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The color		\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	5 5 5 5 5 5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5 5
	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 5 5 5	5 5 5 5 5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 5 5	S .	5 5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
1	\$ 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5	5 5 5	5 5 5 5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5 5
S									
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	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5	5 5 5	5 5 5 5 5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 5 5	5	5 5 5	5 5 5 5 5 5 5 5 5
	\$ 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	5 5 5 5 5	5 5 5 5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 5 5 5 5 5 5 5 5

558 TVL 37 Fer	emale emale emale	87% 91.67 82% 75.83 84% 90.83 90% 94.17	% 77.5%	90% 80% 90%	5 5 5	5 5 5	5 5	5 5 5	5 5 5	5 5 5	5 5	5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5	5 5 5	5 5	5 5 5	5 5 5	5 5	5 5 5	5 5
560 TVL 37 Fer 561 TVL 37 Ma	emale lale	93% 90.83 92% 88.33	% 87.5% % 85.83%	95% 90% 95%	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5 5	5	5	5	5 5	5 5	5 5	5 5	5 5
563 TVL 37 Ma 564 TVL 37 For 565 TVL 37 For	ale emale emale	95% 91.67 83% 88.33 86% 87.5 92% 90.83	% 80.83% % 93.33%	95% 100% 100% 85%	5 5 5	s s	5 5	5 5	5 5 5	5 5	5 5	5 5	5 5 5	5 5	5 5	5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5	5 5	5 5	5 5	5 5
566 TVL 37 Ma 567 TVL 37 Ma	lale	91% 85.83 85% 93.33	% 87.5% % 85.83%	85% 85% 60%	5 5	5	5 5	3	5 5	S S S	5 5	5 5	5 5	S S	5 5 5	5 5	\$ \$ \$	s	5 5 5	5 5	5 5 5	5 5	5 5	5 5	5 5	5 5
569 TVL 37 Ma 570 TVL 37 Fer 571 TVL 37 Fer	emale emale	81% 82.5 86% 83.33 79% 79.17	% 82.5% % 85.83% % 60%	85% 80% 85%	W W W	n n	5 5 5	5 5	5 5 5	3 5	5 5 5	5 5 5	\$ \$ \$	1	5 5	5 5 5	5	5 5	5 5 5	5	5 5 5	5 5 5	5	5 5	5	5 5
572 TVL 37 Fer 573 TVL 37 Fer 574 TVL 37 Ma 575 TVL 37 Fer	emale lale emale	80% 85.83 82% 82.5 83% 85.83 89% 91.67	% 90%	95% 60% 95% 85%	5 5	3 3 5	5 5 5	5 5	5	5 5 5	5 5	5 5	5 5	5 5	5 5	5 5 5	5 5	5 5 5	s s	5 5	S S	5 5	5 5	5 5	5 5	5 5
576 TVL 37 Fer 577 TVL 37 Ma 578 TVL 37 Ma	emale lale lale	91% BB.33 B9% 90 B4% BB.33	% 92.5% % 90.83% % 86.67%	95% 95% 75%	5 5 5	s s	5 5	s s	5 5 5	s s	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	s s	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5	5 5	s s
579 TVL 37 Ma 580 TVL 37 Ma 581 TVL 37 Fer	emale	90% 92.5 91% 86.67 84% 85.83	% 91.67% % 82.5%	95% 95%	5 5 5	5 5 5	s	5 5	5 5 5	5 5 5	5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	s s	5 5	5 5	S S	5 5 5	5 5 5		5 5	5 5
583 TVL 37 Fer 584 TVL 37 Fer	emale emale emale	88% 91.67 88% 90 86% 84.17	% 92.5% % 84.17% % 80%	90% 95% 80%	5 5 5	5 5 5	5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5	5 5	5 5 5	5 5 5	5 5 5	5 5	5 5 5	5 5 5	5 5 5	5 5	5 5 5	5 5 5	5 5 5	5 5	5 5
	emale lale lale	80% 84.17 91% 90 80% 90.83 89% 98.33	% 89.17%	90% 95% 80% 85%	5 5 5	5 5 5	5 5 5	5 5 5	5	5 5 5	5 5 5	5 5	5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5	5 5	5 5 5	5 5 5	5 5 5	5 5	5 5	5 5 5
588 TVL 36 For 589 TVL 36 For 590 TVL 36 Ma 591 TVL 36 Ma 592 TVL 36 Ma 593 TVL 36 For	emale lale lale	91% 92.5	% 95.83% % 90.83%	95% 95% 90%	5	5	5	5	5	5	5	5	5	5	5	5	5	5 5 5	5 5	5	5 5	5	5	5	5	5
592 TVL 36 Ma 593 TVL 36 Fer 594 TVL 36 Ma	lale emale	92% 90.00 84% 85 88% 90.83 91% 88.33 92% 86.67	56 95.83% 56 90.83% 56 98.31% 56 85.32% 56 85.83% 57 85.83% 58 91.63% 56 95.83% 56 92.33% 56 92.33%	95% 90% 85% 80% 95% 90% 95%	5 5	5 5 5	5 5 5	5 5 5	5 5	5 5 5	S S	5 5 5	5 5	5 5 5	5 5	5 5 5	5 5 5	5 5 5	5 5	5 5	5 5	5 5	5 5 5	5 5	5 5	5 5
595 TVL 36 Fer 596 TVL 36 Fer	emale emale	92% 86.67 95% 86.67 90% 85.83	% 85% % 95.83% % 93.33%	95% 90% 80%	5	s s	5 5	5 5	5 5	s s	5 5 5	5 5	5 5	5 5	s s	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5
598 TVL 36 Ma 599 TVL 36 Ma 600 TVL 36 Ma	ale ale ale	90% 85.83 90% 89.17 93% 89.17 85% 89.17	% 91.67% % 93.33%	80% 100% 90% 85%	s s s	s s	5 5	5 5 5	5 5 5	5 5 5	5 5	5 5	5 5	5 5 5	5 5 5	5 5 5	5 5	s s	5 5	5 5	5 5	5 5 5	5 5 5	5 5	5 5	5 5
601 TVL 36 Ma 602 TVL 36 Fer 603 TVL 36 Ma	ale emale lale	87% 90.83 93% 91.67 96% 93.33	% 95% % 95.83%	95% 95% 95%	5 5 5	s s	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	s s	5 5 5	s s	s s	5 5 5	5 5 5	5 5	5 5 5	5 5						
604 TVL 36 Ma 605 TVL 36 Ma 606 TVL 36 Fer 607 TVL 36 Ma	emale	92% 90 91% 88.33 94% 91.67 93% 94.17	% 87.5% % 90.83%	95% 70% 90% 85%	5 5	5 5	S S	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	S S	S S	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5
608 TVL 36 Ma 609 TVL 36 Ma 609 TVL 36 Fer	ale	80% 85.83 89% 92.5	% 87.5%	85% 75%	5 5	5 5	5 5 5	5 5 5	5 5	5 5	5 5	5 5	5 5	5 5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5 5	5 5	5 5
611 TVL 36 Fer 612 TVL 36 Fer	emale emale lale	97% 91.67 93% 92.5 89% 81.67		85% 90% 85% 90%	5 5 5	5 5 5	5 5 5	s s	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5	5 5 5
613 TVL 36 Ma 614 TVL 36 For 615 TVL 36 For 616 TVL 36 For 617 TVL 36 For 618 TVL 36 Ma 619 TVL 36 Ma 620 TVL 36 Ma 620 TVL 36 Ma	emale	95% 95.83 94% 87.5 87% 85.83	% 90.33% % 93.33% % 93.33%	95% 90% 90%	s s	s s	s s s	5 5 5	s s	5 5 5	5 5 5	5 5 5	s s	s s	5 5 5	5 5 5	s s	s s s	5 5 5	5 5 5	5 5 5	s s	5 5 5	5 5 5	5 5	5 5 5
617 TVL 36 Fer 618 TVL 36 Ma 619 TVL 36 Ma	anale lale lale	87% 85.83 90% 85 94% 93.33 82% 88.33 89% 90.83		90% 90% 90% 90% 100%	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	S S	5 5	5 5 5	5 5 5	5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5	5 5	5 5	5 5
	emale lale emale lale	89% 85.83 88% 94.17 89% 91.67	% 90% % 87.5% % 92.32% % 89.17%	100% 85% 95%	5 5 5	5	5 5	5	5	5	5 5	5	5	5	5 5	5 5	5 5	5 5	5 5	5	5	5 5	5	5 5	5 5	5 5
624 TVL 36 Fer 625 TVL 36 Fer	emale emale lale	87% 90 94% 93.33 90% 90.83	% 90% % 86.67%	95% 95% 5	5 5	5 5	5 5	5 5	5 5	5 5	S S	5 5	5 5	5 5	5 5	5 5	5 5	5 5	s s	5 5	S S	5 5	5 5	5 5	5 5	5 5
626 TVL 35 Ma 627 TVL 35 Fer 628 TVL 35 Ma 629 TVL 35 Fer	emale lale emale	86% 87.5 86% 91.67 82% 82.5	% 85% % 85.83%	5 5 5	s s	s s	s s	s s	s s	s s	5 5 5	5 5	5 5 5	5 5 5	s s	5 5 5	5 5 5	5 5 5	5 5	5 5	5 5 5	5 5 5	5 5 5	5 5	5 5	5 5
630 TVL 35 Fer 631 TVL 35 Ma 632 TVL 35 Ma	omale lale lale	88% 92.5 83% 88.33 82% 85.83	% 60% % 89.17% % 90.83%	5 5	5 5 5	5 5 5	5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5	5 5	5 5 5	5 5 5	5 5	5 5 5	5 5	5 5 5	5 5 5	5 5	5 5	5 5
634 TVL 35 Ma 635 TVL 35 Ma	emale lale lale emale	78% 74.17 93% 87.5 94% 92.5 90% 90	% 78.33% % 81.67% % 83% % 83.3%	5 5	5 5 5	5 5	5 5 5	5 5	5 5	5 5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5 5	5 5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5
637 TVL 35 Fer 638 TVL 35 Fer 639 TVL 35 Fer	omale omale omale	89% 89.17 86% 89.17	% 75% % 84%	5 5	5 5 5	s s	5 5	s s	5	s s	5 5	5 5	s s	s s	5 5	5 5	5 5	5 5 5	5 5	5	5	5 5	5 5	5	s s	5 5
640 TVL 35 Ma 641 TVL 35 For 642 TVL 35 For 643 TVL 35 For 644 TVL 35 For	iale emale emale	87% 85 89% 92.5 87% 89.17	% 83.33%	5 5	s s	s s	s s	s s	5 5	s s	s s	s s	s s	s s	5 5	5 5 5	s s	s s	5 5 5	s s	s s	5 5 5	s s	s s	s s	s s
643 TVL 35 Fer 644 TVL 35 Fer 645 TVL 35 Fer 646 TVL 35 Ma	emale emale emale lale	88% 86.67 95% 93.33 92% 95 84% 90	% 85.83%	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5
646 TVL 35 Ma 647 TVL 35 Ma 648 TVL 35 Ma 649 TVL 35 For 650 TVL 35 For	ale lale	92% 90 89% 88.33 92% 92.5 92% 90 88% 86.67	% 87.5% % 87.5% % 85%	5	5 5	5	5	5	5	5	5	5	5 5	5	5	5	5	5 5	5 5	5 5	5 5	5	5	5	5	5
652 TVL 35 Ma	emale emale lale	92% 90 89% 88.33 92% 92.5 92% 90 88% 86.67	% 90% % 89.16% % 60%	5 5	5 5	5 5 5	5 5	5 5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5 5	5 5	5 5	5 5	5 5	5 5 5	5 5	5 5	5 5
653 TVL 35 Fer 654 TVL 35 Fer 655 TVL 35 Ma	emale emale lale	88% 88.33 91% 91.67	% 86.6% % 83.3%	s s	s s	s s	s s	s s	5 5	s s	s s	s s	s s	s s	5 5	5 5 5	s s	s s	5 5 5	s s	s s	5 5 5	s s	s s	s s	s s
657 TVL 35 Ma 658 TVL 35 Fer	emale	82% 85 82% 87.5 81% 88.33 85% 80.83	% 85% % 81.7%	5 5 5	5 5 5	s s	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	s s	5 5 5	s s	s s	5 5 5	5 5 5	5 5	5 5 5	5 5						
660 TVL 35 Ma 661 TVL 35 Ma	emale lale lale	85% 80.83 81% 85 87% 90 83% 79.17	% 82.5%	5 5	5 5	5	5 5	5	5	5	5 5	5	5	5	5 5	5 5	5 5	5 5	5 5	5	5	5 5	5	5 5	5 5	5 5
663 TVL 35 Fer 664 TVL 34 Ma 665 TVL 34 Ma	anale lale lale	87% 90.83 94% 92.5	% 85.8% % 94.17%	5 5	s s	s s	s s	5 5	5 5	5 5 5	5 5	5 5	s s	5 5	5 5	5 5 5	s s	5 5	5 5 5	5 5	5 5	s s	s s	5 5	5 5	S S
666 TVL 34 Ma 667 TVL 34 Ma 668 TVL 34 Ma 669 TVL 34 Fer	lale lale	80% 82.5 92% 90.83 87% 82.5 89% 90 85% 89.17	% 95% % 81.67% % 92.5% % 90%	s s	5 5 5	s s	5 5 5	5 5 5	s s	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	s s	5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	S S
670 TVL 34 Ma 671 TVL 34 Ma	ale lale	85% 89.17 87% 89.17 89% 85.83 82% 75.83 92% 94.17 88% 84.17	% 90% 91.67% % 87.5% % 84.17% % 93.33% % 89.17%	5 5	5 5 5	5 5 5	5 5	5 5	5 5 5	5 5	5 5	5 5	5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5	5 5	5 5 5	5 5	5 5
672 TVL 34 Ma 673 TVL 34 Ma 674 TVL 34 Ma 675 TVL 34 Ma	iale iale	92% 75.83 92% 94.17 88% 84.17 92% 90	% 84.17% % 93.33% % 89.17% % 93.33%	5 5	5 5 5	5 5	5 5	5 5 5	5 5 5	5 5	5 5	5 5	5 5 5	5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5
675 TVL 34 Ma 676 TVL 34 Fer 677 TVL 34 Ma 678 TVL 34 Ma	lale	79% 92.5 84% 87.5 85% 90	% 94.17% % 87.5% % 92.5%	5 5	s s	s s	s s	5 5	5 5	s s	5 5	5 5	s s	5 5	5 5	5 5 5	s s	s s	5 5	5 5	5 5	s s	5 5 5	5 5	5 5	5 5
678 TVL 34 Ma 679 TVL 34 Ma 680 TVL 34 Ma 681 TVL 34 Ma	ale	81% 60 83% 90.83 82% 84.17	% 78.33% % 87.5% % 87.5%	5 5 5	s s	5 5 5	5 5 5	s s	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	s s s	s s	5 5 5	5 5						
682 TVL 34 Ma 683 TVL 34 Ma 684 TVL 34 Ma	lale lale	86% 90.83 84% 84.17 89% 94.17	% 90% % 80% % 92.5%	5 5 5	s s	s s	s s	5 5 5	5 5 5	5 5 5	5 5	5 5 5	5 5 5	5 5 5	5 5 5	s s	s s	s s	5 5 5	5 5 5	5 5 5	s s	S S S	5 5 5	5 5	5 5
685 TVL 34 Ma 686 TVL 34 Ma 687 TVL 34 Ma	lale lale	85% 84.17 80% 80.83 86% 88.33	% 84.17% % 90.83%	5 5	5 5	5 5	S S	S S	5 5	5 5	5 5	S S	5 5	S S	5 5	S S	5 5	5 5 5	5 5	5	5 5	5 5	5 5	5 5	5 5	5 5
688 TVL 34 Ma 689 TVL 34 Fer 690 TVL 34 Fer	emale emale	90% 92.5 90% 87.5 87% 91.67 82% 81.67	% 90.83% % 91.67%	5 5	5 5 5	5 5	5 5	5 5 5	5 5	5 5	5 5	5 5	5 5 5	5	5 5	5 5 5	5 5	5 5 5	5 5 5	5 5	5 5 5	5 5	5 5	5 5	5 5	5 5
691 TVL 34 Ma 692 TVL 34 Ma 693 TVL 34 For 694 TVL 34 For	emale	60% 86.67 88% 95 81% 83.33	% 90% % 95% % 82.5%	5 5 5	5 5	5 5	5 5	5 5 5	5 5	5 5 5	5 5 5	5 5	5 5	5 5 5	5 5 5	5 5 5	5 5	5 5	5 5 5	5 5	5 5	5 5	5 5 5	5 5	5 5 5	5 5
695 TVL 34 Fer 696 TVL 34 Ma 697 TVL 34 Ma 698 TVL 34 Fer 699 TVL 34 Fer	emale lale lale	85% 85 83% 90.83 81% 89.17	% 79.17% % 94.17% % 85%	5 5	s s	5 5	5 5	5 5	5 5	5 5 5	5 5 5	5 5	5 5	5 5 5	5 5 5	5 5 5	5 5	s s	5 5	5 5	s s	5 5 5	s s	s s	5 5	s s
698 TVL 34 Fer 699 TVL 34 Fer	emale emale	97% 85.17 91% 89.17	% 89.17%	5	5	5	5	5	5	5 5	5	5	5	5 5	5	5	5	5 5	5	5	5	5	5	5	5 5	5

From: Correspondence.Supt RCT Admin [PCAP]

To: McGhie.MitchB[LD]

 Cc:
 Strategy and Performance Officer AC.PCAP

 Subject:
 FW: External review 313751 - your ref RTI/21789

 Date:
 Wednesday, 23 May 2018 13:59:03

 Attachments:
 313751 - Ltr to agency 09:03:18.pdf

mage001.png

RE RT121789 Decision and Documents - Seven Network - Graduates Ratings.msg

RTI 21789 Documents for Release - Spreadsheet of Ratings Stats.xlsx

#### Good Afternoon

The additional information required by the media is a little harder to filter as most of them left for reasons other than performance. The below table summarised the additional information i.e. 4 x failures is a definite departure and 3 instigates show cause proceedings. The other failure counts are not relevant as many recruits may appear in the 0-2 failure categories. We have been unable to reproduce as per the original table, however we believe the below meets the intent. i.e. Performance, by gender, by failure rates...

# RECRUITS RESIGNED OR TERMINATED AFTER 01/01/16

				2	1	
GENDER	TOTAL	4 FAILURES	3 FAILURES	FAILURES	FAILURE	0 FAILURE
			2 (11.1 % total			
male		1 (5.5% of total males)	males)	3	4	8
female	26	2 (7.7% of total females)	3 (11.53% females)	1	8	12

## Red denotes those exceeding tolerance

## Yellow denotes

borderline

## Green denotes nil notable performance issues within

program.

The following information is provided in response to the RTI/21789 request (Decision and documents – Seven Network – Graduates ratings) with respect to the Operational Training Services(OTS) areas (Policing Skills and Firearms Training).

### **POLICING SKILLS**

The purpose of the Policing Skills (PS) is to prepare and equip police with the necessary skills, knowledge and capability to enable them to deal with policing incidents safely, efficiently and effectively. The training encompasses police operational skills and tactics and includes police task fitness and swimming.

Recruits must be aware of the relevant operational, legal and social constraints under which they will operate as a first year constable. Training needs to provide the requisite operational physical skills to ensure a safe environment both for themselves, their colleagues and the public. This course develops recruits' knowledge of the relevant policies, procedures and legislative requirements relevant when considering and adopting use of force and self-defence methods. The course also focuses on enhancing communication and decision-making skills. It teaches recruits how to conduct appropriate risk assessments by providing opportunities for them to practise a wide range of policing operational techniques in a supervised training environment. Recruits also learn how to adopt the essential care and maintenance procedures required for the efficient use of QPS issued accourtements and the use of relevant PS personal protective equipment(PPE).

Practical assessments in the Policing Skills are:

1. Phase	Phase 1	Phase 2	Phase 3
Assessment	Gate 1 fitness	Gate 3 fitness	Scenario based
	assessment (Beep test)	assessment, (Beep	practical assessments
	Musculoskeletal tests	test, Environment	Taser users course
	(Push ups, bridge, hang	urban simulator)	Skills classes
	test, step ups, box		
	jump)	Skills classes	Gate 4 fitness
	Gate 2 fitness		assessment, (Beep test
	assessment (Urban		and dummy drag)
	Environment Simulator)		
	Open hand / handcuff		
	assessment		
	Skills classes		

Online assessments in the Policing Skills include:

Phase	Phase 1	Phase 2	Phase 3
Assessment	N/A	OC spray (OLP)	SUOF(OLP) CEW (OLP)

# Phase 1 Policing Skills assessment

As part of Phase 1, Recruits receive training in the following operational skills and tactics:

- 1. Situational use of force
- 2. Tactical communications
- 3. Presence skills
- 4. Handcuff introduction
- 5. Open hand and handcuffing

To complete Phase 1, Policing Skills recruits must successfully complete the following assessment items:

Assessment item	Pas	ss mark					
Musculoskeletal tests	Hol	ld for 90 seconds					
1. Bridge	10	times on toes					
2. Push ups	3 s	econds					
3.static hold (Hang test)	40	step ups (20 each le	g)				
4.step ups	3 ju	umps at varied levels	from boxed	dais			
5.box jumps							
Beep test (Gate 1	Car	diovascular endurar	nce assessmei	nt (Beep test)			
assessment)			MALE	FEMALE			
9%	ŀ	Under 30 years	= 8/6	= 6/10			
1	5	30-39 years	= 7/10	= 6/5			
		40+ years	= 7/1	= 5/7			
	P						
Swim assessment		mplete 100 metres t			тсу		
		ng one of 3 (or comb		,			
		mming strokes (Free		•	de		
		oke) without stoppir					
		npetency not achiev		4 .			
		tained from recognis	sed external s	wim proficiency			
On an hand / handauff		ovider)	التنام مناميدا	do a natavant			
Open hand / handcuff		play satisfactory skil					
assessment	-	hniques to a satisfac					
PS operational skills and		play satisfactory skil	i ievei in apply	ying relevant			
tactics classes, (SUOF – open	tec	hniques.					
hand / handcuff techniques)							

# Phase 2 - Policing Skills assessment:

Recruits receive training in the operational skills and tactics, namely:

- CARE-scale
- Positional asphyxia
- Search person
- Watchhouse practices
- Motorised offenders
- Tyre deflation devices
- Search vehicle
- Edged weapons
- Closed hand tactics
- Release techniques/LBV
- Ground defence / restraint transitions
- Capsicum spray

- Batons
- Dealing with unconscious persons
- Revision of skills
- Scenario preparation

To complete Phase 2 Policing Skills Recruits must successfully complete the following assessment items:

Assessment item	Pass mark
Urban environment	Completed to a satisfactory level whilst in full operational attire
simulator (Gate 2	and accoutrements. (refer below rationale)
assessment)	
Gate 3 assessment, (beep	(Refer paragraph number 3), (completed consecutively with 20
followed by urban	mins break in between)
environment simulator)	
Capsicum spray (OC spray)	Complete Online Learning Product (OLP) (100%)
theory	
PS operational skills and	Display satisfactory skill level in applying relevant techniques.
tactics classes, (see above)	

## Urban environment simulator rationale:

The QPS 'Urban Environment Simulator', as its name implies, is designed to simulate a suburban backyard or industrial complex foot chase. It is a purpose-built course, which includes a range of common obstacles e.g. walls, ramps, stairways, fences, balance and climbing structures that an officer may be required to negotiate whilst performing operational duties. It provides the recruit with the skills necessary to negotiate obstacles and complete the course as quickly, safely and efficiently as possible.

Recruits wear full operational attire, with the inclusion of duty belt, Load bearing Vest and dummy accoutrements, i.e. (Firearm, handcuffs, OC spray, baton, CEW and hand held radio with bungy cord). Recruits may wear their PS training tshirt, otherwise operational trousers and boots must be worn as they would operationally.

The course is a test of cardiovascular and muscular endurance, strength and co-ordination. The course is 240 metres in length and comprises of three sections:

- An 'out and back' sprint around a cone measuring 15 metres out and 15 metres back
- A series of obstacles including walls, steps, windows, fences and ramps measuring 120 metres
- A run measuring 120 metres
- An operational exercise involving the restraint and verbal control of a training mannequin combined with radio communication.

To complete the course, the recruit must successfully negotiate all of the sections safely, efficiently and quickly. Recruits will be individually assessed and deemed Satisfactory (S) if they successfully negotiate all of the sections safely and efficiently:

- There will be no time requirement
- Recruits will have a maximum of 3 opportunities to attempt each obstacle in a *continuous* manner.
- There is to be no rest intervals between each attempt at a particular obstacle
- If a recruit fails to complete a specific obstacle, they will be deemed not yet satisfactory (NYS)
- Recruits can be stopped at any time if their conduct is deemed unsafe.
- Recruits are not permitted to walk during the 120m run component

## Phase 3 - Policing Skills assessment

Recruits receive training in the following operational skills and tactics:

- Conducted Energy Weapon 2 x day course
- PS final assessable scenarios.
- Gate 4 fitness assessment

To complete Phase 3 Policing Skills, Recruits must successfully complete the following assessment items and have completed all operational skills classes and demonstrate a Satisfactory (S) standard in all phase 1 and 2 pre-requisite operational assessments:

Assessment item	Pass mark
Situational use of force	Complete OLP (100%)
Conducted Energy	Test 1: 100 %
Weapon Course	Test 2: 100%
1. OLP	Test 3: Display satisfactory skill level in applying relevant
2. written exam	techniques
3. TOET's	Test 4: Display satisfactory skill level in applying relevant
4. target deployment	techniques
5. scenario based	Test 5: Display satisfactory abilities in dealing with a non-
assessment	compliant subject in the given scenario utilising skills and
1	l e e e e e e e e e e e e e e e e e e e

	tactics gained from the PS Conducted Energy Weapon Course
	Course
PS final scenario based	Display competence in dealing with a non-compliant subject
assessment	in the given scenario utilising skills and tactics gained from
	PS.
Gate 4 fitness	See rationale (Dummy drag – Drag x 2 x 75 kg dummies
assessment, (Beep test,	length of basketball court)
dummy drag)	

### **PS SCENARIOS**

The rationale is to promote an understanding of officer safety concepts, identify and correctly apply appropriate UOF options in a job related context. To identify the requirement to use the minimum amount of force when restraining subjects and utilise various Policing Skills concepts and skills. Recruits will demonstrate their abilities in decision making, communication, presence and the appropriate and training compliant use of relevant operational skills and tactics to resolve any given policing incident. Recruits will then be required to articulate and justify their actions to also be deemed "satisfactory".

To this extent, recruits (in pairs) are given three operational policing problems (scenarios) and must resolve the policing issues presented to them by using one or more SUoF methods. Generally, the recruit taking the lead role in the first scenario will take the second officer role in the next scenario. As both the scenarios and roleplaying are dynamic then—similar to real-world policing—the contact officer / second officer roles might change during the course of any scenario. It is expected though that both recruits should engage (with the role-player) to some degree during all three scenarios.

#### Gate 4 fitness assessment

Beep test assessment combined with the dummy drag assessment. The dummy drag assessment consists of untimed test whereby 2  $\times$  75kg dummies are dragged (continuously without stopping) the length of the QPSA gymnasium.

### **FIREARMS TRAINING**

With regards to the Firearm component of the Recruit course, the expectations of the participants to pass the course are the same, regardless of gender or age.

With regard to the shoots, all participants are required to attain the same level, regardless of gender or age. Should they be unsuccessful, they are given remedial shooting and reassessed. This reassessment policy is in line with the assessment policy across Recruit Training.

Apart from this, there is a scenario phase which utilises simmunition and both shoot and no shoot situations. In these scenarios there is an expectation of the autonomous behaviour and decision making which the Recruit is expected to attain – again regardless of gender or age.

The other area of assessment is in regards to safety. A Recruit can fail the Firearms course due to a lack of safety with the weapon. This may include but is not limited to – lasering themselves or others, finger on trigger when not appropriate as examples. Again this is regardless of gender or age and safety is of paramount importance, given the nature of the training.

Should a Recruit fail the Firearms Course, the matter is referred back to the Intake Coordinator with a recommendation they return to undertake another course. The Intake Coordinator has an overview of their progression through the program and will determine whether the Recruit will be returning to undertake the Firearms Course again or be subject of a Show Cause proceeding.

The Gates and expectations for successfully completing the course are:

Sessions/Assessments	Critical	Non critical
Recruit Firearms Trainin	ng (RFT) Course	
GATE 1		
Online Learning	100% pass rate	Multiple attempts.
Product - Police		
Recruit Online		
Weapons Legislation		
Test (QC1127_01)		
Lecture Presentation –	Fail to attend/complete class	Nil
Theory		
Use of Force		
<ul> <li>Physiological</li> </ul>		
Effects of		

į		ı		
	Handgun Bullets  Use of Firearms Against Moving Vehicles  Body Worn Cameras  High Risk Appreciation & Incident Management Theory Verbal Control Theory Approach, Entry & Search Theory Intro to DIST			
	<ul><li>Human</li><li>Performance</li></ul>			
	Under Stress			
	Lecture & Practical Lesson – Technical	Fail to attend/complete class	Nil	
	Specifications &	<b>ク</b> ~		
_	Equipment Fitting	Suggestully domanstrate:	During domanatration of skills	
	Practical Weapons Lesson – Session 1	Successfully demonstrate: - individual and collective safety	<ul> <li>During demonstration of skills, minor faults in technique</li> </ul>	
ı	Safety Precautions	precautions without a breach of	rectified with intervention from	
ı		safety or damage to equipment NYS if student commits safety	instructor	
ı		breach/es pursuant to Assessment		
-	Practical Weapons	Gate 13 Successfully demonstrate:	During demonstration of skills,	
ı	Lesson – Weapons	- the safe handling of weapons	minor faults in technique	
ı	Familiarisation	<ul> <li>an ability to render safe a variety of rifles and shotguns</li> </ul>	rectified with intervention from instructor	
ı		NYS if student commits safety		
ı		breach/es pursuant to Assessment Gate 13	<i>^</i>	
ľ	Practical Weapons	Successfully demonstrate:	During demonstration of skills,	
ı	Lesson – Session 2A Fundamentals of Basic	<ul> <li>the fundamentals of the QPS shooting system – Position,</li> </ul>	minor faults in technique rectified with intervention from	
ı	Pistol Craft	Control, Sights and Trigger	instructor	
ı		NYS if student commits safety		
		breach/es pursuant to Assessment Gate 13		
	Practical Weapons	Successfully demonstrate:	During demonstration of skills,  miner faults in technique.	9/
	Lesson – Session 2B QPS Shooting System	<ul> <li>an explanation and understanding of the 2 rules of prepping</li> </ul>	minor faults in technique rectified with intervention from	
ı		- the transition of the pistol from	instructor	6
ı		the shooting position at Step 1 to the holster at High Risk (HR) and		70
ı		from the holster at HR back to		
ı		Step 1 NYS if student commits safety		
		breach/es pursuant to Assessment		
	Practical Washing	Gate 13	During demonstration of skills.	
	Practical Weapons Lesson – Session 3	Successfully demonstrate: - filling magazines by hand	During demonstration of skills, minor faults in technique	
	Load & Unload	- filling magazines with the use of a	rectified with intervention from	
		magazine filler - load & unload procedures	instructor	
		- station procedures		
		NYS if student commits safety breach/es pursuant to Assessment		

	1	
	Gate 13	
Practical Weapons Lesson – Session 4 Immediate Action & Stoppage Drills	Successfully demonstrate: - the Immediate Action (IA) Drill - the Stoppage Drill NYS if student commits safety breach/es pursuant to Assessment Gate 13	During demonstration of skills, minor faults in technique rectified with intervention from instructor
Initial Test of	- Successfully demonstrate station	During demonstration of skills,
Elementary Training (TOET) Assessment	procedure load and unload and the IA and stoppage drills  NYS if student is unable to demonstrate the QPS shooting system within the range of correctness and without a breach of safety	minor faults in technique identified
Practical Lesson – Ballistic Vests & Load Bearing Vests Fitting	Successfully demonstrate:  the correct sizing and fitting of ballistic vests (with ballistic plates) with load bearing vests the correct sizing and fitting of ballistic vests (with ballistic plates) without load bearing vests	During demonstration of skills, minor faults in technique rectified with intervention from instructor
Live-Fire Cognitive Phase Steps 1 & 2 Practice	Successfully demonstrate     cognitive shooting from Steps 1     & 2 as demonstrated.  NYS if student commits safety breach/es pursuant to Assessment  Gate 13	During demonstration of skills, minor faults in technique rectified with intervention from instructor
Practical Weapons Lesson – Field Strip &	Successfully demonstrate:	During demonstration of
Assemble	- the naming of the 4 rules for stripping - stripping the weapon - the naming of internal and external parts of the weapon - reassembling the weapon NYS if student commits safety breach/es pursuant to Assessment Gate 13	skills, minor faults in technique rectified with intervention from instructor
Practical Weapons Lesson – Step 4	Successfully demonstrate:  - the movement from HR to Step 4  - moving from Step 4 to Step 2  NYS if student commits safety  breach/es pursuant to Assessment  Gate 13	During demonstration of skills, minor faults in technique rectified with intervention from instructor
Practical Weapons Lesson – Barricade Theory & Practical	Successfully demonstrate:  - an ability to explain the difference between cover and concealment  - how to utilise a barricade while standing, including I/A and stoppage drills  - how to utilise a barricade while kneeling, including I/A and stoppage drills  NYS if student commits safety breach/es pursuant to Assessment Gate 13	During demonstration of skills, minor faults in technique rectified with intervention from instructor
Practical Weapons Lesson – Moving & Position SUL Theory & Practical	Successfully demonstrate:  - how to move forward while firing, including I/A and stoppage drills  - how to move backwards while	<ul> <li>During demonstration of skills, minor faults in technique rectified with intervention from instructor</li> </ul>

Live-Fire Cognitive Phase Step 3 & High Risk Practice	firing, including I/A and stoppage drills  - how to move forwards to a barricade while firing, including I/A and stoppage drills  - how to move backwards to a barricade while firing, including I/A and stoppage drills  - the SUL position  - the movement from SUL to Step 1  - how to transition from SUL to Step 2 or Step 1 and fire a string of shots  NYS if student commits safety breach/es pursuant to Assessment Gate 13  - Successfully demonstrate cognitive shooting from Step 3 & HR as demonstrated  NYS if student commits safety breach/es pursuant to Assessment	During demonstration of skills, minor faults in technique rectified with intervention from instructor	
	Gate 13		
GATE 3 Live-Fire Cognitive Assessment	Successfully demonstrate     cognitive shooting from HR to     Step 1     NYS if student is unable to     achieve 80% shot placement in     the scoring area whilst     demonstrating the QPS shooting     system within the range of     correctness and without a     breach of safety	During demonstration of skills, minor faults in technique identified	
Practical Weapons Lesson – Preventative Maintenance	Successfully demonstrate: - procedures for wet or submerged weapons - the routine safety inspections - test of assembly NYS if student commits safety breach/es pursuant to Assessment Gate 13	During demonstration of skills, minor faults in technique rectified with intervention from instructor	
Practical Weapons Lesson – Torch / Weapon-Mounted Light Source Techniques Theory & Practical	Successfully demonstrate:  - the Chapman torch technique  - the Ayoob (Modified Chapman) torch technique  - the FBI torch technique  - the Harries torch technique  - the Weapon-Mounted Light Source (WMLS) technique  - the correct sequence of a shot while using a hand-held torch  - the correct sequence of a shot using a hand-held torch from behind a barricade  - the correct sequence of a shot while using the WMLS  - the correct sequence of a shot while using the WMLS  - the correct sequence of a shot while using the WMLS from behind a barricade  - moving forward and rearward to cover while drawing and using the WMLS  NYS if student commits safety	During demonstration of skills, minor faults in technique rectified with intervention from instructor	

	l		
	breach/es pursuant to Assessment		
Practical Weapons Lesson – In-Service TOET	Gate 13  Successfully demonstrate: - station procedure load - the Immediate Action (IA) Drill - the Stoppage Drill - station procedure unload - strip & assemble in the correct sequence - the naming of internal and external parts - the routine safety inspections, articulating them as they are conducted	During demonstration of skills, minor faults in technique rectified with intervention from instructor	
9/1/6	- the test of assembly, articulating it as it is conducted  NYS if student commits safety breach/es pursuant to Assessment  Gate 13		
Live-Fire Single- Handed Practice	- Successfully demonstrate the correct technique for shooting single-handed with preferred hand and non-preferred hand NYS if student commits safety breach/es pursuant to Assessment Gate 13	During demonstration of skills, minor faults in technique rectified with intervention from instructor	
Live-Fire Barricade Practice	Successfully demonstrate     shooting from a barricade     position  NYS if student commits safety  breach/es pursuant to Assessment  Gate 13	During demonstration of skills, minor faults in technique rectified with intervention from instructor	
GATE 4		P	
Live-Fire Barricade Assessment	- Successfully demonstrate shooting from a barricade position - NYS if student is unable to achieve 80% shot placement in the scoring area, 100% shot placement on the body of the threat, whilst demonstrating the QPS shooting system within the range of correctness and without a breach of safety	During demonstration of skills, minor faults in technique identified	
Live-Fire Moving Practice	Successfully demonstrate     shooting whilst moving forwards     and backwards and shooting     whilst moving forwards and     backwards to a barricade     position  NYS if student commits safety  breach/es pursuant to Assessment  Gate 13	During demonstration of skills, minor faults in technique rectified with intervention from instructor	
GATE 5	Successfully demonstrate	• During domonstration of abilla	
Live-Fire Moving Assessment	<ul> <li>Successfully demonstrate shooting whilst moving forwards and backwards to a barricade position</li> <li>NYS if student is unable to achieve 80% shot placement in the scoring area, 100% shot placement on the body of the</li> </ul>	<ul> <li>During demonstration of skills, minor faults in technique identified</li> </ul>	

Live-Fire Low Light Practice  GATE 6	threat, whilst demonstrating the QPS shooting system within the range of correctness and without a breach of safety  - Successfully demonstrate shooting in low light conditions utilising hand-held torch control / WMLS with and without a barricade  NYS if student commits safety breach/es pursuant to Assessment Gate 13	During demonstration of skills, minor faults in technique rectified with intervention from instructor	
In-Service TOET	Successfully demonstrate:	During demonstration of	
Assessment	<ul> <li>station procedure load</li> <li>the Immediate Action (IA) Drill</li> <li>the Stoppage Drill</li> <li>station procedure unload</li> <li>strip &amp; assemble in the correct sequence</li> <li>the naming of internal and external parts</li> <li>the routine safety inspections, articulating them as they are conducted</li> <li>the test of assembly, articulating it as it is conducted</li> <li>NYS if student is unable to demonstrate these skills within the range of correctness and without a breach of safety</li> </ul>	During demonstration of skills, minor faults in technique identified	
Live-Fire In-Service	Successfully demonstrate:	<ul> <li>During demonstration of</li> </ul>	
Minimum Firearms Training Requirement	<ul> <li>the fundamentals of the QPS shooting system consistent with</li> </ul>	skills, minor faults in	
(MFTR) (Pistol) –	the In-Service MFTR conduct of	technique rectified with intervention from instructor	
Practice	the shoot	intervention from instructor	
	NYS if student commits safety	<i>^</i>	
	breach/es pursuant to Assessment	1//	
GATE 7	Gate 13		
Live-Fire In-Service	Successfully demonstrate	During demonstration of	
Minimum Firearms Training Requirement (MFTR) (Pistol) – Assessment	- the fundamentals of the QPS shooting system consistent with the In-Service MFTR conduct of the shoot  NYS if student is unable to achieve 80% shot placement within the scoring area, 100% shot placement on the body of the threat, whilst demonstrating the QPS shooting system within the range of correctness and without a breach of safety	skills, minor faults in technique identified	
Practical Weapons Lesson – Verbal Control Practical	Successfully demonstrate: - on-going risk assessment considerations - the ability to escalate and deescalate response to a threat - an ability to select the most appropriate UOF option to safely and effectively resolve the situation  NYS if student commits safety	<ul> <li>During demonstration of skills, minor faults in technique rectified with intervention from instructor</li> </ul>	

	ı		
	breach/es pursuant to Assessment		
Practical Weapons Lesson – Approach, Entry & Search	Gate 13  Successfully demonstrate: - risk assessment considerations when approaching a premises	<ul> <li>During demonstration of skills, minor faults in technique rectified with</li> </ul>	
Practical	<ul> <li>the ability to identify and utilise cover and concealment when approaching a premises</li> <li>internal search and room entry techniques</li> <li>tactical withdrawal considerations</li> </ul>	intervention from instructor	
٥.	on contact with a HR offender NYS if student commits safety		
	breach/es pursuant to Assessment		
GATE 8	Gate 13		
DIST Interactive	- Successfully demonstrate control	During demonstration of	
Assessment	over a situation through	skills, minor faults in	
	communication and tactically	technique identified	
	sound positioning whilst		
4	identifying threat cues which prompt appropriate UOF		
	selection		
	- Articulate legislation, policy and		
	rules of prepping with respect to		
	the scenario - NYS if student is unable to		
	demonstrate the QPS shooting		
	system within the range of		
	correctness and without a		
	breach of safety - NYS if student is unable to		
	effectively resolve the situation	-0	
GATE 9	encouncily reserve and situation	d.	
DIST Body Alarm	- Successfully conduct a primary	During demonstration of	
Reaction Assessment	search of a premises whilst	skills, minor faults in	
	communicating with a partner and utilising teamwork	technique identified	
	- Identify threat cues and	1	
	subsequently select an	0	
	appropriate UOF which assists	, C,	
	with the effective resolution of the situation		
	- Control the situation whilst		
	utilising a tactically sound		0.
	position		
	- Demonstrate effective post- shooting methodologies		
	(B.S.P.E.C.)  - Correctly explain when it is		40
	appropriate to activate a body		90
	worn camera		
	- NYS if student is unable to		
	demonstrate the QPS shooting system within the range of		
	correctness and without a		
	breach of safety		
	- NYS if student is unable to		
DICT D S. III	effectively resolve the situation		
DIST Reactive Drills	Successfully demonstrate:	During demonstration of	
	- the use of cover	ckille minor faulte in	
	<ul><li>the use of cover</li><li>an ability to resolve the given</li></ul>	skills, minor faults in technique rectified with	

	I		
	- effective communication skills		
	- the application of the QPS		
	shooting system		
	- when it is appropriate to activate		
	a body worn camera		
	NYS if student commits safety		
	breach/es pursuant to Assessment		
DIST C. I. I. C. II	Gate 13		
DIST Contact Circuit	Successfully demonstrate:	During demonstration of	
	- presence - the use of cover	skills, minor faults in	
	- a safe officer to offender distance	technique rectified with	
D <sub>A</sub>	- effective resolution of the	intervention from instructor	
	situation		
	- effective communication skills		
96	- the application of the QPS		
* / X	shooting system		
X	- the correct explanation of when it		
	is appropriate to activate a body		
	worn camera		
	NYS if student commits safety		
Y	breach/es pursuant to Assessment		
	Gate 13		
Emergency Drills	Successfully demonstrate:	<ul> <li>During demonstration of</li> </ul>	
	- the correct method for	skills, minor faults in	
	conducting an emergency	technique rectified with	
	Immediate Action (IA) and	intervention from instructor	
	Stoppage Drill with the preferred		
	hand (PH) only - the correct method for		
	conducting an emergency		
	Immediate Action (IA) and		
	Stoppage Drill with the non-	-0	
	preferred hand (NPH) only	J.	
	NYS if student commits safety	' 🛆	
	breach/es pursuant to Assessment		
	Gate 13		
GATE 10			
Active Armed Offender	(AAO) Course		
Online Learning	100% pass rate	Multiple attempts.	
Product – Active		6/2	
Armed Offender			
(QC1343_01)			
Lecture Presentation –	Students fail to attend/complete class	Nil	
Active Armed			
Offender Theory	Successfully demonstrate	Duning dependention of	
Practical Weapons Lesson – Contact	- an understanding of contact	<ul> <li>During demonstration of skills, minor faults in</li> </ul>	0000
Teams	teams		9.0
reams	- an understanding of the role of	technique rectified with	'0'
	contact officer	intervention from instructor	
	- an understanding of the role of		
	cover officer		
	- the ability to utilise 'linked'		
	positions		
	NYS if student commits safety		
	breach/es pursuant to Assessment		
	Gate 13		
Practical Weapons	Successfully demonstrates	During demonstration of	
Lesson – Static	- an understanding of static contact	skills, minor faults in	
Contact Drills	drills	technique rectified with	
	- correct static contract drills from	intervention from instructor	
	I and the second se		I

Practical Weapons Lesson – Moving Contact Drills	the 'linked' position  NYS if student commits safety breach/es pursuant to Assessment Gate 13  Successfully demonstrates  - an understanding of moving techniques and how to react to threats from any direction as part of a contact team  - the ability to use moving contact drills with correct verbal commands  NYS if student commits safety breach/es pursuant to Assessment Gate 13	During demonstration of skills, minor faults in technique rectified with intervention from instructor	
Practical Weapons Lesson – Open Area Clearance	Successfully demonstrates  - open area clearances utilising the 'leapfrog' and 'caterpillar' techniques  NYS if student commits safety breach/es pursuant to Assessment Gate 13	During demonstration of skills, minor faults in technique rectified with intervention from instructor	
Practical Weapons Lesson – Cornering	Successfully demonstrates - an understanding of the principles of cornering - the ability to utilise cornering techniques NYS if student commits safety breach/es pursuant to Assessment Gate 13	<ul> <li>During demonstration of skills, minor faults in technique rectified with intervention from instructor</li> </ul>	
Practical Weapons Lesson – Systematic Venue Clearance Techniques	Successfully demonstrates  - an understanding of the clearance techniques utilised when systematically clearing a venue  - the ability to move in and out of doors safely using systematic venue clearance techniques  NYS if student commits safety breach/es pursuant to Assessment  Gate 13	During demonstration of skills, minor faults in technique rectified with intervention from instructor	
DIST Exposure to Stimulus	Successfully demonstrates - an understanding of, and ability to recognise stimulus in an AAO context - the ability to implement learned skills as a result of stimulus application in a practical situation NYS if student commits safety breach/es pursuant to Assessment Gate 13	During demonstration of skills, minor faults in technique rectified with intervention from instructor	
GATE 11 DIST Final	- Successfully demonstrates an	<ul> <li>During</li> </ul>	
Assessments	ability to apply the learned principles of the practical sessions in given situations  NYS if student is unable to demonstrate the QPS shooting system within the range of correctness and without a breach of safety whilst applying the techniques learned through the AAO program	demonstration of skills, minor faults in technique identified	

GATE 12		
Online Learning	100% pass rate	Multiple attempts.
Product –		
se of Force OLP		
017-2018		
QC1261_03)		
GATE 13		
Safety	- Successfully demonstrates	• During
	confident, effective and safe	demonstration of
	weapons-handling skills	skills, isolated
	throughout the entirety of	minor breaches of
	Firearms Training and Active	safety (occurring
<b>,</b>	Armed Offender	outside
	- NYS if student commits	Assessment Gates)
9/4	major/multiple/repeated safety	rectified with
-//x	breaches in any aspect of	intervention from 
	Firearms Training or Active	instructor
	Armed Offender	
		P Silvery

As discussed in the Policing Skills section, Firearms scenarios are to reflect operational scenarios faced by officers and require communication skills, tactical skills and safety to be demonstrated by all participants throughout the course. There is no distinction between males and females on the course and each participant is assessed against the same criteria.

Should further clarification be required on the stats please contact Inspector Darren CARNES, or for clarification on Policing Skills S/Sgt Gary TOBIN, or for Firearms Training S/Sgt Julie GILMORE.

#### Regards



Maree Steele
Sergeant - Support Officer
Superintendent's Office - Recruit & Constable Training
People Capability Command | Queensland Police Service

PO Box 1110 Archerfield Qld 4108 | 72 Rudd Street, Oxley Qld 4075 Phone: 07 3246 8473 | Fax: 07 3246 8290

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From: Strategy and Performance Officer AC.PCAP

Sent: Tuesday, 15 May 2018 2:58 PM

To: Correspondence.Supt RCT Admin [PCAP] <Correspondence.SuptRCTAdmin@police.qld.gov.au>

**Cc:** Winton.KellyA[PCAP] < Winton.KellyA@police.qld.gov.au> **Subject:** FW: External review 313751 - your ref RTI/21789

Good afternoon,

Please find attached advice from the Office of the Information Commissioner requesting that the QPS undertake *further* searches in relation to their current review of a decision made by the RTI Unit in relation to gradings of recruits. RTI/21789 refers.

The applicant is seeking additional information so that she can make comparisons between the **successful** and **unsuccessful** recruits based on gender. The information released by the QPS in our decision related only to those recruits who successfully graduated and as such the applicant now seeks data relating to unsuccessful recruits. The applicant has also queried the grading data for the physical skills component.

I have attached for you the data which was previously provided.

Essentially the applicant is seeking:

- The same type of information that was released to the applicant in relation to unsuccessful recruits; and
- Data that is recorded for the categories of physical testing and whether there are grades, scores, times, weights or other measurements made which are eventually refined to satisfactory/unsatisfactory./

Could the relevant information please be provided directly to Snr Sgt Mitch McGhie with a cc to this office by **cob 23 May**.

Please contact Snr Sgt McGhie should there be any questions or clarification needed.

Kind regards



Kylie Rigg
Inspector
Strategy & Performance Officer
Assistant Commissioner's Office
People Capability Command | Queensland Police Service

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