1
O-C.	5.3	6	256	17
Con.	5.3	6	172	5

TABLE B - Raw Numbers

COURSE CONTENT - A summary of police responses

(xviii)

C.O. = Commissioned Officers
 O-C. = Officers-in-Charge
 Con. = Constables

-305-

Subject area in pre-service course	Essential	Very Significant	Important	Useful	Of Limited Use	Not Essential
	6	5	4	3	2	1
REPORT WRITING	55	31	12	2	-	-
	6	11	36	28	8	4
	12	13	32	26	12	4
FORENSIC SCIENCE	16	26	27	22	7	2
	11	10	29	30	7	6
	30	17	29	15	5	2
SPORT	7	7	34	39	9	4
	40	18	24	9	1	1
	56	19	10	2	3	0.6
STATIONS EXPERIENCE	26	26	34	10	3	1
	34	22	32	5	0.4	-
	51	24	15	8	0.6	0.6
TYPING	27	23	40	9	1	-
	48	18	21	6	-	-
	58	19	17	4	1	-
FIREARMS TRAINING	46	27	20	7	-	-
	5	7	36	31	10	4
	5	11	29	31	17	4

TABLE A - The % of responses in each category.

	Mean	Mode	No. of Responses	No Answer
C.O.	5.3	6	100	-
O-C.	3.6	4	256	20
Con.	3.7	4	172	2
C.O.	4.1	4	100	-
O-C.	3.6	3	256	19
Con.	4.4	6	172	2
C.O.	3.5	3	100	-
O-C.	4.8	6	256	19
Con.	5.3	6	172	16
C.O.	4.5	4	100	-
O-C.	4.8	6	256	17
Con.	5.1	6	172	2
C.O.	4.6	4	100	-
O-C.	5.1	6	256	18
Con.	5.3	6	172	2
C.O.	5.1	6	100	-
O-C.	3.5	4	256	19
Con.	3.4	3	172	7
C.O.				
O-C.				
Con.				

TABLE B - Raw Numbers

END

END