

Good Practices in Basic Police Training – Curricula Aspects

by the Senior Police Adviser to the OSCE Secretary General

SPMU Publication Series Vol.5

- The Organization for Security and Co-operation in Europe works for **stability, prosperity and democracy** in 56 States through political dialogue about shared values and through practical work that makes a lasting difference



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Preface

Since its establishment in 2002, the OSCE's Strategic Police Matters Unit (SPMU) has provided assistance to national police services of OSCE participating States, particularly those of the countries of South-eastern Europe, Southern Caucasus and Central Asia.

Police training, especially basic training, is a cornerstone of this assistance for it ensures that recruits gain their initial police knowledge and skills in light of best international practice.

With this in mind, the SPMU created this guide, *Good Practices in Basic Police Training – Curricula Aspects*, which integrates best practices into a basic police training curriculum. The guide lays out a set of minimum standards, providing a common platform for improving national basic police training models. As such, it is a practical follow-up to the principles and recommendations provided in the *Guidebook on Democratic Policing* by the Senior Police Adviser to the OSCE Secretary General.

This guide aims to enhance the general culture of policing in OSCE participating States, making policing models more democratic and public oriented to ensure greater security and more effective crime prevention.

A handwritten signature in black ink, appearing to read 'Kevin Carty' with a stylized flourish at the end.

Kevin Carty
Senior Police Adviser to the OSCE Secretary General

Acknowledgements

The OSCE Senior Police Adviser, Mr. Kevin Carty, developed this guide together with police training experts from OSCE participating States and partner organizations in order to distil best practices in a basic police training curriculum in democratic societies.

This guide draws on information from law enforcement departments of OSCE participating States, national police training institutions and international research, including that carried out under the authority of the European Police College; an analysis of European systems of police education and training conducted by Prof. Milan Pagon and his research team in 17 European countries (1996); and several documents from the US Commission on Accreditation for Law Enforcement Agencies.

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Executive Summary

The *Good Practices in Basic Police Training – Curricula Aspects* guide provides police educators with a core curriculum for basic police training for recruits aiming to become uniformed police personnel in democratic societies.

A companion piece to the *Guidebook on Democratic Policing*, it details the topics uniformed police personnel must master to enable them to serve effectively in the field, ensuring public security and order while respecting the law and human rights.

Uniformed police are predominantly responsible for maintaining order and safety in public places and at public events. In particular, the competencies of the uniformed police might include:

- To maintain law and order in public areas;
- To act as a traffic authority and control traffic and transport;
- To provide the best possible policing service to the local community to ensure people's safety and to protect their life and property, taking into consideration the different needs of different groups (for example, ethnicity, language, sex and age);
- To co-operate with local society to prevent, detect and suppress crimes;
- To ensure the first response to the crime scene as soon as a crime is reported to the police; to secure the crime scene before police investigators and technical experts arrive;
- To act according to the law, recognize unlawful acts, detect offenders and properly use police powers;
- To exercise authority and available powers to resolve cases of minor offences;
- To contribute to the prevention and investigation of minor offences;
- To exercise authority powers in cases of production, sale and use of certain devices and materials that pose a threat to public security;
- To aid and assist in emergencies of all kinds and in the event of a major threat;
- To provide protection against acts that imminently endanger or harm the life or bodily integrity of persons or the security of property;
- To provide information and help to those in need of such assistance.

Drawn from best practices across the OSCE region, the *Basic Police Training – Curricula Aspects* guide outlines the core components of a basic police training programme, to be used to compare with national basic police training models and improve them. It employs a modular approach, with each learning component laid out in easy-to-view blocks. The guide elaborates on the goal, objective and points to be addressed within each of the topics and, if appropriate, provides references to relevant sources. These references are not exhaustive, but focus on key organizations or documents.

The guide recognizes that uniformed police personnel's day-to-day decision-making and actions are based on underlying values, sound judgment and a set of learned skills and knowledge.

The guide is therefore divided into three sections. The first examines the values and ethics at the heart of democratic policing. The second explores how police personnel might exercise judgment in different practical settings based on these values and ethics. The third focuses on policing skills and encompasses baseline requirements, patrolling, basic investigation and procedure and field training.

I – Values and Ethics

Uniformed police members are given the responsibility by a democratic government to protect the rights of citizens and enforce the law of the state. Their daily policing should be based on democratic values.

Those values ensure fair and impartial treatment of all individuals, sensitivity to racial, ethnic, sexual, gender and religious factors, with an awareness of cultural diversity and discrimination. They reflect a respect for fundamental human rights, integrity and police codes of conduct.

II – Values and Ethics in Action

The police are the most visible manifestation of government authority responsible for public security, with front-line personnel – such as the patrol service, traffic, community or protection police service – in day-to-day contact with citizens. The skill with which they perform their duties will determine the public perception – positive or negative – of the national police service.

Their on-the-job decision-making and actions should reflect sound judgment guided by the values and ethics already discussed. This section explores how ethical and value-based decision-making should look in practice in different, and often sensitive, settings, such as in working with juveniles, victims or in cases of civil disturbance.

III – Policing Skills

Basic police training must include practical skills. Developed professional skills equip uniformed police members to meet and respond more automatically to typical challenges and situations by consistently using proven techniques. These skills also prepare them to follow a reasonable course of action in emergencies and under non-standard conditions.

III.1 Baseline Requirements

Uniformed police must master an array of baseline skills in order to perform their duties. These include the use of equipment, communication and self-management skills and the proper use of firearms.

III.2 Patrolling

Front-line police personnel need patrolling skills to perform their daily jobs. These include in-depth knowledge of general procedures, traffic law, how to conduct searches as well as what to do as a first responder to a major incident.

III.3 Basic Investigation and Procedure

Uniformed police personnel require solid knowledge of state and local police-related laws and applicable policies. They must have a command of the basics of criminal investigation and procedure as well as the gathering of evidence.

III.4 Field Training

Field training is an integral part of basic police training and one of its key components. Field training allows trainees to apply the knowledge and skills learned in the classroom to real police work.

Glossary

Clarification of some terms used in this document (not intended as definitions):

Basic Police Training

The very first type of general police education or training provided to newly recruited police members of commissioned or non-commissioned categories upon joining the police service, aimed at teaching them basic police competencies.

It does not include any separate special courses or training of a basic nature that are focused on providing specific knowledge and/or skills for law enforcement personnel in a specific area of policing (for example, in the sphere of drugs, trafficking in human beings or management).

Basic Police Training Institution

Any law enforcement educational or training establishment (for example, police academy, public safety academy, police college, police school or police training centre) that provides basic police training.

Certificate/Certification

A document issued to a person completing, as a rule, a short course of study not leading to a diploma.

Course

A training unit on a particular topic and of any duration, using learning/teaching activities, such as a specified number of lessons, lectures, practical exercises, study visits, discussions, group work and assignments to be studied.

Curriculum

Interrelated subjects/disciplines combination that provide trainees with the necessary knowledge, skills and experience to perform their duties or meet their post requirements.

Diploma

A document issued by a law enforcement educational or training establishment testifying that the recipient has earned a degree or has successfully completed a particular, substantial programme of study.

Police-Public Partnership

A philosophy and organizational strategy that promotes a partnership-based collaborative approach between the police and the community to more effectively and efficiently identify and solve problems, reduce crime and the fear of crime, and improve the overall quality of life in the community and public satisfaction with the police service.

Police Service

A major police agency operating within a specific jurisdiction charged with maintaining public order and safety in the jurisdiction and tracking down offenders and criminals. Depending on the national law enforcement framework, it may be associated with more specific structures, including, but not limited to, military police, border police, etc.

Practicum

Supervised practical application of previously studied theory

Programme

A training, or educational, course, or a combination of both, specifically aimed at delivering special knowledge and skills to participants, thus having a significant positive impact on how they perform their daily duties.

Uniformed Police

The structural part of the police service predominantly responsible for maintaining order and safety in public places and at public events. They are in close and visible day-to-day contact with people and so, as a rule, wear uniforms to perform their normal duties. In many countries, the uniformed police include members of the patrolling police, traffic police and community police.

I. Values and Ethics

As agents of the state, uniformed police members are given the responsibility by a democratic government to protect the rights of citizens and enforce the law of the state. Their daily on-the-job decision-making should be based on democratic values, adherence to the rule of law and respect for human rights.

Those values ensure fair and impartial treatment of all individuals, sensitivity to racial, ethnic, sexual, gender and religious factors, with awareness of cultural diversity and discrimination. They reflect a respect for fundamental human rights, integrity and police codes of conduct.

Human Rights

Human rights are rights that derive from the inherent dignity and worth of the human person; they are universal, inalienable and equal.

The principle of respect for human dignity is the foundation of any national or international text on the protection of fundamental rights. Human dignity is inviolable; there can be no exception, nor can any limit be imposed, even where law and order is concerned. The possession of human dignity carries certain immutable moral obligations. These concern the treatment of all other human beings, the duty to preserve life, liberty and the security of persons. To preserve peace and stability in their respective states and to gain trust and support from the citizens, the police must respect, protect and promote human rights.

Within a legal framework, human rights are enshrined in international human rights instruments. The most well known are the *Universal Declaration of Human Rights*, the *International Covenant on Economic, Social and Cultural Rights*, the *International Covenant on Civil and Political Rights*, the *European Convention for the Protection of Human Rights and Fundamental Freedoms* and instruments dealing with specific aspects of human rights protection.

Police behaviour must be legal, necessary and proportionate to best protect the rights and freedoms of citizens. Citizens in a democratic society must be treated fairly and protected by the police, and in the case of criminal acts, treated by the police as suspects, not as criminals.

One role of the police is to protect human rights by maintaining social order so that all human rights of every category can be enjoyed. In other words, whereas the protection of human rights is a police function, the requirement to respect human rights affects the ways in which the police fulfil all of their functions.

Learning Goal:

To familiarize trainees with the legal framework for protecting human rights in law enforcement. To discuss and raise awareness about human dignity, and how this issue affects daily conduct.

Learning Objectives:

The trainee will learn about human rights instruments (international, regional and state instruments and non-treaty documents), the principles of non-discrimination, and the groups requiring special protection or treatment. Trainees will learn to identify situations in which the uniformed police may legally restrict an individual's right to liberty. Trainees will also learn the role of the police regarding human rights and be able to identify the fundamental human rights principles involved in police investigations. Finally, trainees will become acquainted with the laws protecting human dignity.

Points to be addressed:

How a democratic society works; categories of human rights – civil and political; economic and social; environmental; cultural and developmental rights; types of rights – to life; freedom from torture and ill treatment; liberty; freedom of thought, conscience, religion and peaceful assembly; to a fair trial; to work, education and community participation; the presumption of innocence; the rights of the arrested person, minorities, women and children; experience with authority figures, protecting society's outcasts; respect for privacy of information.

Sources:

- *Universal Declaration of Human Rights*
- *International Covenant on Economic, Social and Cultural Rights*

- International *Covenant on Civil and Political Rights*
- Council of Europe, *Convention for the Protection of Human Rights and Fundamental Freedoms*

Democratic Policing

In addition to keeping the peace and protecting public safety for society at large, police in a democratic society also help guarantee individual and collective rights and freedoms, protect people and their property and defend the democratic institutions on which the state's legitimacy is based. Police personnel enhance the legitimacy of the state if they demonstrate in their daily work that they are responsive to public needs and expectations and use the authority of the state in the people's interests. The fair and impartial treatment by the police toward all wins respect, support and co-operation and enables the police to gain the trust and confidence of the public.

Democratic policing requires that police be and consider themselves to be accountable to citizens, their representatives, the state and the law. Therefore, police activities, ranging from the behaviour of individual police officers to police strategies and policies, human resource and budget management, must be transparent and open to scrutiny by a variety of oversight institutions.

Learning Goal:

To familiarize trainees with the standards of democratic policing that are consistent with the principles of a democratic framework, as opposed to authoritarian policing models.

Learning Objectives:

Trainees will learn to outline the fundamental principles of democratic policing. They will be able to explain the concepts of representation, responsiveness, accountability and transparency as fundamental duties of the police within democracies. Trainees will be able to outline the points or principles that help support democratic institutions, aiding in implementing democratic policing.

Points to be addressed:

The foundation of policing; principles of democratic policing; rights of the individual; practical steps for implementing the principles provided; rule of law; restriction of individual rights; freedom of opinion and expression; public approval; public co-operation and respect; accountability; political independence and impartiality; peaceful assembly and association; the right to freedom of thought; conscience and religion.

Sources:

- *Guidebook on Democratic Policing* by the Senior Police Adviser to the OSCE Secretary General (2006)
- OSCE High Commissioner on National Minorities (HCNM), *Recommendations on Policing in Multi-Ethnic Societies* (2006)
- Council of Europe, *Convention for the Protection of Human Rights and Fundamental Freedoms*

Police-Public Partnership

Through police-public partnerships, police engage with citizens in a friendly, open and personal manner, gaining their respect, trust and confidence. When community members are involved, they feel a sense of ownership of policing issues and pride in promoting safety. The philosophy is one of full-service and personalized policing, where citizens feel empowered to work in active partnerships with the police, solving problems of crime, the fear of crime, disorder and decay.

In turn, the police may also need community resources and information. When the community and the police truly work together for the common good, the police can serve the community better. This mutual co-operation helps improve the community's sense of security and safety, and enhances the relationships among young people, senior citizens, cultural, ethnic and religious organizations and government agencies.

Learning Goal:

To provide trainees with an awareness of police-public partnerships and their principles.

Learning Objectives:

Trainees will learn the concept of police-public partnership and outline the principles associated with it. They

will gain an in-depth understanding of possible ways to implement the concept. Further, trainees will be introduced to a problem-solving model and learn to apply it to a real situation.

Points to be addressed:

The reactive versus pro-active approach to policing; the benefits of community policing; problem-solving approaches to police-public partnerships; creating positive relationships with organizations, agencies, institutions and individuals; meaning of the terms 'police force' and 'police service'; forms of commitment to the community; problem-solving models to simulated community problems; direct and indirect clients; recognition of citizens' safety needs; recognition of special needs; limitations and discretion used when communicating with the community and its citizens, engaging with national minorities.

Skills development: communication; languages; listening to different opinions; trust-building, mediating in conflicts; developing creative approaches to community concerns (organizing community groups, problem-solving, translating general mandates into appropriate action, conveying community concerns to police leadership and other stakeholders).

Source:

– *Guidebook Good practices in Building Police-Public Partnership by the Senior Police Adviser to the OSCE Secretary General (2008)*

Cultural Diversity

A. General

Cultural diversity refers to the different individual life practices relating to ethnicity, religion, gender, age, physical ability or disability and sexual orientation. Discrimination can mean any distinction, exclusion, restriction or preference based on these different practices. Enhancing cultural diversity means seeing people as individuals, embracing their uniqueness, and taking into consideration their individual rights and dignity. The police must be sensitive to the needs of ethnic groups and assist them when victimized due to unfair stereotyping. Although the police cannot completely avoid myths and stereotypes, it can set such preconceptions aside through improved understanding.

Learning Goal:

To enhance trainees' knowledge of the challenges associated with policing in multi-ethnic societies and to provide them with tools to deal with such matters. To help them gain knowledge, adopt attitudes and develop skills to become more culturally aware.

Learning Objectives:

Trainees will learn the responsibilities of the police when working in multi-ethnic societies and get familiar with the means by which the police can improve relations between ethnic minorities and themselves.

Points to be addressed:

Racial profiling; theory of prejudice; frustration/aggression hypothesis; ethnocentrism; scapegoats, stereotypes and social distance; self-hatred; institutionalized discrimination; cognitive distance; situation pressures theory; prejudice and discrimination; women of different ethnic groups; awareness of one's own stereotypes; awareness of specific religious groups; group gains theory; cultures and subcultures; trust building; cultural barriers; benefits of understanding different cultures; customs and traditions in multi-ethnic and multicultural environments; culture, ethnicity, race, direct and indirect discrimination.

B. Policing in Roma and Sinti Communities

Police members need to be familiar with Roma and Sinti culture in order to improve the often strained relations with these communities. Roma and Sinti people may be the victims of prejudice and stereotyping in local societies in general and in police services in particular, raising serious questions about how well the police and law enforcement institutions respect the law and human rights principles when relating to Roma and Sinti communities.

Learning Goal:

To gain knowledge about the history, culture, mentality and traditional style of life and behaviour of Roma and Sinti people. To familiarize trainees with the specifics of Roma and Sinti society and the potential challenges that may be encountered when dealing with Roma and Sinti individuals, groups and communities.

Learning Objectives:

Trainees will become acquainted with the specifics of Roma and Sinti society and how it may affect the method of policing in these communities. Trainees will also learn about the social sensitivity of the mistreatment of Roma and Sinti individuals and list the means by which the police can improve relations with and service to Roma and Sinti minorities. They will also learn possible ways of establishing and maintaining active communication between the police and Roma and Sinti, both generally and personally.

Points to be addressed:

Racial profiling of Roma and Sinti; history, culture, mentality and traditional style of life and behaviour of Roma and Sinti people; the specifics of their society; prejudice towards and stereotypes of Roma and Sinti people; main obstacles and deficiencies in relations between the Police and the Roma and Sinti people; specifics of policing in Roma communities, in general, and communicating with Roma and Sinti people individually, in particular.

Sources:

- OSCE High Commissioner on National Minorities (HCNM), *Recommendations on Policing in Multi-Ethnic Societies* (2006)
- *Action Plan on Improving the Situation of Roma and Sinti within the OSCE Area* (Maastricht MC 3/03); chapter III. Combating Racism and Discrimination, Provisions regarding the Police.
- EU Race Equality Directive

Gender Issues

For the purposes of this guide, gender involves a set of learned qualities and behaviour expected by society of a female or male. While an individual's sex does not change, gender roles are learned social roles that vary across cultures.

Men and women are entitled to equal enjoyment of all human rights in political, social, cultural, civil and other fields. These rights include: life; equality; liberty and security of the person; equal protection under the law; freedom from discrimination; the highest attainable standard of mental and physical health; just and favourable conditions of work; and freedom from torture and other cruel, inhumane or degrading treatments or punishments.

Gender roles and expectations are often identified as factors hindering the equal rights and status of women with adverse consequences that affect their lives, families, socio-economic status and health. Having a gender equality law in place does not necessarily guarantee that it is practiced; women still face discrimination in many spheres of life. Men and women need a better understanding of gender relations and how inequalities can and should be dealt with.

International conventions address the topic of gender and discrimination. Article 1 of the *Convention on the Elimination of All Forms of Discrimination against Women* (CEDAW), adopted in 1979 by the United Nations General Assembly, defines discrimination against women as "... any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

Learning Goal:

To raise awareness about gender and to increase trainees' sensitivity to gender-specific matters. To provide trainees with an understanding of strategies to end discrimination based on gender.

Learning Objectives:

Trainees will learn to understand the term 'gender equality' and explain how this knowledge may be applied in their daily jobs.

Points to be addressed:

What gender equality is; how to ensure gender equality; recognition and implementation of women's rights as human rights; harassment; sexism; forming true partnerships between men and women; considering the competencies, skills, talents and different needs of both women and men; solving today's problems and preparing for the future; protecting and promoting gender equality; issues women face in the police service; harassment/sexism and reporting procedures.

Sources:

- OSCE *Action Plan for the Promotion of Gender Equality* (2004)
- United Nations *Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)* (1979)
- United Nations Security Council Resolution 1325 on Women, Peace and Security (2000)

Police Ethics and Codes of Conduct

A. Ethics

Ethics, with its standards of conduct and moral judgment, is the basis for principles such as fairness, integrity and transparency. Professional police standards of ethical conduct include commitments to behave honourably and with integrity, steadfastly adhering to high moral principles and professional standards in all aspects of work and professional activity. They should conduct themselves, on and off duty, in such a manner as to maintain trust and confidence. They should avoid practices intended to take undue advantage of others or conflicts of interest. They should uphold the organization's standards and policies and all relevant legislation.

They must never allow feelings, prejudices, animosities or friendships to influence decisions. They must enforce the law courteously and appropriately, without fear, malice or ill will, and never use unnecessary force or violence. Finally, they must be willing to resist temptations to abuse police powers and be willing to adhere to these higher values.

Learning Goal:

To provide trainees with an understanding of ethics and ethical behaviour as it affects daily law enforcement.

Learning Objectives:

Trainees will learn to identify challenges to the police regarding ethical behaviour and explain why an ethics infrastructure, a system that provides incentives for high standards of conduct, is an asset for police members in their daily activities.

Points to be addressed:

Ethics infrastructure; the consequences of not adhering to professional ethics; one's personal value system; conscience; integrity, fairness and impartiality; transparency – internal and external scrutiny; confidentiality; due diligence; ethical risks and actions to manage them; conflict of interest; potential warning signs of unethical practices; control systems; stigmatization of the police service -personal and professional consequences; self-assessment and awareness; limitation of authority; conduct in arresting and dealing with violators; conduct towards the public.

B. Codes of Conduct

The United Nations and the Council of Europe recognized the need for clearly defined policing standards and developed a set of accepted rules or codes of professional ethics. These codes, or sets of standards, that guide police conduct or behaviour, take into consideration the Rule of Law and the principles of human rights and fundamental freedoms.

Learning Goal:

To familiarize trainees with the contents of police codes of conduct and their principles.

Learning Objectives:

Trainees will learn to define and outline the general principles of police codes of conduct and their purpose. Further, they will identify areas for which police personnel are responsible with respect to conduct and behaviour. Trainees will gain an understanding of how a code of conduct applies to their daily duties in their contact with colleagues and the public.

Points to be addressed:

Rule of Law; impartiality, tolerance, discretion, honesty, integrity and fairness; politeness, hygiene, appearance and general manners; speaking manners; abuse of authority; performance of duties; lawful orders; confidentiality; sobriety; general conduct; security and privacy; professionalism; development of trust; service to the community; special considerations to be given to the mentally ill; misuse of authority; off-duty behaviour; performance of and attention to duty; use of official position.

Sources:

- Council of Europe, *Code of Police Ethics*
- United Nations *Code of Conduct for Law Enforcement Officials*

Corruption

Corruption embraces a wide range of misconduct. It spans the acceptance of large payoffs from criminals in return for immunity from arrest to the acceptance of other benefits and privileges in return for performing some minor favour. Corruption is generally seen as representing an act or omission in the discharge of duties by a police member for the purpose of obtaining money, articles of value or advantage for him- or herself or others. It is one of the major impediments to the prosperity and sustainable development of a state, undermining its stability and security and threatening its shared values. When police members behave unethically or abuse their powers, they lose the trust of citizens and tarnish the image of the police.

The prime motive in law enforcement is service, rather than money or profit. Police personnel should be firm in refusing gifts, favours or gratuities, large and small, because the public may assume their acceptance influences the police members' judgment when they are discharging their duties. Accepting gifts can also be the first step toward more serious criminal behaviour. Corruption and misconduct can lead to grave consequences – civil unrest, chaos and anarchy. Uniformed police must set proper examples for the community.

Learning Goal:

To ensure that the police have high standards of honesty, integrity and ethical behaviour when performing their policing duties. To make unambiguously clear to trainees that even one act of corruption can negatively reflect not only on one's own professional image, but also on that of the entire police service.

Learning Objectives:

Trainees will gain an understanding of the phenomenon of corruption and how it looks in policing practice. They will also learn how to adhere to professional standards and avoid the temptation of accepting gifts, favours or gratuities.

Points to be addressed:

The measures needed to prevent, detect, punish and eradicate corruption in the police and how to bring to justice those who are corrupt; mechanisms such as oversight bodies to monitor the systems and measures established for preventing, detecting, punishing and eradicating corruption; corruption and democracy; global standards to combat corruption; combating corruption in general; consequences of corruption; recruitment of the right people; forms of police corruption; types of damage caused by corruption; conditions that breed corruption; temptations faced by the uniformed police, areas of responsibility assumed by all law enforcement personnel; extortion, kickbacks, internal payoffs and gratuities (types and ways to avoid them); perjury; direct and indirect corruption.

Sources:

- Centre for Combating Corruption and Economic Crime (CCCEC)
- European Partners against Corruption, *Vienna Declaration 2004*
- Council of Europe, *Codes of Conduct for Public Officials*, Art. 8, Art. 13
- INTERPOL, *Global Standards to Combat Corruption in Police Forces/Services* (2002), Art. 4a
- Council of Europe, the *Twenty Guiding Principles for the Fight Against Corruption*, Art. 10
- Council of Europe, *Criminal Law Convention on Corruption*
- United Nations *Convention against Corruption*
- Transparency International, *Anti-Corruption Handbook* (2006)

II. Values and Ethics in Action

The police are the most visible manifestation of government authority responsible for public security, with front-line personnel – such as the patrol service, traffic, community or protection police service – in day-to-day contact with citizens. Their skills, qualifications, behaviour and performance determine the public perception – positive or negative – of the national police service.

Their on-the-job actions should reflect sound judgment guided by the values and ethics already discussed. This section explores how ethical and value-based decision-making should look in different, and often sensitive, settings, such as working with juveniles, victims or in cases of civil disturbance.

Civil Disturbance Management

Police personnel must be able to assess situations with crowds. These might include demonstrations, where a group of people exhibit sympathy with or against authority, usually for some political, social, economic, environmental or other reason. They also might include a riot, where an unruly crowd becomes a mob which commits public acts of violence. If severe or widespread, civil disturbances might constitute a threat to the effective functioning of government.

Police personnel must maintain social order (peace and tranquillity) so that political processes can be conducted constitutionally and lawfully. They must be aware of their responsibility to keep the peace to prevent civil unrest. This unit provides trainees with basic skills to handle such incidents safely should they escalate into civil disturbance.

Learning Goal:

To introduce trainees to issues of civil disturbance, management tactics and proper police response to such situations.

Learning Objectives:

Trainees will learn the procedures for handling a crowd or riot, and for dealing with civil disturbances. They will learn to first assess the situation and decide on reasonable actions to take. They will then learn the technical aspects of executing these actions. Crowd control formations will also be taught.

Points to be addressed:

Types of crowds (demonstration, mob, riot); crowd psychology and behaviour; stages of civil confrontation; police procedure for dealing with civil disturbance; persuasion, negotiation and mediation; guidelines for police conduct when handling a crowd or riot; management of incidents of inter-ethnic conflict; arrest during civil disorder; dealing with persons with diplomatic privileges and immunity; post-occurrence duties; types and role of the crowd control formations; protective and other equipment (helmet, baton, shield, footwear); system of deploying and commanding on formations at the scene; basic crowd control operational actions, 'protective tactics' (tight shield cordon, open order).

Use of Force and Firearms

To protect its citizens, the state authorizes police to use force, which involves the use of physical means to impose one's will. But the use of force by the police must be lawful, necessary to protect the rights of citizens and proportionate to bring about a peaceful outcome: it is ultimately a value judgment of each police member, who must remain committed to the highest ethical behaviour. The highest priority of the police must always be respect for, and the protection of, life.

The uniformed police are often faced with situations that require the use of force to make an arrest or ensure public safety. The police member must carefully consider the proportionate use of force, in other words the amount of force which is reasonable in intensity, duration and magnitude based on all the facts known to the police member at the time to achieve a legitimate law enforcement objective. The police member must protect him- or herself without needlessly endangering or taking the life of another. After every use of force and firearms, regardless of the circumstances, the police member will need to justify its use to supervisors and/or courts.

(See also Firearms, page 31)

Learning Goal:

To provide the trainees with an in-depth knowledge of the policy and procedures on the use of force and firearms as provided in their state law. To learn different levels of resistance, as well as the approved responses by the uniformed police. To provide trainees with an overview of the Use of Force standards for police personnel, as accepted under international practice and in accordance with domestic laws.

Learning Objectives:

Trainees will learn about the circumstances in which uniformed police are authorized to use force and firearms; outline the Use of Force guidelines as provided by their state law. Further, trainees will be able to identify levels of resistance that a police member may face and types of response (or resistance control) that the uniformed police may use. Trainees will be able to cite factors that have an impact on the type of resistance police may encounter.

Points to be addressed:

International documents (see sources) and state laws addressing the use of force and firearms; resistance; approved responses; alternatives to the use of force and firearms; restraints on the use of force and firearms by law enforcement officials; policing unlawful assemblies; reporting and reviewing procedures; arbitrary or abusive use of force and firearms; types of force; authorized use of force; use of force guidelines; types and levels of resistance; resistance control and response levels; physical control techniques; when lethal force can be used; obligations of police to persons harmed when firearms have been used; the difference between lawful and unlawful force; conditions for the use of weapons: in public disturbances, for the protection of people and life, for the prevention of escape of persons found at the crime scene, for the prevention of escape of an arrested person or person under warrant, for defence from attack on police and against animals.

Sources:

- *Seventh United Nations Congress on the Prevention of Crime and the Treatment of Offenders*, Milan, Italy, 26 August to 6 September 1985
- *Eighth United Nations Congress on the Prevention of Crime and the Treatment of Offenders*, Havana, Cuba, 27 August to 7 September 1990
- *Decree on the Use of Means of Coercion and Firearms*
- *Universal Declaration of Human Rights*;
- Council of Europe, *Convention for the Protection of Human Rights and Fundamental Freedoms*, as amended by Protocol No. 11
- United Nations *Code of Conduct for Law Enforcement Officials* (UN Resolution 34/169-1979)
- Council of Europe, *Declaration on the Police* (COE Resolution 690-1979)
- United Nations *Basic Principles on the Use of Force and Firearms by Law Enforcement Officials*

Arrest and Detention

It is essential that trainees have solid knowledge of the grounds for arrest and the procedure to follow when arresting a suspect. Arresting someone means depriving that person of his or her liberty. This is an extremely serious matter and can only be justified when legal and necessary.

A. Adults

This module provides information on arrest procedures for adults.

Learning Goal:

To learn the grounds for arresting suspects and the procedures used in detention areas as well as how to complete detention forms.

Learning Objectives:

Trainees will learn the legal basis for arrest under state law and the grounds for arrest according to regular police arrest procedure. They will learn the key elements for custody ordered by the investigating judge, as explained in the applicable law, and the different actors in criminal proceedings who should be notified upon arrest and under which conditions. They will learn the time limits for the detention of suspects; the requirements when searching and transporting an arrested person; and the procedural stages involved in the pre-trial detention of a suspect. Trainees will learn to complete the required documentation, state the rights of suspects while in detention and describe the basic rights of the person arrested as defined by applicable law.

Points to be addressed:

The legal basis for arrest; the purpose of an arrest; duration of custody and pre-custody; arrest and powers of arrest; arbitrary arrest or detention; habeas corpus; grounds for arrest; arrest warrant; notification of the relevant authorities; the public prosecutor and the investigating judge; custody time limits; search and transport; strip search; detention and exhibit form completion; rights of suspects; treatment of women in detention; rights of persons arrested; reasons for arrest; the right to remain silent, the right of national minorities to use their languages.

Sources:

- *Universal Declaration of Human Rights*
- Council of Europe, *Convention for the Protection of Human Rights and Fundamental Freedoms*

B. Juveniles

In many democratic societies, there is increasing concern about juveniles in conflict with the law. Juveniles' ages are typically stipulated by local law to help determine the age at which a person is criminally liable for an offence they commit. If found guilty, a juvenile is usually sentenced to treatment rather than to custody, though there are exceptions.

Juveniles who are prosecuted by a court and given a custodial sentence are more likely to continue in a life of crime. Juvenile detention centres are often viewed as 'schools of crime', where peer pressure to continue committing crime is reinforced, and new methods and techniques to do so are learned. The lack of alternative services for juveniles in conflict with the law is a major obstacle to the rehabilitation and future social reintegration of these juveniles.

Learning Goal:

To familiarize trainees with specific criminal justice procedures that should be followed when the arrest and/or detention of a juvenile is appropriate. They will learn the options available in dealing with juveniles without resorting to judicial proceedings. Awareness will be raised on specific provisions to protect the rights of juveniles.

Learning Objectives:

Trainees will learn the basic standards for dealing with juveniles according to the United Nations *Convention on the Rights of the Child*. They will learn the procedures for the arrest and detention of suspected juvenile offenders and types of diversion measures.

Points to be addressed:

Questioning a juvenile; detention; separation from adults; basic international standards for juveniles; girls in conflict with the law; the law on minor offences; notification of the relevant authorities; diversion measures.

Juveniles and Children

As with juveniles, the age of children is usually defined by local law. The United Nations *Convention on the Rights of the Child* defines a child as a person under the age of 18, unless majority is reached earlier under the law applicable to the child.

Dealing with juveniles and children involves recognizing their special needs. The police should be aware of the agencies that can offer real rehabilitation alternatives and how to involve family members in the justice process. Police members must learn special communication skills to assist juveniles, children and their families. They must also understand the justice process as it relates to juveniles and children.

Learning Goal:

To understand the laws and practices concerning juvenile and child offenders, recognize their special needs and learn how to deal with them.

Learning Objectives:

Trainees will learn relevant international laws, rules and regulations for all professionals involved in the system of juvenile justice. They will gain awareness of programmes to rehabilitate and reintegrate juveniles; of proceedings in the area of juvenile justice.

Points to be addressed:

Child protection laws and regulations; statutes relating to juvenile sex crimes; alternatives for offenders, such as special youth homes; child-sensitive issues; the role of the police in juvenile delinquency; arrest, investigation, charging, conviction and sentencing; child abuse investigation; reporting; evidence collecting; juveniles suffering from disease; juveniles involved in drugs; juveniles at risk of contravening the law.

Sources:

- United Nations *Standard Minimum Rules for the Administration of Juvenile Justice* (Beijing Rules)
- United Nations *Guidelines for the Prevention of Juvenile Delinquency* (Riyadh Guidelines)
- United Nations *Rules for the Protection of Juveniles Deprived of their Liberty*
- *Vienna Guidelines for Action on Children in the Criminal Justice System*
- Office of the High Commissioner for Human Rights
- UNICEF
- United Nations Centre for International Crime Prevention
- International Network on Juvenile Justice
- United Nations Coordination Panel on Technical Advice and Assistance on Juvenile Justice
- United Nations *Convention on the Rights of the Child*

Hate Crime

Hate crime generally refers to criminal offences, including offences against persons or property, where the victim, premises or target of the offence are selected because of their perceived ties to a specific group, which is based upon a characteristic common to its members, such as national or ethnic origin, sex, age, religion or language.

The actual target of hate crime is democracy itself, where minorities are guaranteed human and civil rights that must be protected with vigilance. Hate crime causes traumatic distress not only for the individual victims, but also for their communities. Its roots can be hard to trace, but its fruits are very evident – violence, alienation and divisions among groups co-existing in society. Most hate crime victims do not know their attackers, because such an offence is not 'personal': the victims are merely convenient targets for a more general hostility. Unlike other forms of crime, hate crime grips entire communities in grim cycles of fear, anger and revenge.

Police must endeavour to educate the public about the seriousness of hate crimes and the profiles of potential perpetrators. Establishing a sincere and enduring rapport with the community and in working relationships is especially important for the fight against hate crime. Community leadership organizations, neighbourhood associations, schools, churches and recreational centres usually welcome any clear and sustained attempt by law enforcement representatives to work with them.

Learning Goal:

To provide trainees with an overall understanding of hate crimes and their negative effect on stability in multi-ethnic communities.

Learning Objectives:

Trainees will gain awareness of the seriousness of hate crimes and of possible preventive measures.

Points to be addressed:

The negative impact of hate crimes on public stability; victims and persecutors, profiling, scapegoat; victim assistance; assessment of primary injury; institutional responses to hate crime; underreporting of hate crimes by law enforcement agencies and by victims; assistance to victims, investigation of hate crimes: general procedures for police personnel, crime prevention within community relations; pro-active approaches.

Source:

- OSCE's Office for Democratic Institutions and Human Rights (ODIHR)

Victimology

The study of crime victims, or victimology, is relatively new. This approach shows compassion and respect to victims. It respects the dignity and quality of each person, builds understanding and promotes social harmony through the healing of victims, offenders and communities.

Victimology is also important in the overall investigative process. The study of the offenders' selection of victims, the victims' health, backgrounds, social habits and personalities may provide clues as to why they were chosen, thereby offering insight into how the offender thinks and subsequently acts. If police can determine how the offender is acting now, they may be better able to determine future offenders' behaviour, possibly leading to successful preventive action.

The United Nations General Assembly issued a Declaration in 1985 that defined victims as "Persons who individually or collectively have suffered harm, including physical or mental injury, emotional suffering, economic loss or substantial impairment of their fundamental rights, through acts or omissions that are in violation of criminal laws, including those proscribing criminal abuse of power..."

Learning Goal:

To provide trainees with an understanding of the field of victimology and the skills and psychological tools to assist victims of crimes.

Learning Objectives:

Trainees will learn about crime victims, the criminal justice system and professional responses to violence and abuse. They will learn and practise how to deal with, interview, and provide protection for different kinds of victims (including rape victims), using psychological understanding and empathy. They will gain understanding of the victim's needs, so they are not victimized again.

Points to be addressed:

Methods of approach to victims; attack and risk assessment; victims' personalities, socio-demographic characteristics of victim; victim risk levels; the offender mode of operations; investigative techniques towards victims; understanding, assessing and treating the victims of sexual offenders; aid agencies and other resources and support services; implementing victim's rights; safety concerns; information for victims (therapy, recovery, re-training); use of interpreters.

Interviewing Victims

A. General

Interviewing victims is a skill that takes years to master: basic police training should provide a solid foundation. Successful interviews uncover important information, while avoiding re-victimization.

Special consideration should also be given to children. They should always be interviewed in the company of one or both parents, as long as one is not under suspicion of being an offender, as legal representatives.

(See also Interviewing and Taking Statements, page 43.)

Learning Goal:

To provide trainees with good interviewing skills, proper planning and preparation to interviews.

Learning Objectives:

Trainees will learn the differences between a direct victim and an indirect victim, the conditions to consider when conducting an interview and examples of emotional and physical reactions that a victim may suffer after a critical event. Trainees will learn and practise the techniques for defusing a crisis when preparing for an interview, types of inappropriate reactions when interviewing and the stages of a victim interview. Finally, trainees will learn to conduct an interview with a victim and take a statement.

Points to be addressed:

Clues to deceptive behaviour; preparing for the interview; empowerment questions; the appropriate tone of voice; positive non-verbal communication techniques; direct and indirect victims; the crisis situation; critical events; reactions of the victim; empathy, sympathy; reactions toward victims; victim protection. Interviewing

the victim – setting the parameters; restating in context (reliving the incident); encouraging the victim to use his/her senses and to draw; asking the victim for an uninterrupted account of the event; active listening techniques and note taking; first summary; encouraging a second recollection; second summary; probing questions and clarifying the account; final summary; concluding the interview. Knowledge of local and international NGOs and other organizations dealing with victims.

Source:

- The United Nations *Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power* (1985)

B. Victims of trafficking in human beings

This section deals with the specific skills needed when dealing with a case of trafficking in human beings, gathering information to build up a good case for prosecution.

Learning Goal:

To enhance trainees' skills in dealing with and interviewing possible victims of trafficking in human beings.

Learning Objectives:

Trainees will learn procedures to follow when interviewing the possible victim of a case of trafficking in human beings. Trainees will learn to recognize and identify through medical symptoms and behaviour a possible victim of a crime involving trafficking in human beings.

Points to be addressed:

The purpose of and approaches to interviewing; the interview process; attributes of a good interview; planning and preparation; means of developing questions; preparing the setting; empathy; co-operating with NGOs and other organizations in the area of victim care; avoiding re-victimization; understanding the need for victim protection; understanding the victim's difficult mental and emotional situation and fears.

Sources:

- The Palermo *Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children*, Supplementing the United Nations *Convention Against Transnational Organized Crime*
- *OSCE Action Plan to Combat Trafficking in Human Beings*, Decision No. 557 *Council of Europe Convention on Action against Trafficking in Human Beings and its Explanatory Report*
- United Nations Office on Drugs and Crime's: *Toolkit To Combat Trafficking in Persons; Trafficking in Persons*, Global Patterns
- International Centre for Migration Policy Development's: *Interagency Training Manual*
- *UNICEF Reference guide on protecting the rights of child victims of trafficking in Europe*

C. Victims of domestic violence

This section deals with the skills needed to seek to resolve conflict in a domestic violence case, and where that is not possible, to gather information to build a strong case for prosecution.

Learning Goal:

To enhance trainees' skills in dealing with and interviewing victims of domestic violence.

Learning Objectives:

Trainees will learn procedures to follow when interviewing the victim of a domestic violence incident. Trainees will learn to recognize and identify domestic violence through medical symptoms and behaviour.

Points to be addressed:

Mediation; the purpose and approaches to interviewing, the interview process, attributes of a good interviewer, planning and preparation, means of developing questions, preparing the setting, empathy.

Sources:

- *UN Universal Declaration on Human Rights*
- Council of Europe, *Convention for the Protection of Human Rights and Fundamental Freedoms*
- World Health Organization
- Human Rights Watch
- International Family Violence Prevention Fund
- Domestic Violence and Incest Resource Centre
- Family Violence and Sexual Assault Institute

Trafficking in Human Beings (THB) and Crimes of Exploitation

THB is a contemporary form of slavery and constitutes a serious violation of human rights. The primary concern in any investigation is to rescue and ensure the safety of the victim. Police personnel should seek alternative ways of proving trafficking other than testimony from victims, whose experience may cloud their objectivity and make them unable or unwilling to testify. Uniformed police need to be aware of the general trafficking situation in their region and maintain close communication and dialogue with NGOs, the International Organization for Migration (IOM) and organizations that can help in information-sharing, particularly on trends in legal and illegal work, migration and safety.

THB occurs both transnationally and internally. The internal form of THB is as severe and grave as the transnational type. Uniformed police must realize that a person who stays in one country or place can also be a victim of trafficking. Trafficking crime is not about transport; it is about abuse. When assessing a person's status, the uniformed police should try to ascertain whether that person is free and earns a 'normal' salary. When there is doubt, he or she should contact a unit investigating trafficking crimes, if available, or an NGO that works with trafficked persons.

The Palermo Protocol addresses exploitation and THB crime, saying, "The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs."

Trafficking in the area of sexual services

Trafficking in the area of sexual services often constitutes sexual abuse, in which a person threatens or coerces another into unwanted sexual activity. It could also take the form of sexual activity deemed improper or harmful, such as between an adult and a minor.

Trainees should develop an understanding of THB and sex crimes, and how they can assist in such investigations, including those involving juveniles. They must gain street-level and first responder experience. They should also have a thorough understanding of the forensic aspects of sex crimes. In addition, co-operation with the community police and police patrols around known legal brothels is important for gaining trust and information from those working in the field of sexual services.

Trafficking in other areas

Not all trafficking in human beings is in the field of sexual services. For the police it is vital to understand that the crime can exist in other forms as well. For example, organized begging should not be seen as a form of illegal labour, but rather as trafficking in human beings. There are cases in which domestic servants have been the victims of trafficking, so no matter the type of work, slave-like conditions constitute trafficking in human beings. The abused person should not be treated as a criminal by the police, but as the victim of a serious crime.

Children

In line with the Palermo Protocol, anyone under 18 years of age must be treated as a child. This is a basic, inviolable human right. Children are trafficked alone, in groups and with adults. The police must recognize that an adult accompanying a child may not be the parent, but the exploiter. This may apply to street begging, pimping or pick-pocketing. The uniformed police should approach and treat children carefully when dealing with trafficking or abuse cases.

Learning Goal:

To provide a number of methods to gather information on this offence and distribute it to relevant organiza-

tions concerned with improving information flow. To provide trainees with simple indicators to distinguish a case of trafficking.

Learning Objectives:

Trainees will learn how to recognize THB-related crimes to determine and secure evidence against criminals of trafficking and the procedure for identifying and dealing with potential victims of trafficking. They will learn the use of observation techniques and how to recognize indicators of crimes. Trainees will learn the uniformed police's role in protecting potential victims of trafficking in human beings.

Points to be addressed:

Using the general public to provide valuable information; monitoring of the local 'marketplace'; child pornography, child trafficking and child prostitution; phases of the trafficking process; the journey through transit countries; main offences related to THB; exploitation, sexual abuse and slavery; pro-active methods to secure evidence; confiscation of property and closing of establishments; personal contacts with potential victims; refugee status; the return of the victim; interviewing alleged victims of THB (procedures, sensitivity); available assistance to victims (access to specialized social, medical and legal services, psychological assistance, shelters and welfare services provided by NGOs, religious bodies); post-trauma stress syndrome and its effect on interviewing; status of interviewee concerning rights and obligations; available legal assistance; legal residence status.

Sources:

- The Palermo *Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children*, supplementing the United Nations *Convention Against Transnational Organized Crime*
- *OSCE Action Plan to Combat Trafficking in Human Beings*, Decision No. 557
- *Council of Europe Convention on Action against Trafficking in Human Beings and its Explanatory Report*
- United Nations Office on Drugs and Crime's *Toolkit To Combat Trafficking in Persons Trafficking in Persons*, Global Patterns, also in Russian
- International Centre for Migration Policy Development's *Interagency Training Manual*
- *UNICEF Reference guide on protecting the rights of child victims of trafficking in Europe*
- *United Nations Standard Minimum Rules for the Administration of Juvenile Justice* (Beijing Rules)
- *United Nations Guidelines for the Prevention of Juvenile Delinquency* (Riyadh Guidelines)
- *United Nation Rules for the Protection of Juveniles Deprived of their Liberty*
- *Vienna Guidelines for Action on Children in the Criminal Justice System*
- Office of the High Commissioner for Human Rights
- United Nations Centre for International Crime Prevention

Domestic Violence

A. Awareness

Domestic violence is often understood as behaviour that causes one partner in a relationship to fear the other. The abusive partner uses this fear to control the other, through physical, sexual or psychological abuse, or perhaps through forced social isolation and economic deprivation. The violence is cyclical, worsening and building to a climax involving severe physical or sexual violence followed by remorse and pleas for forgiveness, which may persuade the victim that the situation will improve. The cycle is then repeated at an accelerating rate, with escalating violence, as long as the relationship lasts.

Domestic violence is, as a rule, a gender crime: most victims are women and most perpetrators are men. Women and children can be in great danger where they should feel safest – their homes. Fear of violence affects women's decision-making and actions, leading to an imbalance of power between men and women. This module concerns the awareness and prevention of domestic violence. Emphasis will be placed on using community resources and co-operation with local NGOs.

Learning Goal:

To provide trainees with an understanding of the crime of domestic violence, its associated myths and possible causes.

Learning Objectives:

Trainees will learn to define domestic violence and state the facts that challenge its myths. They will learn to recognize and identify domestic violence through medical symptoms and behaviour. They will learn methods to prevent domestic violence. Further, they will understand the factors that perpetuate unequal gender relations, the phases of violence within the cycle of violence, and the difficulties that women face in leaving an abusive relationship. They will learn to identify the basic levels of resistance that people, organizations and society have toward recognizing the incidence and impact of domestic violence. Moreover, trainees will learn procedures to follow when interviewing the victim of a domestic violence incident and witnesses.

Points to be addressed:

Gender crime; couple violence; domestic violence myths; types of male abusers; legal factors; the cycle of violence; domestic violence and domestic arguments; domestic violence issues in the country, victim as survivor; mental illness and psychopathic behaviour; social stigma; level and categories of resistance toward domestic violence.

B. Practicum

This exercise will enable trainees to respond to a domestic violence call. The exercise is made up of four tasks: the first response; investigating the case; the initial interview for a victim's statement and the write-up of the incident report. Trainees will develop a thorough psychological understanding of the phenomenon of domestic violence and the delicate handling of discrete and private matters.

(See also Victimology, page 22, and Victims of Domestic Violence, page 23)

Learning Goal:

To give trainees practical skills for a domestic violence call.

Learning Objectives:

Trainees will learn to provide the appropriate first response to a domestic violence call and conduct a victim interview to gather information about a domestic violence incident. They will also learn to examine the domestic violence case. Finally, trainees will learn how to write an incident report.

Points to be addressed:

First response; investigation of the case; initial interview of the victim; write-up of the incident report; necessary report information; communication to the dispatcher; identification of personal information; psychology; discretion and privacy.

III. Policing Skills

Basic police training must include practical skills. Developed professional skills qualify uniformed police members to meet and respond more automatically to typical challenges and situations by consistently using proven techniques. These skills also prepare them to follow a reasonable course of action in emergencies and non-standard conditions.

III.1 Baseline Requirements

Uniformed police must master an array of baseline skills in order to perform their duties. These involve the use of equipment, communication and self-management skills and the proper use of firearms.

Report Writing

The police report is a written document that records the police member's observations and actions as they relate to a specific event or incident. Recording information that can help determine the fate of another person carries a great deal of responsibility. A police report reflects the skills of the individual police member and the police station's style. The material in the report must therefore always be factual, clear, concise and easy to read.

Learning Goal:

To provide trainees with an overview of the types of information and techniques to complete the standard report forms.

Learning Objectives:

Trainees will learn the general and key information to be included in an effective police report. They will practise writing both standard and specific police reports.

Points to be addressed:

The required information in general and specific police reports.

Information and Computer Technology (ICT)

As in all other public administration spheres, the law enforcement sector increasingly involves information technologies in its routine daily work, including but not limited to report writing, other police paperwork processing, maintaining different police databases, records and the use of the Internet for duty-related matters. This requires police staff in general and uniformed police personnel in particular to be familiar not only with the basics of ICT, but also with specific software and applications used in the national police service.

Learning Goal:

To provide trainees with the essential skills in ICT, specific software and applications needed in a national police service in general and by uniformed police in particular.

Learning Objectives:

Trainees will study ICT rules and regulations applicable to the police system, and learn and practice essential ICT, electronic forms, tables, databases, records, and electronic communication used in uniformed police branches.

Points to be addressed:

Operating system, text and data processing software, e-mail, Internet browser and Intranet systems; general rules and regulations on using ICT in the police system; general databases; personal and other duty records; reporting and other paperwork processing based on ICT; practical ICT-based forms, memos, letters, messages and other standard templates to be used; protection of private information.

Communication

Effective communication is the lifeblood of a police service, whether written, spoken, informal or formal, internal or external. Understanding others, sending and receiving verbal and non-verbal messages, and embracing different cultures require an open mind and a willingness to learn. Good communication skills are needed to breach cultural barriers and bridge gaps between people.

Learning Goal:

To introduce trainees to basic communication skills that will aid them during their daily duties to establish and maintain effective contacts with people.

Learning Objectives:

Trainees will learn to improve communication skills, build trust and rapport through language. They will learn the types, elements, process and purposes of communication and practise communication with different personality/temperament types. Further, they will learn communication skills that take into account the gender and age of the other person. Trainees will also learn about effective listening, barriers and blockages to communication, how communication transaction takes place and how to respond to verbal abuse.

Points to be addressed:

Basic elements and purposes of communication; non-verbal communication; emotional expression; tone/inflection of voice; eye contact and facial expression; body language, position and gestures; interpersonal communication; effective listening; barriers to communication; ways in which a communication transaction can take place; intonation; word spacers; the social consultative zone; dress and ornaments; temperament/personality types (such as, sanguine, choleric, melancholy, phlegmatic); form, substance and instinctual aspects of the message (with respect to women, men and children); primary techniques to generate voluntary compliance: paraphrasing, questioning, fact-finding questions, direct (closed) and open-ended questions, leading questions; stages of an encounter – entry, process, exit; privacy; the audience; apologies; recording of information; formality; verbal abuse; deflective techniques; what to do when words fail.

Languages

Often while performing their duties and delivering their services, the uniformed police operate in local communities with national minorities and, thus, in a multi-lingual environment. The police therefore need to allow for the use of the languages of national minorities. Having a reasonable competence in such languages may allow uniformed police to bridge cultural and communication barriers in their dealings with representatives of national minorities. This may in turn ensure better police service to local communities with national minority groups as well as more effective crime prevention and investigation.

Also, with the changing realities of immigration, globalization and political, economic, cultural and sports co-operation among countries, the number of foreigners visiting and residing in any country is growing tremendously. A basic knowledge of foreign languages is therefore becoming increasingly important in the police profession in general and for uniformed police personnel in particular. As a visible representative of governing structures, the uniformed police member is expected to be able to provide at least a minimum police service to foreign visitors. In many OSCE countries, basic knowledge of foreign languages is provided at secondary school or higher levels. In such cases, foreign language skills might not need to be taught during a basic police training course. But in those countries where secondary school education does not provide a sufficient level of knowledge of foreign languages, this should be considered an important topic. Since English is, in general, the most common language of international communication, it may be the preferred language for this purpose.

Some proficiency would allow police officers to communicate with representatives of local national minorities and foreigners on simple public-related or personal matters and concerns to help them to solve problems and direct them to relevant resources of information, services, agencies and officials.

Learning Goal:

To introduce trainees to the basics of the language(s) of local national minorities and foreign language(s) needed in their daily work.

Learning Objectives:

Trainees will learn the basics (oral, written, reading, listening) of the essential local national minorities and foreign language(s) needed to communicate in a multi-ethnic environment.

Points to be addressed:

Vocabulary relevant to the most simple and common public or personal matters, concerns, questions and situations; practice in speaking, writing, reading and listening techniques.

Radio

Radio still appears to be the main communication system in the police service. Each police member must be extremely familiar with all the procedures applicable to the use of radio equipment. Police radio communication includes a special coded system of terms to ensure confidentiality.

Learning Goal:

To provide trainees with the essential understanding of the relevant use of the police radio.

Learning Objectives:

Trainees will learn the types of radios, variations in radio features, call signs, required communications with control centres, features of the two-way radio and simplex/duplex systems and correct radio procedure. Rules of confidentiality will also be taught.

Points to be addressed:

Types of radio – portable radio, two-way radio communication; variations in radio features, frequencies, capability (calling another officer on the portable radio, on the car radio, the base station or control centre); standard channel assignment; call signs – motor patrol, foot patrol; required communication with control centres; on/off and volume controls, channel selector, batteries and screen features; correct radio procedure – sending and receiving messages; the phonetic alphabet.

Police Vehicle Operation

Uniformed police personnel need to be mobile to provide effective emergency response to issues including incoming calls, requests, operative information, threats or events. Therefore police staff should be familiar with both the use of the police vehicle for regular driving, but also in extreme driving cases, such as under poor weather conditions, or for high-speed maneuvering while performing pursuits.

Uniformed police members may need to move swiftly from a passive seated position in their police vehicles to a highly energized position, and then back to the passive position. The job can be fast paced and may require quick changes within a short period of time. Trainees need to practise skills in driving a police car under various conditions and how to use the car radio, lights and siren.

Learning Goal:

To provide trainees with the necessary skills to operate a police car.

Learning Objectives:

Trainees will learn and practise police car operations, using the equipment and radio systems.

Points to be addressed:

The police vehicle – inspection and maintenance; regular driving compared with police driving; vehicle dynamics; defensive driving principles; environmental concerns; legal concerns; emergency response driving; pursuits; high-speed manoeuvres; driving under poor conditions; accident prevention; use of siren; use of radio and lights; practical operating police vehicle equipment, including communication means, data processing and police computer systems.

Stress Management

Due to the nature of their work, police personnel are often exposed to incidents or situations that cause stress, which can take a toll on their work and private lives. They need to know how to approach decision-making while under stress, as well as how to manage stress effectively.

Stress is a response to stress producers, or stressors, which are typically reactions to situations that leave people feeling above-normal tension, or excitement. Stress that exceeds one's ability to cope may be negative, harmful to health and well-being, and can, in extreme cases, lead to 'burnout', where the accumulated stress burns up energy, willpower and motivation. It can also be positive, with the extra jolt of adrenaline boosting performance when one faces a demanding task or event.

Learning Goal:

To provide trainees with general knowledge of the aspects of stress, its causes, good responses, ways to manage stress and decision-making while under stress.

Learning Objectives:

Trainees will learn to give a definition of stress, explain the meaning of positive and negative stress, and list different groups of stressors. Further, trainees will be able to list human reactions to stress in each of the areas – physical, cognitive, emotional and behavioural. Trainees will also be able to learn methods of dealing with excessive stress at the individual, organizational and social levels.

Points to be addressed:

Methods to manage stress; awareness and control of the sources of stress; achieving balance; signs and symptoms of stress; effects of excessive stress – at the individual, organizational and social level; decision-making under stress; self-testing; negative stress, positive stress and stressors.

Physical Fitness and Self-Defence

Efficient, effective and functional physical fitness training is a part of law enforcement. Three aspects are necessary to prepare trainees for their daily policing duties: general physical fitness, sports training and self-defence.

Learning Goal:

To prepare trainees physically to perform official tasks efficiently.

Learning Objectives:

Trainees will improve strength and physical fitness through general exercises and sports training to prepare for their daily duties in the uniformed police. They will learn the basics of self-defence (martial arts).

Points to be addressed:

General physical training exercises (warming up, resistance training, strength training, speed training, flexibility training); sports; general self-defence; providing assistance; arresting and escorting; searching and immobilizing; protecting against an unarmed criminal or one armed with a knife; disarming; release from clashes; defence against group attacks; throws.

Defensive Tactics

A key function of the police is upholding law and order. Police members have a right and obligation to defend themselves and protect others, exercising force only where necessary, in a reasonable manner and in proportion to the perceived threat. The law demands that police personnel be accountable for their actions when using force in a democratic society: This unit will deal with the psychological and technical aspects of defending oneself and others.

Learning Goal:

To teach trainees the defensive tactics, concepts and skills needed to ensure safety and efficiency of performance while on duty.

Learning Objectives:

Trainees will learn and practice defensive tactics to maximize personal safety and the safety of others.

Points to be addressed:

Basic defensive tactics (reactionary distance, positioning, defensive stance, escort); tactical principles; threat cues; reaction time/distance; defence against knives and similar weapons; survival state of mind; states of awareness; body searching; handcuffing; projection and immobilization techniques; passive resistance; block, hitting, control, tactics and techniques regarding weapons; types of weapons; hidden weapons; individual arrest; control of violent attitudes; fatal errors; considerations when encountering suspects; the cardinal rules of firearms safety.

Survival Skills

The uniformed police must know how to assess risk situations and be able to take precautionary actions in their daily duties, using proper judgment based on common sense and avoiding carelessness. Throughout their careers, uniformed police members will spend countless hours in patrol vehicles, patrolling assigned areas, constantly exposed to an endless variety of situations and circumstances. They will be expected to make many 'tactical' decisions throughout a given day. Training in how to make these decisions and how to implement them is critical to their survival.

The training and practice of basic defensive tactics, together with a survival mind set, will enhance the uniformed police's performance of their daily duties as well as protect their lives and the lives of citizens for whom they are responsible.

Learning Goal:

To provide trainees with an understanding of safety behaviour and practice in safety techniques required while exercising their daily duties.

Learning Objectives:

Trainees will learn the common sense and tactical considerations for their daily job. They will learn and practise precautionary behaviour and basic survival skills, both in their daily duties and under extraordinary situations (for example, environmental, weather).

Points to be addressed:

Precautionary techniques; threat cues; reaction time; engage/disengage; reactionary distance, positioning; escorting; defensive (ready) stance; tactical thinking; mind set for survival; levels of awareness; protection against diseases and carriers of diseases; survival.

Firearms

Law enforcement is normally achieved without any danger to police personnel or other citizens. However, the police occasionally encounter persons who will use violence in order to evade detection and prosecution. In some cases, police members are killed or wounded by offenders who take and use a firearm. Therefore, armed police staff must know basic techniques for weapon use and handling, and how to regain control of a firearm that was taken from them. This unit deals mainly with the technical ways of handling weapons, but cannot and should not be separated from the psychological aspects of weapon use.

(See also Use of Force and Firearms, page 18.)

Recommended Equipment and Logistics:

Recent experiences have shown that the best way to improve firearm skills is the use of systems of simulated shooting.

Learning Goal:

To develop and improve trainees' general ability to quickly assess the level of danger in the situation and make a proper decision on whether or not to use firearms. To develop and improve their reaction time and to provide trainees with the basic techniques for weapon use and handling.

Learning Objectives:

Trainees will learn how to decide whether to use the weapon in different practical scenarios. They will learn basic positions and rules for shooting under various environments and situations (weather, in the car, after a

chase). Finally, they should learn and practise how to use, disassemble, clean, load and unload a pistol and automatic gun.

Points to be addressed:

Assessing the level of threat or danger in various situations and deciding on the reasonableness of using the weapon in different environmental conditions; knowing when one can and cannot shoot; prevention and security measures with firearms; types and classification of guns, cartridges, revolvers, ballistics, shot techniques, marksmanship; automatic pistols, police shotguns, assault shotguns, machine guns, accidents, cleaning and firearm care, fumigating and tear gas devices, explosives.

First Aid and Cardiopulmonary Resuscitation (CPR)

Police personnel may face accidents, injuries, heart attacks and sickness while on duty. Knowledge of first aid can often mean the difference between life and death. Since the first duty of police personnel is to protect people, duty requirements and public expectations mandate that the police officer understands the techniques for providing first aid and assistance until more highly qualified medical professionals arrive. Basic first aid and CPR skills must be learned and maintained throughout an officer's time in the police service.

Learning Goal:

To provide trainees with an overview of the responsibilities of the police concerning first aid. To provide them with the necessary knowledge, understanding and skills to enable them to assess the sufferer's state, injury and the extent of complication, and to administer first aid and CPR.

Learning Objectives:

Trainees will learn to identify the key elements of people's safety in emergency situations and the proper procedures to follow when first observing an emergency scene. Trainees will learn to administer first aid and CPR procedures for adults, children and babies. Trainees will learn and practise the procedure for surveying a victim's complete state, and to stop bleeding and treat shock.

Points to be addressed:

Transport decisions regarding victims; legal framework dealing with responsibilities related to aiding persons in need; rescue breathing; vital signs (or signs of life); clinical death; types of wounds; shock treatment; contents of a first aid kit; heart and respiratory failure; basic recovery procedures; burns, trauma, convulsions, intoxication, infectious and contagious diseases; managing an emergency situation; handling unconscious, wounded or bleeding people; dressing a wound.

III.2 Patrolling

Front-line police personnel need patrolling skills to perform their daily jobs. These include general procedures, traffic law, knowledge of conducting searches as well as what to do as a first responder to a major incident.

Patrol Procedures

A. General

Uniformed police members serve a preventive function, deterring potential offenders by their very presence while also directly serving the community through advice, information and assistance in problem-solving. They are a sign to the public of safety and security; they are also its first line of defence against criminal and man-made hazards, the ravages of nature.

Police members should ensure that their tactics and appearance – such as their numbers, visibility of weapons and choice of uniforms – are appropriate to the task and do not provoke unnecessary fear and tension.

Patrolling takes into account the particular needs of the area where the uniformed police personnel have been posted and where there is potential for public disorder and ethnic tension – both planned and spontaneous. When undertaking regular patrols in multi-ethnic areas, the police should, where possible, deploy ethnically mixed teams of uniformed police members to build public confidence and increase operational effectiveness. In addition to patrolling their area, the police should establish formal and informal contacts within the community.

This unit deals with the psychological and preventive effects of the uniformed police when performing their daily duties in full public view.

Learning Goal:

To familiarize trainees with the purpose of police patrols and Patrol Policemen's responsibilities.

Learning Objectives:

Trainees will learn patrol objectives and responsibilities, and types of patrolling activities. They will practise skills associated with patrolling, including: gathering relevant criminal and traffic operational information; identifying opportunities to offer advice on crime prevention; understanding the importance of team work; and identifying threats to others. Further, they will gain observation skills and learn how to communicate with the control centre.

Points to be addressed:

Patrol philosophy and objectives; responsibilities of personnel on patrol duty; patrolling on foot and in a vehicle; types of foot patrol areas; information for effective patrol work; procedures with lost and found items; the importance of conveying information in a timely manner; content of the Sector/Area Record and ways of using it; observation techniques; indicators of suspicious behaviour; prevention of disturbance while on patrol; considerations regarding community matters; ethnic tension and patrolling in multi-ethnic areas; potential elements of disturbance of the public order and of the proper functioning of public places; self-confidence in independent work and the need for re-enforcement.

B. Securing Public Gatherings, Persons, Agencies, Premises and Facilities

Uniformed police personnel may be tasked to manage, or to support specialized police units in managing, public gatherings. They may also be required to protect persons, agencies, premises and facilities.

Accordingly, uniformed police personnel should be familiar with various theoretical and practical aspects related to these tasks. This is particularly important as dealing with public disorder or spontaneous disturbances at public gatherings may put police officers' safety at risk.

Learning Goal:

To familiarize trainees with securing public gatherings, persons, agencies, premises and facilities.

Learning Objectives:

Trainees will learn how to assess public safety and put into practice a security action plan for securing public gatherings, premises and facilities.

Points to be addressed:

The safety assessment and security action plan for securing public gatherings, premises and facilities; levels and steps in securing; ways of delegating and solving concrete security tasks; characteristics of mass psychology; forms of violating the public order; legal conditions for the use of intermediate devices against groups of persons; respect for the right to freedom of movement; the right to free speech and assembly; the required attitude regarding the safety of citizens and property; course of required police actions in case of a spontaneous disturbance at public gatherings.

Traffic Law and Management

One of the functions of the uniformed police is to prevent the loss of life. Since traffic accidents are one of the primary causes of loss of life, traffic management and traffic accident prevention are common functions of the police.

The uniformed police must be active in traffic education and safety to help prevent traffic accidents, especially those involving young people. It is their right and obligation, when permitted by law, to conduct basic technical spot-checks on vehicles that show basic visible problems. They need to know the proper procedures for managing traffic and an accident scene.

The uniformed police should understand legislation relating to traffic-related problems and the actions required at the scene of a traffic accident. Saving lives and preventing the loss of life are key functions of the uniformed police

A. The Law

Uniformed police should be familiar with current traffic law so that they can make proper decisions on traffic-related problems and advise drivers and pedestrians on such legislation.

Learning Goal:

To provide trainees with an understanding of the traffic laws in the state and the procedure for investigating traffic accidents.

Learning Objectives:

Trainees will become familiar with applicable laws relating to traffic safety and accidents. They will learn to identify types of traffic accidents and the competent courts related to each type. Trainees will learn the investigative procedure for minor and criminal offences and be able to define criminal acts related to traffic.

Points to be addressed:

Applicable laws to traffic safety and traffic accidents; violations of traffic regulations; general police competencies according to the law on minor offences, fines collection, criminal acts against safety in public traffic, endangering traffic.

B. Traffic Management

Road traffic enforcement should help foster a culture of responsible road use that demonstrates concern and respect for other road users. Enforcement should lead to: a smooth flow of road traffic without compromising on safety; saving of time; protection of the environment.

Traffic management is the regulation of the roadway, allowing the traffic flow to be restored following traffic jams. In response to traffic accidents, roadway and driver safety should be restored and traffic flow resumed.

Learning Goal:

To provide trainees with an overview of the proper procedure for managing and regulating traffic and accident scenes, and to ensure regular traffic flow.

Learning Objectives:

Trainees will learn how to manage traffic, including control of vehicle safety. They will also learn and understand the educator's role in helping to prevent traffic accidents and be able to advise drivers on proper behaviour.

Points to be addressed:

Equipment used when directing traffic; manual control signals; the proper techniques for directing traffic at intersections with signals; and the proper use of a whistle when directing traffic; parking management.

C. Managing the Traffic Accident Scene

The first police responder to the scene must take any steps necessary to make certain that: all victims or injured persons are taken care of; the scene is kept as undisturbed as possible; and the flow of traffic is disrupted as little as possible. This first responder needs to know how to secure the scene and collect and preserve evidence.

Learning Goal:

To familiarize trainees with the purposes of police patrol actions at the traffic accident scene and the patrol officer's responsibilities in securing it.

Learning Objectives:

Trainees will learn and practise how to respond to the traffic scene and then how to secure it. They will learn how to gather relevant information from witnesses, preserve traffic accident traces and regulate traffic around the accident scene.

Points to be addressed:

Proper response to the scene of a traffic accident; deciding on priorities among the required courses of actions; responsibilities of police and citizens in traffic accidents; crime scene protection; collecting and submitting physical evidence to the crime lab; safety at the crime scene (including handling dangerous chemicals); preparation for evidence collection; the use of evident barrier tape; crime scene flags; assessing the type of traffic accident based on consequences and jurisdiction of the court for assessment of the liability of the traffic accident; checking of data on the driver and vehicle using the police information system; sanctions toward violators; the factors to examine when determining the possible causes of an accident.

Searches**A. Searching and Escorting Suspects**

When a suspect is detained, it is the police member's duty to search that person to ensure that the suspect is not carrying a weapon and to prevent the destruction of evidence. The uniformed police personnel must understand any legal considerations with respect to searches and the potential risks involved.

Learning Goal:

To provide trainees with an introduction to legal, safety and procedural considerations when searching a detained suspect and escorting a person to a secure area.

Learning Objectives:

Trainees will be able to identify the legal basis for searching a person and the major considerations in a search situation. They will learn and practise practical procedures and techniques for searching a person.

Points to be addressed:

Practical procedures and techniques for searching a person; executing a search warrant; searching a female; documenting a search; rights of the individual; safety; handling those arrested; escorting.

B. Searching Buildings

The uniformed police must know how to apply operational techniques to ensure the public's safety. Searching buildings is an integral part of this task, and requires proper equipment, planning and technique. The latter includes special methods to: approach a building; enter it; move inside the building; conduct a

search; and exit the building. Trainees will be provided with the necessary regular training in the proper techniques to ensure their own safety and that of the public.

Learning Goal:

To introduce trainees to basic operational skills and the means by which they can legally and safely search buildings.

Learning Objectives:

Trainees will learn the circumstances in which uniformed police may search a building without a warrant. They will identify and practise the forms of communication used during building searches.

Points to be addressed:

Entry procedures (button hook, linear and criss-cross techniques); buddy system searches; corridor searches; stairway searches; entering apartments and other premises; tactical rules for an apartment search; role of witnesses in the search procedure; risks to the safety of police personnel in the search procedure; respect for confidential matters unrelated to the case but disclosed during the search; survival triangle, quick peek and slicing-the-pie search techniques.

C. Vehicle Stops and Searches

It is imperative that uniformed police know how to approach vehicle searches in a safe, systematic and methodical manner, as vehicles may be used to conceal many types of criminal goods or activities. Uniformed police should learn how to order a vehicle to stop. They should be ready to act properly and effectively when a vehicle's driver does not respond to the stop request, including communicating this information to other patrols and using special equipment to force the vehicle to stop.

Recommended Equipment and Logistics:

The use of available recordings from police patrol vehicles on duty may be useful for training purposes.

Learning Goal:

To provide trainees with the proper procedures for legally and safely conducting vehicle stops and searches.

Learning Objectives:

Trainees will learn what to consider in preparing for a vehicle search and the reasons for searching a vehicle. They will learn and practise procedures for searching luggage, boxes and containers inside vehicles and dealing with passengers.

Trainees will learn the risk factors associated with vehicle stops, how to determine the proper location for vehicle stopping, as well as the proper distance that should be maintained between the patrol vehicle and the suspect vehicle during a standard stop. The proper position for the patrol vehicle, the contact police member and the covering police member during a high-risk stop will be covered, as well as suspect extractions.

Points to be addressed:

Preparing for a vehicle search; how and where to search; unusual circumstances (dogs, children, motorcycles, number of passengers); checking vehicle documents; the roles of the contacting and the covering police members during vehicle stops; course of police actions when a vehicle does not obey a police order to stop; use of special equipment to force a vehicle to stop.

D. Temporary Seizure and Identification of Items

As a result of the search exercise, some suspicious items may be found or uncovered. On many occasions, these items require further examination, and for this reason must be temporarily seized. Since temporary seizure has legal ramifications, such as infringing property rights, the legal procedure should be adhered to strictly.

Learning Goal:

To learn and practise the procedure for the temporary seizure and identification of items.

Learning Objectives:

Trainees will learn the legal grounds for the temporary seizure of items and practise the procedure for temporarily seizing items relevant to criminal offences. They will learn how to individualize items seized temporarily as well as how to present them for identification.

Points to be addressed:

Types of items that can be temporarily seized; standard procedure with regard to items; procedures with regard to items relevant to the criminal offence for which the search has been issued; procedure for the temporarily seized items if criminal charges are not lodged; ways of individualizing temporarily seized items; group and individual elements of item; procedure for presenting items for identification; verification sheet on temporarily seized items; report on identification and return of items.

Personal Identity and Forged Documents

Uniformed police members often need to ascertain a person's identity and the genuineness of identity documents. They must understand the main characteristics of these documents (for example, passport, identity card, driver's license, the car registration document and the Vehicle Identification Number), the security and protection features of the documents and types of forgeries. Trainees will learn and practise possible spot-check procedures for suspicious documents.

Learning Goal:

To familiarize trainees with the different travel, car-related and personal identification documents with which they may be confronted in their patrol duties. To teach trainees the main characteristics of these documents, security and protection features, types of forgeries, and ways to check suspicious documents.

Learning Objectives:

Trainees will learn the main characteristics of state passports and, if applicable, ID cards. They will learn the key elements of the criminal offence of falsification according to the state penal code.

Points to be addressed:

Relevant criminal law associated with falsifying documents; the procedure for investigating forged documents; examples of partial forgeries; items to check when examining personal and travel documents; main characteristics of a driver's licence; the car registration document and the Vehicle Identification Number; holograms, "kinegram", intaglio printing and types of forgeries.

Drugs and Alcohol**A. Drug Identification**

Basic understanding is needed of the types of drugs that the uniformed police may encounter on daily patrols and the effects that these drugs may have on people. Suspects who are drug dependent, under the influence of drugs and are taken into custody must be dealt with effectively and safely. The trainees should be given an overview of drug-related terminology and addicts' slang, the reactions that drugs can have on an individual and the type of drugs that police personnel may encounter on the job.

Since the symptoms and behaviour from those intoxicated by drugs resemble those of alcohol intoxication, police personnel should be able to recognize the differences and the possible consequences of both, including the threat to public safety.

Learning Goal:

To introduce trainees to major drugs of use and abuse, and the possible consequences of alcohol intoxication.

Learning Objectives:

Trainees will learn to identify terms commonly associated with drug use and drug trafficking, major effects that drugs have on the body, and factors that may contribute to the effect that drugs have on an individual. They will learn and practise correct procedures for controlling and searching persons and baggage to detect

narcotics. Trainees will learn and understand the potential threat to public safety from those intoxicated by alcohol or drugs.

Points to be addressed:

The physical characteristics, means of ingestion, effects on the user and police safety considerations of: cocaine, barbiturates, crack, stimulants, amphetamine and methamphetamine, depressant drugs, hallucinogenic drugs, narcotic analgesics, heroin and cannabis, etc; abuse/misuse, addiction, habituation, dependency, withdrawal, tolerance and intoxication; psycho-reactivity; factors affecting reactions; drug users' mental and physical states; the history of drug use; the influence of the environment; alcohol-related crimes; ability to distinguish between alcohol- and drug-related behaviour; drug and alcohol-related diseases and safety factors; consequences of lack of self-control of both drugs and alcohol intoxication; the course of applicable police actions; identifying and describing of temporarily seized items resembling drugs.

B. Legal Considerations

Trainees will learn the legal procedures that need to be complied with concerning search and seizure of drugs, and the reporting of situations related to suspected drug use.

Learning Goal:

To provide trainees with the legal framework on which drug searches and seizures can be carried out.

Learning Objectives:

Trainees will learn to explain the relevant laws relating to drugs in their state's criminal law and the legal basis for searching for drugs.

Points to be addressed:

Pharmaceutical products; narcotic drugs; psychotropic substances; differences between illegal and legal activities in the pharmaceutical area; banned and restricted products; legal considerations regarding search and seizure; search warrants; search of women and children; use of dogs in searches.

C. Search Procedures

Simple methods need to be taught to distinguish the signs of drug trafficking and carry out legal search procedures.

Learning Goal:

To illustrate to trainees the proper legal search procedures specific to drug investigation. To provide trainees with an overview of the most common places where drugs can be concealed.

Learning Objectives:

Trainees will learn to identify various places where drug users and traffickers may conceal drugs and signs of suspected drug possession.

Points to be addressed:

Concealment of drugs – road vehicles, personal luggage, on the body, buildings/rooms; individual rights; safety issues; discovery of potential evidence; search documentation.

Responding to Major Incidents

The police should take action to protect citizens from harm, arrest those who commit crimes and prevent the incident from spreading to unaffected areas.

Uniformed police are often the first responder, responsible at the early stages of an incident with protecting and preserving life, property, evidence and the environment.

This unit focuses on matters related to the first responder to a major incident both when on- and off-duty. These first responders might also include emergency response providers, emergency management, public health, clinical care and public works personnel as well as other skilled support personnel (such as

equipment operators) who provide immediate support services during prevention, response and recovery operations. It may deal with how to approach the emotionally disturbed or violent people.

Learning Goal:

To provide trainees with an overview of police duties during a major incident. To introduce them to the dangers involved in dealing with major unusual incidents and provide them with the tools to perform their jobs effectively and safely.

Learning Objectives:

Trainees will define terms associated with major incidents; understand the primary duties of the uniformed police during a major event and the steps to take at the scene of a bomb threat, a “booby trap” (trip devices and trigger mechanisms) or a terrorism threat. They will learn appropriate procedures when searching property under a bomb threat. Trainees will learn the factors to consider before becoming involved in enforcement actions while off-duty.

Points to be addressed:

Primary duties of the police during a major event; co-operation with agencies concerned; procedures when searching property under a bomb threat; arson; steps to take when finding or suspecting a “booby trap”; acts of terrorism; major incidents; managing incidents of inter-ethnic conflict; manmade disaster; natural disaster; civil disorder; incident commander; the staging area and command post; surveying the scene; fire brigades; dangerous chemicals; duties of the first responding officer at the arson crime scene; how to use a fire extinguisher; actions of the first responding police member when facing a person attempting to commit suicide or in the case of a hostage-taking.

III.3 Basic Investigation and Procedure

Uniformed police personnel need in-depth knowledge of state and local police-related laws and applicable policies. They must have a command of the basics of criminal investigation and procedure as well as the gathering and evaluating of evidence.

Criminal Law

Trainees will learn to define a criminal act under their state law, including such topics as the types of crimes and their recognizable legal elements. They will learn to distinguish an 'attempt' to commit a crime from 'preparation' to commit a crime. Trainees will gain an in-depth view of how uniformed police policies and actions may apply to different categories of crimes.

Learning Goal:

To provide trainees with an understanding of criminal law currently applicable in their state.

Learning Objectives:

Trainees will learn their state criminal and relevant local regulations which classify socially dangerous actions as crimes. Trainees will learn different applicable criminal sanctions and their purpose, types of sentences, legal elements of a criminal act, legal exceptions to criminal liability, the key elements of 'preparation' and 'attempt' and the different parties to a criminal act.

Points to be addressed:

Composition and content of state criminal law and relevant local laws, their relevance to uniformed police duties. Recognizable general legal elements of crimes; specific aspects of different categories of crimes – voluntary act, culpable intent and causation of harm; aiding/denial of help, attempt versus preparation; parties to a crime; criminal liability; legal exceptions of criminal liability; principal and accessory punishment; uniformed police policies applying to different categories of crimes.

Crimes Classification

Trainees must first know and understand the laws of their state regarding various crimes. They should be able to distinguish different crimes and their key elements. Upon learning these crimes, trainees will learn how to apply appropriate investigative procedures.

Learning Goal:

To provide trainees with detailed knowledge and understanding of the key crimes and offences under state law.

Learning Objectives:

Trainees will learn the key elements of different offences, such as murder, kidnapping, theft, aggravated theft, theft with violence, robbery, aggravated forms of robbery, etc. They will learn the elements of the offences of fraud, bribery, blackmail, extortion, petty theft and misappropriation. Finally, they will learn the elements of attempt, complicity and agreement to commit a criminal offence and criminal association.

Points to be addressed:

Elements of different types on crimes which aid in properly determining the type of crime; profiles of perpetrators; correct procedures for investigating robberies; police actions at different stages of each crime; legal rights of the suspect; legal rights of the uniformed police; laws and regulations applied to different types of crimes.

Criminal Investigation and Procedure

A. Criminal Investigation

To protect individual rights, it is the responsibility of the police and the judicial system to prove that the individual charged with an offence is guilty. The accused is not required to prove innocence. Because of this, a system of establishing proof must be the primary focus of the investigator to determine the facts of a criminal act.

For this guide, a criminal investigation is considered to be a complex system of gathering information from the scene of a crime, physical evidence, victims, witnesses, other records and a final analysis of all these elements to determine whether a crime has been committed. This is to identify the victim(s) and suspect(s), uncover the truth of what occurred, identify the offender(s) and present the facts to a court of law.

Learning Goal:

To provide trainees with general knowledge on criminal investigations, their purposes, stages, the role of uniformed police members in assisting criminal investigations in general and with the responsibilities of a first responder to the scene of a crime in particular.

Learning Objectives:

Trainees will learn about the 'presumption of innocence', meaning and substance of investigation, the basic methods of conducting criminal investigations, steps to be taken for a criminal case to be well substantiated and proven with the aim of being presented at court hearings. Trainees will also understand the skills and qualifications needed by the criminal investigator and the possible role of the uniformed police in assisting in criminal investigations.

Points to be addressed:

The purpose and objective of a criminal investigation; the role and knowledge of a criminal investigator; the 'presumption of innocence'; the sequence of events in most criminal investigations; the specific responsibility of a first responder in the scene of crime; the main elements of crime – intent, negligence, attempt, completed act of crime; additional elements of crime – motive, purpose, shared responsibility and guilt; reasonable suspicion; the specifics of criminal investigations on juveniles; the individual's grounds for, and rights to, liberty and security; criminal sanctions; types of punishment, legal exceptions of criminal liability; parties to a crime.

B. Criminal Procedure

Criminal Procedure is a body of legal provisions regulating the inquiry into whether a person has violated criminal law (penal code). Criminal Procedure governs the investigation of criminal offences, the arrest, charging and trial of accused criminals, and the sentencing of those convicted (found guilty). It also regulates the convicted person's possible appeal for review of the trial decision.

Accordingly, a code of criminal procedure contains, among other aspects, the legal provisions regulating the main tasks of the investigating judge, the public prosecutor and the police. It is a very important instrument for the police because it explains the procedure to follow when investigating crimes, arresting people and searching dwellings and persons. When not performed according to applicable legal standards, these cases might constitute a violation of domestic law and human rights.

Learning Goal:

To provide trainees with general knowledge on types of criminal justice systems, a more substantive understanding of criminal procedure applicable in their state and how criminal procedures may apply to their daily police work.

Learning Objectives:

Trainees will learn about the criminal jurisdiction in their state, the procedures for reporting crimes and the main duties of the uniformed police under relevant state law.

Points to be addressed:

Continental and adversarial criminal justice systems; national law on criminal procedure; the courts and their main areas of competence; responsibilities of the public prosecutor and examining judge; procedure and content of a criminal charge; the inquiry by the investigating judge; investigative actions during the inquiry; circumstances under which the inquiry will end; respecting/protecting human rights throughout the entire criminal investigative process; legality of sentences; uniformed police and its competencies in criminal procedures; procedural aspects of taking photographs and fingerprints; awareness of the procedure of reporting the crime; search of dwellings and persons; police duties before the preliminary examination or inquiry is instituted; the search warrant.

Source:

– OSCE *Reference Guide to Criminal Procedure* (2006)

Managing the Crime Scene

It is the duty of the first responder to the crime scene (on many occasions this will be the uniformed police) to take all necessary steps to make certain that the scene is kept as undisturbed as possible. If there is too much movement at the scene by too many people, vital evidence is likely to be moved or destroyed. Since preserving life will take precedence over all other objectives, securing a crime scene can be very complicated. From securing the crime scene to collecting and preserving the evidence, trainees will learn the proper procedures and approved methods for locating, recovering and documenting evidence.

Learning Goal:

To familiarize trainees with patrol personnel's responsibilities related to securing the crime scene.

Learning Objectives:

Trainees will learn and practise how to secure the crime scene, how to eliminate possibilities for contamination of the scene and how to deal with persons found at the scene. Trainees will understand the importance of traces, early arrival at the crime scene, information to note related to the situation, actions related to the use of dogs, procedures for holding or directing eyewitnesses, and basic information needed by the first responding police member. The importance of professional, unbiased attitudes while collecting evidence and humane behaviour will be demonstrated.

Points to be addressed:

Crime scene protection; safety at the crime scene (including handling dangerous chemicals); steps involved in securing the crime scene; setting scene boundaries and parameters; allowing passage; use of evident barrier tape; crime scene flags; actions relevant to crime scene investigation; preparing for evidence collection; collecting and submitting physical evidence to the crime laboratory; types and ways of creating certain criminal offence traces; traces in certain criminal offences for crime scene investigation; the situation when the first police member is allowed to enter the crime scene; rules of personal safety and safety of others when approaching the scene; photo shooting prohibition; use of dogs; handling eyewitnesses; visible blood traces; official note on detaining or directing people at the crime scene; gathering first information on the event; data on people and events; reporting.

Gathering of Criminal Information

One of the most important ways to prevent and/or solve crime is through a carefully planned and sustained criminal intelligence collection in line with the law. No crime can be defined or solved without evidence and information collected in a variety of ways from a number of sources.

In a democracy, it is critical that this collection process focuses only on the collection of information in compliance with the law; it must never be used for political purposes.

This unit will provide trainees with a basic understanding of the role of criminal information collection and its purposes in democratic policing, the reasons for collecting information, the process for gathering it and how to make use of it.

Learning Goal:

To provide trainees with a basic understanding of the role of criminal information collection and its purpose in democratic policing.

Learning Objectives:

Trainees will learn both the reasons for collecting information and the principles to consider while collecting and using it. They will be able to identify targets for criminal intelligence gathering. Moreover, they will be able to list the sources of legal criminal information and the benefits of its use.

Points to be addressed:

Principles and purpose of information collection; overt and covert information collection; possible role of the

patrol officer in collecting information; benefits to the police in using criminal information; types of sources of information and legal limits to their use; information received through physical and photo surveillance; information from victims/perpetrators of other crimes; trends and patterns of crime occurrence; observation and checks on premises with frequent breach of public order; observation of persons who show a tendency to breach public order; data and information on activities and phenomena that can be sources of public order violation; operational control of persons; procedure for providing operational information; rules for gathering information; confidentiality of official data; care for the safety of the people providing information.

Forensics

Many types of evidence can be found at the scene of a crime. This unit will provide general awareness on major types of evidence; among them fingerprints, shoe and tyre prints, various substances and stains which may be used for DNA analysis.

Fingerprints, the 'visiting card' of a perpetrator, have been used successfully in investigations to identify people who have been in contact with a crime scene. They are considered the best means to identify an individual. Shoe prints are helpful in identifying people at the scene of the crime due to various walking styles and the impact of different terrains and surfaces. Similarly, some tyres leave unique tread marks due to the surfaces over which they have travelled. Skills will also be demonstrated and developed in collection procedures for blood and blood stains, semen stains, human hair, fibres and threads.

Trainees will learn basic forensics, or the study of evidence found at a crime scene, and personal identification, the systems of personal identification, the approach to biological, chemical and physical traces, as well as ballistic traces. Trainees will examine glass, paint, flammable fluids, tool marks and firearms.

Learning Goal:

To provide trainees with an overview of types of forensic evidence that can be located and identified at the crime scene.

Learning Objectives:

Trainees will learn to identify the various types of trace evidence and to interpret the information that this type of evidence yields. They will gain experience in securing, examining, documenting and collecting evidence at crime scenes.

Points to be addressed:

DNA; fingerprint classification (arches, loops and whorls) and systems of automated fingerprint identification); trace evidence collection; methods of recording – casting, lifting, photography, documenting/sketching; fingerprinting; evidence management, evidence disposal; blood and blood stains, semen stains, hair, fibres and threads, glass, paint, flammable fluids, tool marks; ballistic and firearms evidence; dangerous chemicals; recovery of evidence samples; techniques of identification and security of trace evidence at the crime scene; rules for transporting evidence.

Interviewing and Taking Statements

Interviewing suspects and witnesses require different approaches and the application of different skills and techniques, but both involve effective knowledge, preparation, concentration, patience and persistence. Ethical and legal standards should be taken into consideration as well as the psychological factors involved in the interview process, particularly those affecting the ability of an individual to make free decisions and rational judgments. The interviewer needs to take into account the personality and character of the person being interviewed. The police also need to make provision for the use of national minority languages in their dealings with those belonging to such minorities, whether as suspects or witnesses.

A. Interviewing Suspects

A suspect is a person against whom there is a reasonable suspicion that he or she has committed a crime, prior to the initiation of a criminal charge or inquiry.

The goal when interviewing a suspect is to obtain the truth. It allows the suspects to explain their possible involvement in the criminal action to the interviewer, while protecting their lawful rights. The purpose of an interview is not to compel a person to confess, incriminate himself or herself, testify against another person,

nor to subject a suspect to treatment that would impair judgment; rather, the aim is fact-finding or information-gathering that can be used for further analysis.

Learning Goal:

Trainees will learn and practise good interviewing skills, planning and preparation.

Learning Objectives:

Trainees will learn the essential principles of interviewing, and practise interviewing a suspect, including different interviewing techniques. They will learn the attributes of a good interview, and how to structure and conduct the interview.

Points to be addressed:

The suspect interviewee; purpose of an interview; essential principles when interviewing a suspect; interviewing techniques; clues to deceptive behaviour; the interview process (preparation and planning, opening, conducting, closing and evaluating the interview); characteristics that an interviewer should have; preparing and planning an interview; sequence of opening an interview; what to avoid during the interview; ending an interview; evaluation of an interview; evaluation checklist; roles of the uniformed police during the interview; skills in taking a written statement; the Statement Form.

Source:

- United Nations *Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment* (Adopted by General Assembly Resolution 43/173 of 9 December 1988).

B. Interviewing Witnesses

The goal of an interview of a witness is to learn as much as possible about the crime and the perpetrator. This module will focus on the art of interviewing, which leads to effective statement writing.

Learning Goal:

To provide trainees with basic interviewing skills and to prepare witness statements from the information gathered in the interview.

Learning Objectives:

Trainees will learn to identify the purpose of an interview, the attributes of a good interviewer and the types of personalities of the interviewee. They will learn and practise the key elements in planning and preparing for an interview. Trainees will then learn steps to be considered when opening the interview, the procedure to follow while conducting the interview and the way to end it properly. Trainees will also learn to prepare a witness statement.

Points to be addressed:

The purpose and approaches to interviewing; the interview process; attributes of a good interviewer; planning and preparation; means of developing questions; preparing the setting; proper completion of a Witness Statement form.

Note Taking

The proper recording of information is essential to any investigation. The pocket notebook not only serves as a personal log, but also as a record of evidence of what the police member has seen and heard, as well as actions carried out, such as searches of premises and seizure of evidence. Since there is usually insufficient time to write a full report while in the field, the police member needs to record important information in the pocket notebook, which is later used to write a full report.

Learning Goal:

To familiarize trainees with the proper procedures for keeping accurate records of activities with pocket notebooks.

Learning Objectives:

Trainees will identify rules for completing pocket notebook entries and learn and practise procedures for doing so.

Points to be addressed:

Reasons for keeping notebooks (memory aid during an investigation or traffic accident); repository for all information not directly related to a particular case being investigated, but for future use; general information gathered during patrol, traffic or community policing service; rules for completing notebook entries; procedures for making daily entries.

III.4 Field Training

Field training is an integral part of basic police training and one of its key components. Field training allows trainees to apply the knowledge and skills learned in the classroom to real police work.

Field Training

To master any theory, practice is needed. The inclusion of field training in the basic police training course allows trainees to apply the knowledge and skills that they received from the police training institution to real policing and to report back to the police training institution on cases where theory does not match practice. The police training institution benefits a great deal from field training since it is an important way of directly and regularly getting feedback from the field. This ensures that the theoretical portion of a basic police training course is duly updated and closely connected with practical needs.

On field training, trainees learn from mentors, experienced teachers or advisers, who provide guidance, advice, support, encouragement and wisdom.

Learning Goal:

To observe and practice uniformed police duties and competencies; to learn current rules, regulations and procedures at the police station, the flow of duty information, the reporting system and general paperwork. To become familiar with the work of different sections in the police station.

Learning Objectives:

Trainees will learn the structure of the police station; co-operation between its branches and divisions; general rules and regulations as well as logistical and administrative procedures of the station. They will learn about the flow of duty information; the reporting system and how to perform uniformed police duties and emergency responses. In addition, trainees will learn how relations are maintained with communities and how visitors are received. Problem-solving practices and the use of police equipment will also be taught, among other skills.

Points to be addressed:

The police station's 'modus operandi', including its structural divisions and their functions; general rules, regulations, procedures at the police station; paperwork, databases, records, flow of duty information; the reporting system; the use of ICT for police duties; applicable norms and standards; instructions, codes; how to perform practical uniformed police duties (under mentoring); the use of police equipment; communication with members of the community; actions in special situations (participating to a limited degree only) including response to emergency calls; protection of the scene of the crime; police operations and prevention of public disorder.

Training for Field Training Officers

In general, field training is organized for a certain period of time, (once or twice during the basic police training programme), to help trainees gain practical experience. Trainees are to be assigned to field police stations. At these stations, they perform various uniformed police-related duties under the observation and mentoring of the specially assigned police station members, the Field Training Officers (FTOs).

This system of organizing field training provides good results, but requires a certain number of practical police officers to be partly re-assigned from their normal duties at the police station to the role of FTO. Future FTOs should be additionally trained on how to mentor trainees under their command, how to direct and evaluate trainees' field actions and how to proceed with required paperwork. On many occasions, such training for FTOs is provided by the same police training institution that is responsible for delivering the basic police training course to trainees.

Learning Goal:

To familiarize future FTOs with the ultimate purpose and particular tasks of field training; to give them a clear understanding of the role and position of the FTO in this process, the main aspects, priorities and methods with regard to required paperwork.

Learning Objectives:

Future FTOs will learn the content of the basic police training course in general and how it is to be supported by field training; they will gain an understanding of trainees' learning objectives during field training. They will also become familiar with the psychology of trainees, trainees' participation in uniformed police duties; train-

ees' safety concerns; the practice of mentoring and observing trainees in action; required paperwork on trainees' field training performance to be provided to the police training institution.

Points to be addressed:

The role of the FTO; the professional development record and assessment procedure; planning of training; core tasks to be executed by trainees and core skills to be practised during field training; trainees' psychology and adaptation to the station environment; performing uniformed police tasks and duties; working in the community; trainees' security concerns; limits of possible trainees' participation in real police actions and activities; daily and weekly observation report; performance review.

Conclusion

The *Good Practices in Basic Police Training – Curricula Aspects* guide of the OSCE's Strategic Police Matters Unit (SPMU) integrates international best practices in a basic police training curriculum, providing police educators with the building blocks needed to train recruits to become effective uniformed police personnel who maintain law and order.

The guide presents a set of minimum standards and a core curriculum, providing a common platform for improving national basic police training models across the OSCE region in line with the principles of democratic policing. It acts as a practical follow-up to the principles and recommendations provided in the *Guidebook on Democratic Policing*.

The guide reflects the notion at the heart of democratic policing: the police now serve the people rather than the state. It accommodates changing realities, such as new areas of organized crime, new demographics and migrations of peoples. It centres on the respect for human rights and the rule of law.

The guide recognizes that uniformed police personnel's day-to-day decision-making and actions are based on underlying values, sound judgment and a set of learned skills and knowledge.

The guide focuses on these three core aspects of basic police training: the values and ethics at the root of democratic policing, the application of those values and ethics in a number of sensitive settings, and the basic policing skills needed to enable recruits to handle both the typical challenges they encounter as well as emergencies and non-standard conditions.

The skill with which uniformed police, who make up nearly half of most national police services, perform their duties determines the image the public holds, whether positive or negative, of their national police service.

This guide ensures that these uniformed police personnel, though confronting a rising tide of international and national security threats across the OSCE region, will be trained to operate in accordance with national and international law and respect human rights.