

Emergency Procedures
Initial Response
and
Operational and Tactical Command
National Policing Curriculum

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Part 1: Introduction to the Emergency Procedures Curriculum

Purpose of this document

This document is intended for trainers and associated subject matter experts who will be engaged in the delivery of Emergency Procedures learning; the curriculum within can also be used to deliver refresher learning, where appropriate. It sets out the national curriculum and associated national minimum content coverage for all areas of Emergency Procedures learning.

This document provides:

- an overview of the modules
- detailed curriculum for:
 - Emergency Procedures - Initial Responder
 - Emergency Procedures - Operational or Tactical Commander

Supporting guidance and resources

This document should be used in conjunction with a suite of supporting documents accessible via College Learn and the College of Policing website. These are:

- Trainer guides
- Assessment material
- College of Policing Authorised Professional Practice
- eLearning

Part 2: Curriculum outline

The Emergency Procedures modules equip learners with the skills knowledge and understanding of processes and procedures carried out during major and critical incidents and whilst operating in a joint environment. Learners will gain an understanding of what major and critical incidents are, the importance of interoperability and the principles of shared situational awareness. This will include knowledge of the key roles and functions, communication principles and the Joint Decision Model (JDM)

Pre-/co-requisite learning

Successful achievement of Emergency Procedures learning requires learning in **core professional policing areas** to be completed; this is either by one of the Policing Education Qualifications Framework (PEQF) initial entry routes or the Initial Police Learning Development Programme (IPLDP). Some of this learning is covered by eLearning resources (available via College learn).

Programme specific pre/co/post-requisites are:

Emergency Procedures - Initial Responder

- **Co-Requisites**

- Emergency Procedures eLearning
- Stay Safe Guidance and Aide Memoire
- Airwave Interoperability
- National Standards for Radio Communications: Airwave Speak
- Radio Terminal Communications Glossary
- Radio Terminal Communications e-learning

Emergency Procedures - Operational or Tactical Commander

- **Co-Requisites**

- Emergency Procedures (Major Incident: Initial Police Response and Command) eLearning
- National Standards for Radio Communications: Airwave Speak
- Radio Terminal Communications Glossary
- Radio Terminal Communications e-learning

Learning overview

Emergency Procedures - Initial Responder

This learning is for personnel who may respond to a major or critical incident, and those who may participate in an operation where multi-agency working takes place. The learning provides an overview of major and critical incidents whilst operating in a joint environment. It includes the meaning of interoperability and the principles of shared situational awareness. It also includes the communication principles used and the Joint Decision Model (JDM) and how it is used as a guiding principle of decision making in joint operating environments.

Emergency Procedures - Operational or Tactical Commander

This learning is for all police officers who are responsible for managing and directing resources at the Operational and Tactical level. This learning provides an overview of major and critical incidents whilst operating in a joint environment, it includes the meaning of interoperability and the principles of shared situational awareness. It also includes an understanding of the key roles and functions when policing at operational and tactical levels of command in response to major or complex incidents (including fast moving terrorist scenarios). The module provides an overview of the communication principles used and the Joint Decision Model (JDM) and how it is used as a guiding principle of decision making in joint operating environments.

Delivery

The learning outcomes detailed in the curriculum below, provide the minimum level of learning required to acquire the knowledge, skills, understanding and behaviours required to fulfil a role/function related to Emergency Procedures.

Professional Profiles

The College has produced role-specific professional profiles, created in consultation with subject matter experts, national policing leads and end users relevant to role. This is detailed on the College Professional Development Platform.

Professional Profiles are available for the following Emergency Procedures functions:

- Operational and Tactical Command at Major and Critical Incidents

Part 3: Emergency Procedures Curriculum

The national curriculum for Emergency Procedures is specified through the learning outcomes that are to be met, and the minimum content coverage to be achieved in the delivery of the programme.

Curriculum learning outcomes

- These are high-level outcomes to be achieved.

Minimum content coverage

- This consists of a sequence of summary guidance statements, indicating minimum learning content, coverage of which as part of the educational process will enable achievement of the learning outcome.

Emergency Procedures Initial Responder

Learning outcomes	Minimum content coverage
<p>1 Describe what constitutes a major or critical incident and explain the initial response</p>	<p>1.1 Definition and examples of a major incident and critical incident</p> <ul style="list-style-type: none"> ▪ Who can declare a major incident in the relevant organisations and the implications the declaration presents ▪ How a major incident can become a critical incident <p>1.2 The overall command structure at a major incident</p> <ul style="list-style-type: none"> ▪ Roles of the Operational and Tactical Commanders at a major incident <ul style="list-style-type: none"> – Police commanders – Other emergency services <p>1.3 Initial actions required at a major incident, by:</p> <ul style="list-style-type: none"> ▪ The police service ▪ Other emergency services ▪ Support agencies
<p>2 Describe the roles and responsibilities of the police at a major incident</p>	<p>2.1 Police actions at a major incident</p> <ul style="list-style-type: none"> ▪ Co-ordinate the Response Phase of the incident (some exceptions apply) ▪ Co-ordinate and communicate with the Emergency Services, Local Authorities and other supporting organisations both at the scene of the incident and elsewhere, including the activation of the Strategic Coordination Group (SCG) ▪ Secure, protect and preserve the scene. ▪ Traffic management, identify access and egress routes (in consultation with the highways authorities and Local Authority) ▪ Conduct an investigation, obtain and secure evidence in conjunction with other relevant investigative bodies ▪ Collate and disseminate casualty information ▪ Coordinate the provision of public information in conjunction with other agencies ▪ Recovery, identification, reconciliation and repatriation of the deceased in a timely and dignified manner on behalf of HM Coroner ▪ Develop an accurate and coordinated media plan

	<ul style="list-style-type: none"> ▪ Lead the establishment of a Survivor Reception Centre, Family and Friends Reception Centre and establish Documentation Teams as appropriate ▪ Save life and prevent further loss of life together with Emergency Services ▪ Prevent escalation of the incident ▪ Prevent and detect crime. ▪ Restore 'new normality' to the community
<p>3 Explain the meaning of interoperability and how it is achieved through effective communication and coordination</p>	<p>3.1 Interoperability in the context of joint operations</p> <ul style="list-style-type: none"> ▪ Importance of organisations working together at incidents ▪ Importance of the JESIP mobile application ▪ The five principles for joint working
	<p>3.2 Principles of co-location and coordination</p> <ul style="list-style-type: none"> ▪ Importance of responder agency commanders being co-located and how they are each identified ▪ Functions of a Rendezvous Point (RVP) and considerations for the location of a Forward Command Post (FCP) ▪ The basic role and capabilities of other responder agencies
	<p>3.3 The purpose and benefit of the Joint Decision Model (JDM), used across all responder agencies:</p> <ul style="list-style-type: none"> ▪ Structure of the JDM <ul style="list-style-type: none"> – Gather information and intelligence – Assess risk and develop a working strategy – Consider powers, policies and procedures – Identify options and contingencies – Take action and review what happened – Hold a post-event debrief which includes capturing lessons impacting on interoperability
	<p>3.4 Shared situational awareness and why it is important to establish it in a joint environment</p>
	<p>3.5 Importance of understanding risk from the perspectives of all responder agencies operating in a joint environment</p>
	<p>3.6 The M/ETHANE framework as a common structure for sharing incident information</p>

	<ul style="list-style-type: none"> ▪ Difference between METHANE and ETHANE messages ▪ Construction and delivery of an effective M/ETHANE message ▪ How the JESIP App can be used to help generate a M/ETHANE report
4 Explain the main communication principles relating to a first responder	<p>4.1 How the first responder should communicate establish communication with other responders arriving on-scene:</p> <ul style="list-style-type: none"> ▪ Using plain English, avoiding acronyms and single service jargon ▪ Using the JESIP Glossary as an aid
5 Explain how to deal with a suspect device	<p>5.1 The national guidance for police first responders attending the scene of a suspect device</p> <ul style="list-style-type: none"> ▪ Initial assessment ▪ Setting cordons ▪ Use of communication devices
	<p>5.2 Role of an Explosive Ordnance Disposal (EDO) officer when dealing with a suspect device</p>
6 Detail the knowledge required and role of specific staff when at an incident involving the use, or suspected use, of firearms or potentially lethal weapons	<p>6.1 The knowledge the First responder should have when dealing with an incident involving confirmed or suspected lethal weapons</p> <ul style="list-style-type: none"> ▪ Understand the meaning of/or term <ul style="list-style-type: none"> – firearms incident – “marauding attack” – “Stay Safe” – “See, Tell, Act” ▪ Hot, warm and cold zones ▪ Specific powers relating to setting cordons ▪ Initial actions at a scene ▪ Considerations when involved in incidents where high explosive grenades or IEDs are suspected
	<p>6.2 The role of a supervisor at a firearms incident and/or marauding attack; and considerations of ‘RECIPE’ for success</p>

	<p>6.3 Role and responsibilities of the control room in an armed attack</p> <ul style="list-style-type: none"> ▪ Steps taken during an initial contact with a caller reporting an armed incident ▪ Guidance given to callers during a marauding attack ▪ Tasks during the dissemination of information to responders during an armed incident
<p>7 Describe the initial actions in the event of a bomb/terrorist threat or CBRN (Chemical, Biological, Radiological or Nuclear) incident</p>	<p>7.1 Initial actions and considerations upon receiving a bomb/terrorist threat call</p> <ul style="list-style-type: none"> ▪ Direct and indirect threats against the railways <p>7.2 Initial actions, operational response and considerations regarding a CBRN incident including those involving white powder or other suspicious substances</p> <ul style="list-style-type: none"> ▪ How to identify a potential CBRN incident ▪ Lifesaving actions as a first responder at a CBRN incident – Requirements in regards to evacuation, disrobe and decontamination – The need for effective communication with potential casualties – Importance of a dynamic risk assessment – What is meant by 'Improvised, dry and wet Decontamination'
<p>8 Describe the purpose and usage of the Major Incident Public Portal (MIPP) and Investigative Triage Form</p>	<p>8.1 Purpose of the MIPP and Investigative Triage Form</p> <p>8.2 How to effectively complete the MIPP and Investigative Triage Form</p> <ul style="list-style-type: none"> ▪ Completing all fields accurately ▪ Providing clear rationale where fields have not been completed ▪ What to do with the form once complete

Emergency Procedures - Operational or Tactical Commander

Learning outcomes	Minimum content coverage
1 Describe what constitutes a major and a critical incident	<p>1.1 Definition and examples of a major and critical incident</p> <ul style="list-style-type: none"> ▪ Who can declare a major incident in the relevant Organisations and the implications ▪ How a major incident can become a critical incident
2 Explain the roles and activities of the Operational and Tactical Commanders and the police at a major incident	<p>2.1 The role of an Operational and Tactical Commander at a major incident, including coordination of group meetings</p> <ul style="list-style-type: none"> ▪ Implementing the Tactical Commander's strategy ▪ Coordinating the overall tactical response ▪ Selecting an appropriate Forward Control Point (FCP) ▪ Methods employed to reduce distraction, ensuring focus on command role ▪ Principles of resilience and self-care whilst in command ▪ How PLATO can impact the decision making process and chain of command
	<p>2.2 The role of the police at a major incident</p> <ul style="list-style-type: none"> ▪ Save life, detect crime and restore 'new normality' ▪ Prevent crime, incident escalation and further loss of life together with other Emergency Services ▪ Co-ordinate the Response Phase, traffic management, and provision of public information in conjunction with other agencies including activation of the Strategic Coordination Group (SCG). ▪ Conduct an investigation, secure the scene, evidence and disseminate casualty information in conjunction with other relevant investigative bodies. ▪ Recovery, identification, reconciliation and repatriation of the deceased in a timely and dignified manner on behalf of HM Coroner. ▪ Communicate with relevant agencies, develop and coordinate a media plan.

	<ul style="list-style-type: none"> ▪ Lead the establishment of a Survivor Reception Centre, Family and Friends Reception Centre and establishing Documentation Teams as appropriate
<p>3 Explain the principles of risk and apply health and safety issues whilst operating in a joint major incident</p>	<p>3.1 The responsibility of all concerned, of the police for the safety of the general public at a joint major incident</p> <ul style="list-style-type: none"> ▪ Conducting a dynamic risk assessment and developing a joint understanding of risk ▪ Sharing single service risk assessments in a multi-agency environment ▪ Other health and safety issues e.g. the length of incident and necessity of providing food, water and shelter
<p>4 Explain the meaning of interoperability and how it is achieved through effective communication and coordination</p>	<p>4.1 Interoperability in the context of joint operations</p> <ul style="list-style-type: none"> ▪ Importance of organisations working together at incidents ▪ Importance of the JESIP mobile application ▪ The five principles for joint working ▪ Barriers and risks to applying JESIP principles effectively <p>4.2 Principles of co-location and coordination</p> <ul style="list-style-type: none"> ▪ Importance of responder agency commanders being co-located and how they are each identified ▪ Functions of a Rendezvous Point (RVP) and considerations for the location of a Forward Command Post (FCP) ▪ Safety, easily identifiable, proximity to scene ▪ The basic role and capabilities of other responder agencies ▪ Agree the following <ul style="list-style-type: none"> – Lead service – Priorities – Resources and capabilities – Timings and structure of meetings (for example Forward Command Post (FCP) and Tactical Coordinating Group meetings (TCG) ▪ How a standard briefing tool such as IIMARCH is used <p>4.3 Liaison and communication between Operational & Tactical Commanders and Initial Responders during an incident</p>

	<ul style="list-style-type: none">▪ Communication needs of the respective commanders during an incident<ul style="list-style-type: none">– Briefing from initial responders– Information and intelligence cells– Command logs
	<p>4.4 The importance of the M/ETHANE framework as a common structure for sharing incident information</p> <ul style="list-style-type: none">▪ Difference between METHANE and ETHANE messages▪ Construction and delivery of an effective M/ETHANE message <p>How the JESIP App can be used to help generate a M/ETHANE report</p>
	<p>4.5 Shared situational awareness and why it is important to establish it in a joint environment</p>
	<p>4.6 Purpose and benefits of a single decision making model across all responder agencies</p>
	<p>4.7 Structure of the JDM</p> <ul style="list-style-type: none">▪ Gather information and intelligence▪ Assess risk from perspectives of all responder agencies; and importance and develop a working strategy▪ Consider powers, policies and procedures<ul style="list-style-type: none">– Existing legislation and guidance and its impact on multi-agency incidents– Importance of Article 2 of the Human Rights Act 1998 (HRA), right to life– Local and national policies and procedures to support joint working– Considerations required for the Powers, Policies and Procedures stage of the JDM– Importance of log and record keeping▪ Identify options and contingencies including in risk assessment and operational communications▪ Take action and review what happened including:<ul style="list-style-type: none">– Importance of a post-event debrief– Use of Joint Organisational Learning (JOL) to continually improve interoperability such as recording lessons learnt and best practice▪ Hold a post-event debrief which includes capturing lessons impacting on interoperability

	<p>4.8 The activities and responsibilities of the groups involved in a joint environment operation</p> <ul style="list-style-type: none"> ▪ Tactical Coordinating Group (TCG) ▪ Strategic Coordinating Group (SCG) ▪ Local Resilience Forum (LRF) ▪ Government Liaison Officers ▪ Military Joint Regional Liaison Officers
	4.9 External and internal inhibitors in crisis management
5 Describe the purpose of the Major Incident Public Portal (MIPP) and Investigative Triage Form	5.1 Purpose of and effective completion of the MIPP and Investigative Triage Form
6 Explain the process of embedding a quality assurance system	6.1 The importance of a quality assurance system, how it is embedded into the process and managed
7 Explain the use of external communications and social media at an incident	7.1 Definition of social media and how it may impact an incident
	7.2 Recognising both positive uses of social media, for example developing Common Operating Picture (COP) and potential for misinformation when operating at an incident
	7.3 Local policies and procedures when handling media and social media in relation to an incident, and the impact on those in the operational and/or tactical command role such as public perception

About the College

We're the professional body for the police service in England and Wales.

Working together with everyone in policing, we share the skills and knowledge officers and staff need to prevent crime and keep people safe.

We set the standards in policing to build and preserve public trust and we help those in policing develop the expertise needed to meet the demands of today and prepare for the challenges of the future.

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