

Date: 29/11/2022

Our Reference: FOIA-2022-108

RE: Your request for information under the Freedom of Information Act 2000

I write in response to your Freedom of Information request, dated 08/11/2022, which you requested:

"I would be grateful if you could provide the curriculum for this year's Strategic Command Course.

I recognise that some of this information may be subject to exemption, therefore I would ask that you use your judgement to please provide the information to the greatest depth of detail that would be permitted in accordance with the relevant Act."

Decision

When a request for information is made under FoIA 2000, a public authority has a general duty under section 1(1) of the Act to inform an applicant whether the requested information is held. There is then a general obligation to communicate that information to the applicant.

In line with section 1(1) of the FoIA, I can confirm the College of Policing does hold the information you require. Some of the information has been exempted and you can find further information regarding this in Appendix A.

Yours sincerely,

James Rose, Legal Advisor
Business Administration, Enabling Services
College of Policing
Email: FOI@college.police.uk

Appendix A

Section 43(2) (commercial interests)

The College accepts it has a duty to make appropriate information available to the public wherever possible. We appreciate that there is a public interest in the training provided by the College on our leadership courses and the College attempts to publish information, wherever possible, in order to better inform the public about the work that we do. However, the College must also consider the wider impact of disclosing detail about leadership training which would be likely to be prejudicial to the commercial interests of the College. There is a public interest in withholding information which, if disclosed, would reduce the ability of the College to compete in a commercial environment. Revealing certain details of courses would be detrimental to the College's ability to negotiate other contracts and procurements, allowing exploitation for profit or other gain. The College does not have a monopoly on the training we offer and other organisations may provide similar training to assist with our courses. Releasing specific information would likely hinder and impede our ability to negotiate and compete in the commercial environment. In addition to this, disclosure of certain information would result in loss of customer confidence and damage the relationship of trust that we have with forces under licence who support the course and, in turn, damage the commercial interests of the College through breaking our agreements. On balance, we consider that the harm of disclosure and the public interest in withholding the information outweighs the public interest in disclosing the contractual cost information to you.

Section 31(1)(a) (law enforcement)

As a publicly funded body and from an ethical perspective, the College accepts it has a duty to make appropriate information available to the public wherever possible. We appreciate that there is a public interest in the nature of the training provided by the College to senior leaders and, wherever possible, in order to better inform the public about the work that we do. Additionally, we appreciate that spending of public money and a public authority's ability to generate income, are matters of strong public interest. However, the College must also consider the wider impact of disclosing specific detail about our leadership training. By the very nature of our work, the disclosure of the information requested carries the potential risk of highlighting areas of weakness within policing. The possible disclosure of law

enforcement capabilities, may have a negative impact on law enforcement operations, both in the UK and abroad. This in turn could increase the risk to the safety of the public and indeed law enforcement personnel. Disclosure could hinder the effective prevention and detection of crime as it has the potential to reveal gaps in capabilities. Disclosure of information that undermines the operational integrity of law enforcement capabilities is highly likely to have an adverse impact on public safety and a negative effect on law enforcement generally. This risk to public safety cannot be said to be in the public interest. As stated above, the public interest test is a consideration of whether the community benefit of possession of the information outweighs the potential harm. It is not an evaluation of what interests the public. On weighing up the competing interests, I consider that the public interest test favours disclosing the requested information. I am not satisfied that the level of harm or prejudicial effect under section 31(1)(a) is sufficient on this occasion to prevent disclosure.

Appendix B

Your right of review

Under the Freedom of Information Act 2000 you have a right to request an internal review if you are dissatisfied with our handling of your request. Review requests should be made in writing (by email or post) within 40 working days from the date of our original response. We will aim to respond to your review request within 20 working days.

The Information Commissioner's Office (ICO)

If, after lodging a review request you are still dissatisfied, you may raise the matter with the ICO. For further information you can visit their website at <https://ico.org.uk/for-the-public/official-information/>. Alternatively, you can contact them by phone or write to them at the following address:

Information Commissioner's Office

Wycliffe House

Water Lane

Wilmslow

Cheshire

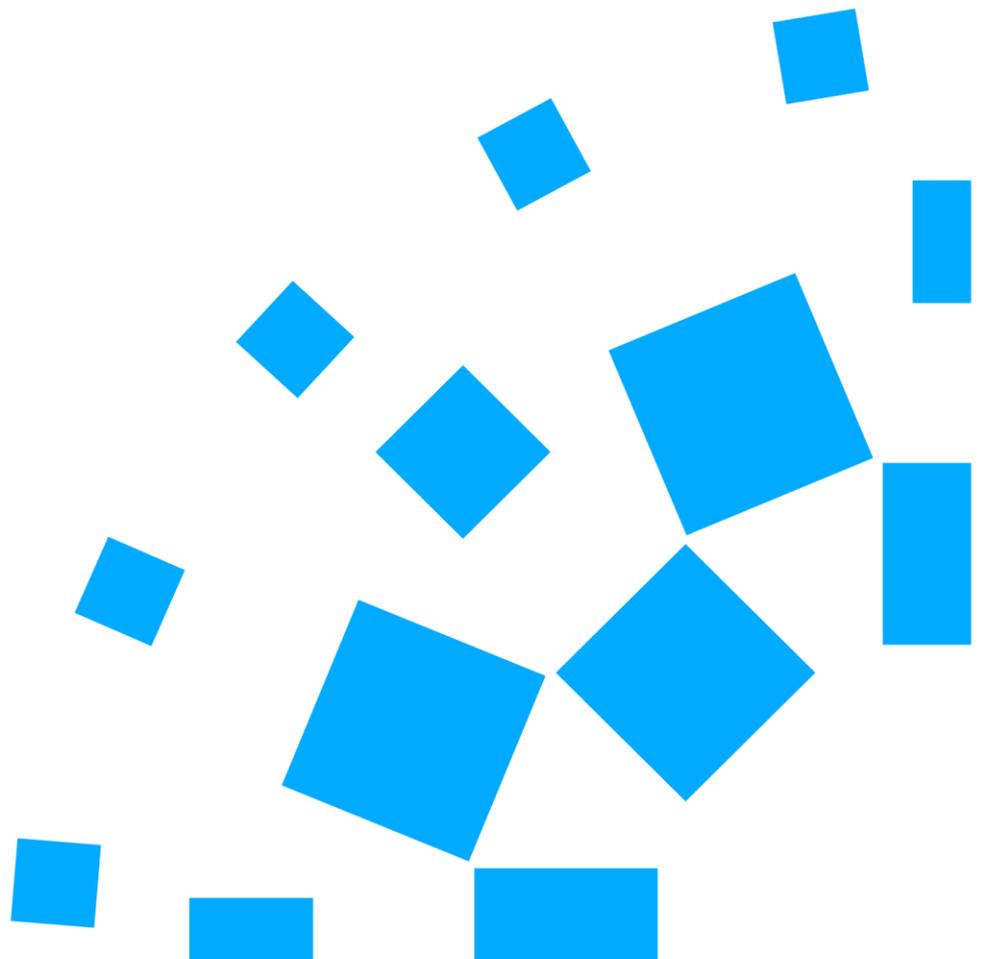
SK9 5AF

Phone: 0303 123 1113

Strategic Command Course

National Policing Curriculum

September 2021



College of Policing Limited
Leamington Road
Ryton-on-Dunsmore
Coventry, CV8 3EN

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Part 1: Introduction to Strategic Command Course Learning

Purpose of this document

This document is intended for trainers, associated subject matter experts and partner Higher Education (HEI) providers who will be engaged in the delivery of the Strategic Command Course (SCC). It sets out the national curriculum and associated national minimum learning standards for the underpinning learning.

The document provides:

- an overview of learning for the Strategic Command Course
- Strategic Command Course curriculum

Supporting guidance and resources

This document should be used in conjunction with a suite of supporting documents accessible via the College Learn (College of Policing's Managed Learning Environment (MLE)) and the College of Policing website. These are:

- **Assessment Strategy**
- **Course timetable**

Part 2: Curriculum Outline

The Strategic Command Course (SCC) is the most senior leadership development programme in policing in the United Kingdom and is a mandatory requirement for all police officers in England and Wales seeking to gain promotion to assistant chief constable/commander ranks and beyond. To gain entry to the course, UK police and police staff students will have been through and passed an intensive, assessment centre.

Senior police staff and other senior leaders from across the public sector are equal partners on the course. Students from some overseas police forces also join the course. The SCC presents an opportunity for all of these senior leaders to engage in a demanding and stretching programme in preparation for transition to executive level posts. The SCC is one part of the overall development for executive leadership, which will continue once the individual is in post through continuing professional development.

Programme entry requirements – pre-requisites

The course is open to police officers at Superintendent and Chief Superintendent ranks, and staff at equivalent grades, from all UK forces who have shown the potential to progress further in their careers. It is a statutory requirement for officers seeking promotion to Assistant Chief Constable and above in UK forces.

Delegates are allocated to an executive coach and will be required to complete self-study in preparation for the programme and throughout the programme.

Senior Police National Assessment Centre (SPNAC) officer candidates who have not already attended the Gold Public Order Commanders Course, Strategic Firearms Command Course, or Multi-Agency Gold Incident Command, are strongly encouraged to attend one of these courses prior to the start of the SCC.

Learning overview

The modules of the course are divided into three key themes:

- **Personal Leadership:** this learning threads throughout the course underpinning core leadership that embraces diversity and promotes inclusive workforce practices. It provides the learner with opportunities to demonstrate their leadership knowledge and skills as ethical, resilient, confident, emotionally intelligent, politically aware leaders, with clear values and vision, and credibility as public sector leaders at executive level.
- **Operational Leadership:** provides learners with opportunities to explore ways to effectively lead the strategic command of investigations, critical incidents and other policing operations.
- **Organisational Leadership:** provides learner with opportunities to explore the responsibilities of an executive director and senior responsible officer, and analyse key current police leadership issues.

Central to the learning is the prevention methods, techniques that utilise an evidence based approach, and the sharing of best practice of what works both locally, regionally and nationally. This integrates with areas of accountability and the leader's role in effecting cultural change to keep people safe, providing and inclusive environment that supports the health and wellbeing of all.

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 within the College Professional Development Platform.

Professional Profiles are available for the following functions:

- **Level 4 Service Function Leader: Superintendent**
- **Level 5 Force Leader: Chief Constable**

Part 3: Strategic Command Course Curriculum

The national curriculum for SCC 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.

These learning outcomes are the minimum standards that must be achieved for the respective programmes.

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.

Supporting guidance

Where appropriate, the SCC curriculum provides additional guidance on the level of detail required to ensure appropriate delivery of the learning content and achievement of the outcomes, as well as signposts to additional sources of information. This additional guidance will inform creative thinking during the development of the programme structure and associated delivery methodologies.

Part 4: National Curriculum

Personal Leadership

Learning outcomes	Minimum content coverage
<p>1 Demonstrate a systematic and critical understanding of current and future strategic leadership challenges</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
<p>2 Critically analyse the role of evidence-based practice</p>	<p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none"> ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted]
<p>3 Integrate and utilise a range of theories, concepts, evidence and good practice of leadership</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none"> ■ [Redacted] [Redacted] ■ [Redacted] ■ [Redacted] <p>[Redacted]</p> <p>[Redacted]</p>

	<p>[Redacted]</p> <ul style="list-style-type: none">■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted] <p>[Redacted]</p>
	<p>[Redacted]</p> <ul style="list-style-type: none">■ [Redacted] <p>[Redacted]</p> <ul style="list-style-type: none">■ [Redacted]■ [Redacted] <p>[Redacted]</p>
<p>5 Implement, support and reflect upon strategies which promote resilience, supports welfare and wellbeing</p>	<p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none">■ [Redacted] <p>[Redacted]</p>
	<p>[Redacted]</p> <p>[Redacted]</p>
	<p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none">■ [Redacted]■ [Redacted] <p>[Redacted]</p>

<p>7 Critically analyse the complexities of ethical decision-making and communicate this throughout the organisation</p>	<p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none">■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted] <p>[Redacted]</p> <ul style="list-style-type: none">■ [Redacted]■ [Redacted] <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none">■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted]
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	<ul style="list-style-type: none">■ [REDACTED]
<p>8 Lead and develop an ethically sound culture of organisational learning which embeds equality, diversity and inclusions</p>	<p>[REDACTED]</p> <ul style="list-style-type: none">■ [REDACTED]■ [REDACTED]■ [REDACTED]■ [REDACTED]■ [REDACTED]■ [REDACTED]■ [REDACTED]■ [REDACTED]■ [REDACTED]■ [REDACTED]

Operational Leadership

Learning outcomes	Minimum content coverage
<p>1 Critically evaluate the effectiveness of current and future processes to enable chief executives to work effectively in partnership with other agencies</p>	<p>[Redacted]</p> <ul style="list-style-type: none"> ■ [Redacted] ■ [Redacted] ■ [Redacted] <p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none"> ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted]
<p>2 Systematically analyse the complexities involved whilst making judgements on often incomplete information to mitigate threat and risk</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none"> ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted] <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

<p>3 Reflect upon the effectiveness of partnership and stakeholder working</p>	<p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED][REDACTED][REDACTED][REDACTED][REDACTED][REDACTED][REDACTED]
<p>4 Demonstrate a sophisticated understanding of evidence-based practice and alternate models which can be adopted to resolve problems</p>	<p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED][REDACTED][REDACTED][REDACTED][REDACTED] <p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED][REDACTED][REDACTED][REDACTED]
<p>5 Demonstrate and reflect upon the professional abilities required to take strategic leadership of an incident/event and provide post event strategic direction</p>	<p>[REDACTED]</p> <ul style="list-style-type: none">[REDACTED][REDACTED][REDACTED][REDACTED]

	<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p>6 Identify, evaluate and maintain evidence-based strategies for effective interventions supporting vulnerable people and communities</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <ul style="list-style-type: none"> ■ [REDACTED] [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] [REDACTED] <p>[REDACTED]</p> <ul style="list-style-type: none"> ■ [REDACTED] [REDACTED] ■ [REDACTED]

Organisational Leadership

Learning outcomes	Minimum content coverage
<p>1 Analyse the complexities of effective collaborative working and evaluate the requirement of sustained collaborative partnerships</p>	<p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none"> ■ [Redacted] <p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none"> ■ [Redacted]

<p>2 Critically evaluate theories of strategic change leadership</p>	<p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none">■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted]
<p>3 Challenge orthodoxy when engaging multiple stakeholders regionally, nationally and internationally</p>	<p>[Redacted]</p> <ul style="list-style-type: none">■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted]
<p>4 Work effectively as a strategic leader evaluate the benefits of developing a culture of innovation and corporate entrepreneurship</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none">■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted]■ [Redacted]

<p>5 Independently evaluate the roles and responsibilities of directors as senior responsible officers to effectively deliver an ethical, value for money service</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none"> ■ [Redacted]
<p>6 Use professional judgement to develop a fair, accountable and transparent workforce strategy</p>	<p>[Redacted]</p> <ul style="list-style-type: none"> ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted] <p>[Redacted]</p>
<p>7 Formulate and lead the application of an ethical approach to professional standards and performance</p>	<p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none"> ■ [Redacted] ■ [Redacted] <p>[Redacted]</p> <p>[Redacted]</p>
<p>8 Critically review and evaluate the current political landscape and act with integrity and legitimacy considering local and national policies, priorities and partnerships</p>	<p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none"> ■ [Redacted] ■ [Redacted] ■ [Redacted]

	<ul style="list-style-type: none">■ [REDACTED] <p>[REDACTED]</p>
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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.

college.police.uk