



**A Critical Analysis of Learning Development  
and Knowledge Transfer in Police Training in  
England and Wales.**

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Doctor of Philosophy at the University of Central Lancashire.

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## RESEARCH STUDENT DECLARATION FORM

**Type of Award**      Doctor of Philosophy by portfolio

**School**                Humanities, Language and Global studies

*Sections marked \* delete as appropriate*

**1.            Concurrent registration for two or more academic awards**

I declare that while registered as a candidate for the research degree, I have not been a registered candidate or enrolled student for another award of the University or other academic or professional institution

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**2.            Material submitted for another award**

I declare that no material contained in the thesis has been used in any other submission for an academic award and is solely my own work

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**3.            Collaboration**

None

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**4.            Use of a Proof-reader**

No proof-reading service was used in the compilation of this thesis

**Signature of Candidate**      *Stuart J Twigg*

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## **Glossary**

Andragogy	Facilitated adult learning.
Bronze commander	Operational decision maker.
Centrex	Trading name of the Central Police Training and Development Authority.
Case study	Constructed fictional topography and circumstances teaching aid.
Gold commander	Strategic decision maker.
Heutagogy	Student directed adult learning.
Operational	Lowest level of policing activity.
Patchcoombe	Location of case study.
Pedagogy	Teacher led early learning.
Silver commander	Tactical decision maker.
Strategic	Highest level of policing activity.
Tactical	Middle level of policing activity.

## **Abbreviations**

ACC	Assistant Chief Constable.
ACPO	Association of Chief Police Officers.
APOCC	Advanced Public Order Commander's Course
CC	Chief Constable.
CCTV	Closed Circuit Television
CIC	Critical Incident Command.
CMS	Common Minimum Standard.
CoP	College of Policing.
CPTDA	Central Police Training and Development Authority.
DCC	Deputy Chief Constable.
DPP	Dyfed Powys Police.
EGT	Evidence Gathering Team
HE	Higher Education
HMIC	Her Majesties Inspector of Constabularies.
IPCC	Independent Police Complaints Commission
IPOCC	Initial Public Order Commander's Course.
ISLE	Immersive Simulated Learning Environment.
NCALT	National Centre for Applied Learning Technologies.
NDPB	Non-Departmental Public Body.
NPCC	National Police Chiefs' Council.
NPIA	National Policing Improvement Agency.
NPLC	National Police Leadership Centre.
NPT	National Police Training.

PCC	Police and Crime Commissioner.
POLKA	Police online Knowledge Area.
PPE	Personal Protective Equipment.
PSC	Police Staff College.
PSNI	Police Service of Northern Ireland.
PSU	Police Support Unit.
SCC	Strategic Command Course.
SLDP	Senior Leadership Development Programme.
SOCAP	Serious and Organised Crime and Police Act.
SWP	South Wales Police.
TNA	Training Needs Analysis.
TSH	Training Support Harrogate.



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## **Abstract**

This thesis presents a critical analysis of knowledge and skills transfer in police training over an extended period, examining the development and delivery of training, from its conception, through its organisational construction and eventual use within the Police Services of England and Wales. The way in which the police service has addressed some of its training and development needs is an interesting topic area. These developments have on occasions, been innovative and pioneering but frequently unrecognised other than inside the organisation.

The portfolio of projects is linked through taxonomies of adult learning initially devised by Bloom (1956) all of which contain an educational hierarchy.

The research strategy of the thesis is blended or amalgamated use of both inductive and deductive inquiry. The critical analysis, appraising the strengths as well as the limitations, is approached from a reflective standpoint in the first two projects. The critical analysis of the third area is based on the qualitative data gathered from current practitioners.

In examining these issues, the study reflects on the contributions made to learning and development. It examines the way in which these progressive innovations have been processed by the organisations who initiated the work on which they are based.

The rationale supporting this thesis involves the application of the three areas of research presentation; descriptive; critical analysis; comparative, these areas are presented in a complimentary manner.

The thesis argues that the innovations highlighted could have been adopted earlier than they were and that the progress and development available through the use of certain technologies should be capitalised on. This is allied to the contention that interactive training delivered in a situation that has been 'contextualised' for the student, especially in vicarious learning environments, therefore enhances the experience and supports higher achievement in the taxonomies of Bloom (ibid). Clear conclusions are drawn, and several recommendations made.

## **CHAPTER ONE.**

This chapter introduces the concept of PhD by portfolio from the perspective of the author. It outlines the background and timescale of the projects that make up the portfolio, signposting the research, theoretical approach, methodology and linking this to the training and structure of the police services in England and Wales.

### **Introduction.**

The emergence of this portfolio can in some part be attributed to the progressive work and often ground-breaking developments of British police forces, especially in relation to the training and development of police officers and staff. An extremely interesting but often overlooked aspect of policing.

The portfolio nature of the thesis consists of three projects.

Project one looks at the training and development of police officers as commanders dealing with situations of public disorder.

Project two was designed and developed as part of the organisational requirements for senior police officers and staff working within the 'multi agency' requirements of tackling crime and disorder.

The final project researches the development of public order training involving several police forces.

## **Background to this research**

This dissertation covers an extended time frame, from 1996 to 2024, in relation to the training and educational development within the police service. It focuses on three separate episodes of learning and development that are linked through the educational taxonomies of Bloom and Simpson (1972). All the projects are based on research undertaken in police training and development and leading to significant developments in the education and training of serving police officers and staff in England and Wales.

The extended time frame relates to a system used by the police service, in which serving operational officers were seconded in to 'central service', this term is used to describe the non-operational duties performed by some officers in support of the national training function.

Central service posts were tenured, from three to five years and officers were selected from candidates who had specific expertise in the area of policing the central service role required. The officers and staff engaged in this secondment system were responsible for the production and development of both innovative and operationally effective short and medium-term training courses for police officers and staff. These courses had a sound academic basis which supported both the operational and tactical requirements as well as the longer-term strategic aims of the police service as a whole.

The aim and objectives of the portfolio have been derived, in the main, from the outcome of the relationship between the police as a multi force multi-level organisation and the specifically identified training needs of police officers and police staff.

### **Purpose and Importance of this Research**

The aim of the research is to illustrate the links between internally created learning episodes and the current educational models and theories. This being linked to highlighting the importance of the research in the context of education and development from a policing perspective. A significant amount of this work was undertaken whilst the author was seconded to a 'central service' role at National Police Training (NPT). This body has known a number of incarnations since it became the Central Police Training and Development Authority (CPTDA) with the trading name 'Centrex', and then



morphed into the National Policing Improvements Agency (NPIA) and is currently known as the College of Policing (CoP).

The visions and values of the series of organisations outlined has always been focused on the development of policing services.

The current vision of the CoP is - “The College of Policing is a professional body for everyone working across policing. It is an operationally independent non-departmental public body.”. College of Policing (2023)

The corporate strategy of this professional body are to:

1. building trust and a fair culture
2. transforming police leadership
3. supporting career-long professional development and wellbeing
4. boosting core skills
5. strengthening innovation and implementing what works

College of Policing (2022).

This is clearly aspirational in nature, however, the critical review in some areas identifies that aspirations can be reached, but however are sometimes not achieved. The purpose of the research is to critically analyse the nature of the training and development used by the police service. The importance of the research is the way in which it has formed the basis for ongoing developments. This is initially addressed from a reflective perspective and subsequently provides feasible and effective paradigm for future educational enhancements.

## **Summary of the Theoretical Approach**

The research strategy of this thesis is a balance between inductive and deductive logic of enquiries. The theoretical framework of all three projects is based on the concepts of the learning and development of the Police Services of England and Wales from the inception of project one. The educational tenet of the service from the early 1990's has had an adult learning basis with structured organisational support, an appropriate term could be 'facilitated andragogy' through the domains of education and learning.

All three projects are connected through the development and delivery of adult learning in the Police Services of England and Wales. The link is developed through the use of the three areas or domains of adult education:

- ▶ Cognitive including knowledge and intellectual skills and abilities.
- ▶ Affective including attitudes, emotions and values.
- ▶ Psychomotor including physical skills and dexterity, especially, in the use of police equipment, (Bloom and Simpson, 1972).

The domains of learning are used as the analytical tool in relation to the review of the projects. Educational theory initiated by Bloom (1968) and developed by Simpson (1972) is used to connect, explore and critically analyse the three projects. This delineation supports in depth reflection on each of the projects and provides the background, rationale and development for them.

The reflective nature of the portfolio in projects one and two looks at and reviews the undertakings of the aims and objectives which were specifically linked to the organisational requirements at the time. This reflective review highlights the outcomes and therefore the achievements of the developments, especially in terms of taking forward educational knowledge, for the police service.

The conceptual development of the third project's research is qualitative in nature. This research is based on in depth qualitative interviews with highly qualified current practitioners. The anonymised data gained is then carefully reviewed and analysed. The three projects are critically analysed with the aid of the educational theory, together with an examination and explanation of outcomes and recommendations arising from the thesis and how these projects have or can contribute to educational knowledge and development.

The three projects critically examine other aspects of adult education and training, andragogy and heutagogy, through the context in which each project utilises the three domains or taxonomies of adult learning (Bloom *et.al* 1956). Although this is particularly focused on the Police Services of England and Wales, it can be applied to higher education and adult learning in similar circumstances.

The projects that make up this thesis cover an extended period of time, as previously outline. The projects are discrete in nature but clearly linked through policing and educational theory. Project one, the PSU Commander's course, introduced modular, multi entry point learning within

the police organisation together with a form of 'immersive learning' breaking new ground in both areas.

Project two, which consists of two linked courses, deals with community partnership training. These training events established and advanced the use of multi-agency training at a strategic level.

Both projects one and two were undertaken whilst the author was a serving senior police officer.

### **Research Design & Methodology**

As research design, in most cases and specifically in these projects is very dependent on the topic or area of enquiry and in this instance primary in nature. There are clearly other design impact factors in projects such as these with the 'organisational imperative' being a significant consideration and having a distinct impact on the dynamics of the research. The phenomenological aspect of the research, with all the respondents working within the police service also having a patent bearing on the activity and analysis. This could be perceived most especially with the pragmatic nature of the research as an aspect of grounded theory within an organisation (Martin & Turner, 1986). It also contains aspects of constructive epistemology (Charma, 2000) as the outcomes of the projects can be attributed to the researcher's interactions with the study participants. All three projects' logic of inquiry was a mixture of both inductive and deductive, the inductive perspective looking for new developments whilst deductively assessing the processes and systems being used. Projects one and two approach this from a 'reflective' perspective, the thesis reviewing systems that were in place at the time. The final project being active at the

time of the thesis.

The reflective nature of the first two projects clearly puts in place some research enquiry limitations, however this is addressed in the following chapters. The methodologies of the initial two projects are subject to critical reflective analysis based on current educational theories and practice.

The first two projects were designed and developed as part of the organisational requirements of the rank and role the author held within the Police Service at the time. The final project, the research and recommendations in relation to the development of public order training, was undertaken as an academic study via the University of Central Lancashire, in conjunction with the relevant police services and the College of Policing (CoP).

The first project was completed in 1996, whilst the author was a member of the National Police Training (NPT) curriculum development department at Training Support Harrogate (TSH) Yorkshire. The post holder having direct responsibility for police training in relation to the policing of public events and disorder.

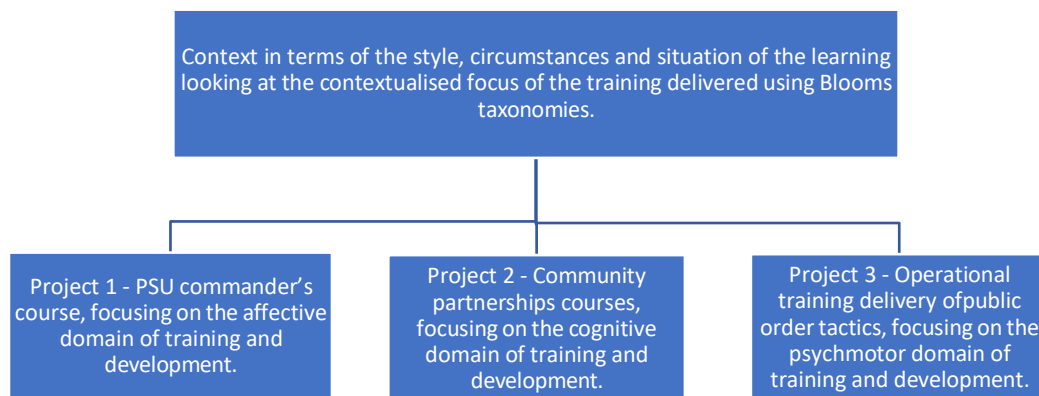
The second project was completed in 2002 as part of a leadership training review that established the National Police Leadership Centre (NPLC) at the Police Staff College (PSC) Bramshill, Hampshire. This review led to the formation of the Senior Leadership Development Programme (SLDP), which was a training and development programme for senior police officers which incorporated multi-agency partnership working.

The originality of these projects is evident from the educational developments that were derived from them, both for the individuals concerned and the organisation as a whole.

The third, most recent project, covers research conducted relating to Police Public order training. It specifically looks at the training of the public order policing tactics currently used by the Police Service of Northern Ireland (PSNI) to officers from three Welsh Police Forces, Gwent, South Wales and Dyfed Powys, in 2015. The Welsh officers would not use these particular tactics unless deployed to police disorder in Northern Ireland. It should be noted that the project examines the educational delivery of the policing tactics, but in no way seeks to examine or critique the tactics themselves.

### Figure 1

A schematic representation of the linked structure of the projects



Twigg (2023)

Figure 1 presents a schematic outline overview of the thesis projects. It delineates particular aspects of the projects, identifying and highlighting the most prevalent of the learning taxonomies in each. The three projects are

linked through the domains of learning in each of them, with the foremost domain being identified and developed.

All domains are evident in all the projects; however, each project or selected section of the project has one of the three domains discussed in detail. There is a different domain considered in each project; the work being linked together under the 'umbrella' of the taxonomies of the domains of learning (Krathwohl, Bloom and Masia, 1973).

There has been a considerable focus in recent years on what is referred to as the 'student experience'. Some commentators linking the phrase to the re-focusing of education, especially higher education, into a business dimension (Scott, 2014).

In relation to the projects presented in this thesis, the student's experience is directly linked to the occupational functions of the learners within the police service. However, it does not relate directly to the employability of the learners as they are, with the exception of the partner agencies in project two, employed by the Police Service. The critical reflective analysis of the educational activities identified that parallels could be drawn relating to employability, with successful completion of the courses giving access to specialist areas of police work. This may be applicable to institutions of higher education but does not reflect, to any great extent, the student experience in any of the three projects.

Temple et.al. (2014) offer a description of the student experience as the totality of a student's interaction with the institution.

Reviewing student experience in these projects highlights that it is not solely about the way in which the learners interact or engage with the

delivery organisation. In the first instance, the participants are part of the organisation; employees being paid to attend rather than having to pay. Therefore, the engagement highlighted by Temple et al., would need to be modified to encompass the workplace as well as the training section of the organisation.

The elective nature of the engagement is evident from the fact the students in all three projects applied to attend the training as do HE students in the selection of their chosen HE institution.

However, there is a slight anomaly in the area of vocation. The 'in-house' courses are supporting organisational aims and objectives with the students ostensibly 'signed up' to these aims.

Gravelle (2017) discusses the learner journey or student experience linked to the assessment process in order to identify if the training is successful. With the organisational activity of the Policing Services of England and Wales being transparent and open to public scrutiny to a level not seen in any other public service it is important that training and development is seen to be effective. The effectiveness, especially in terms of skills transfer, for all the projects can only truly be assessed in the operational deployment of the staff trained. The critical analysis review of the projects clearly indicate that effective learning was taking place.

In the majority of cases, the outcomes are scrutinised by either the courts, the Independent Office for Police Conduct (IOPC) formerly the Independent Police Complaints Commission (IPCC), or the view of the Police and Crime Commissioner (PCC) for the area of policing activity. With backing commentary provided by the press:



*“Frontline police had to use their own mobile phones during the August riots after they experienced “significant difficulties” with their communication equipment and some forces lost control of the situation to the extent that they had no idea how many officers were on duty, according to a withering internal appraisal of the response to the disorder.” (Townsend 2011).*

There have been no significant adverse reviews or publications focusing on the areas or aspects of public order policing reviewed in these projects. These projects when set within a global context and align with the current educational models and theories in relation to adult learning. The policing activities are however very specific to the United Kingdom and the system of jurisprudence that is present in England and Wales. That having been said the policing systems of England and Wales are used as templates throughout the world (Mawby, 1999).

### **Originality in educational development**

All of the projects in this portfolio have addressed an identified gap in the educational scholarship of the areas of police training and development on which they focus. The originality of the research outcomes has already or has the potential to enhance and improve Police Educational Training development.

The significant contribution of project one was the introduction of the concept of ‘immersive learning’ (Allison and Crego, 2008) to police training. This was through the use of video footage combined with a constructed situation and police equipment on issue to the students for the specialist role in which they were being trained. This was at a time when the

development of both interactive and immersive learning using technology in this manner was in its infancy. The innovative use of the available facilities assisted in the presentation of the learning episodes to the students. The development of the technology to support this area of learning has enhanced the process, however the original concepts developed in this area of police training are still the basis for student development, both in current police training and throughout higher education. This style of immersive learning also incorporated strenuous physical activity on the part of the student, a concept enhancing the originality and significance of the contribution to knowledge and development.

With the limitations in terms of the data available for the review of project one the focus has been on the use of critical reflective practice and comparative analysis (Schon, 1983). The originality of the activity can be seen in terms of the context of the development of this area of immersive learning in education. The inventiveness of the development not being limited to the training in the police service, with such techniques and activities being used in further and higher education. (University of South Wales, 2018).

The originality of the content of project two relates to the introduction and use of multi-agency attendance and participation in strategic training and development. This was a unique introduction to the training of senior police officers that was not previously used. The use of other agencies at this time in police training was in the form of visiting speakers or specialist guest lecturers. This was the case even within the 'emergency services' as a

whole. Courses such as the Management of Disaster and Civil Emergency (MODACE) training provided for senior police officers (CPTDA, 2000) which by its very nature required a multi-agency response was a police officer only course. The introduction through project two of a mandatory requirement for multi-agency training has shaped the development of police training to date (Knapman, 2017). This project looked to create the concept of 'cognitive co-compatibility' between individuals working in organisations that were linked by legislation.

The evident originality of the project three is the proposed use of audio-visual support material in the delivery and development of police public order training. This will be especially beneficial in the setting of the context of the training and allowing the student to gain a better perspective of the environment into which they are likely to be deployed in that specialist role. With advent of newer and developing technologies, such as 'virtual reality', this thesis focuses on the use of audio-visual aids that support and enhance training in the context of working together in teams or units.

### **How Police Officers are Trained.**

Police officers have been trained either vocationally or within individual forces since the creation of the modern Police Service, however; *Higher police education commenced in Great Britain in 1948 with the foundation of a single police College for England and Wales* (Braddley, 1972, p.1). The Police Staff College, as it was originally called, was initially sited at Ryton, near Coventry in 1948 where it remained until 1960. It then moved to Bramshill, Hampshire, where it stayed until 2013, when it moved to its current location at Sunningdale near Ascot. This latest move was in the

main driven by finance with the upkeep of Bramshill House, a grade I listed building, being a significant drain on the resources of the College of Policing (CoP), this being the umbrella organisation that now encompasses what was the Police Staff College.

The police service in order to facilitate the training and development of all officers and staff from the most junior to the most senior officers has in the main been devised, developed and delivered 'in house'. Allard (1997 p 30) points out:

*'Numerous (police training) reviews and amendments have taken place over the years but do not seem to have been documented in any structured way'.*

This lack of recording and documentation is developed and reviewed later in the thesis.

### **Training culture.**

The development of post initial police training has, to date, been undertaken by specialist in house departments and divisions. One such incarnation was 'Training Support Harrogate' that housed a curriculum design department prior to its closure in 2011. These departments were staffed by both serving police officers and civilian employees. However, there was no national model or required development structure. This situation still exists as seen by the current College of Policing advertisements for secondees both serving officers and specialist staff, (College of Policing, 2024).

The areas of commonality between the training of senior police officers and higher education have not, with few exceptions, been formally linked with

either higher educational establishments or been ratified by such establishments. One such exception is the Strategic Command Course (SCC), where there is a formal relationship with Cambridge University for officers and staff attending the course who study for the award of a diploma in policing and criminology.

There are however well-established informal links to higher education (HE). This has usually been in the form of officers engaged in police training undertaking their own continued professional development with the acquisition of higher educational qualifications in areas such as education and training. For example, a considerable number of officers study with the Open University. A number of serving officers seconded to Training Support Harrogate (TSH) studied at Hull University. In the case of the development of the Police Support Unit commander's course, the educational material developed was entered for the National Training Awards (NTA) in 1996. The entry was fully supported by the organisation, due to its innovative approach to police training at that time. The NTAs, are awards system that is still in being. An organisation known as 'UK Skills' manage the awards on behalf of the Department for Innovation, Universities and Skills. *'NTAs recognise and celebrate Investors in People accredited organisations that have delivered outstanding organisational benefits by directly linking the training needs of their people to the business needs of the organisation'*. (National Training Awards, 2011)

This system is currently undergoing a significant change with the introduction of police degree apprenticeships forcing engagement with HE establishments in England and Wales.

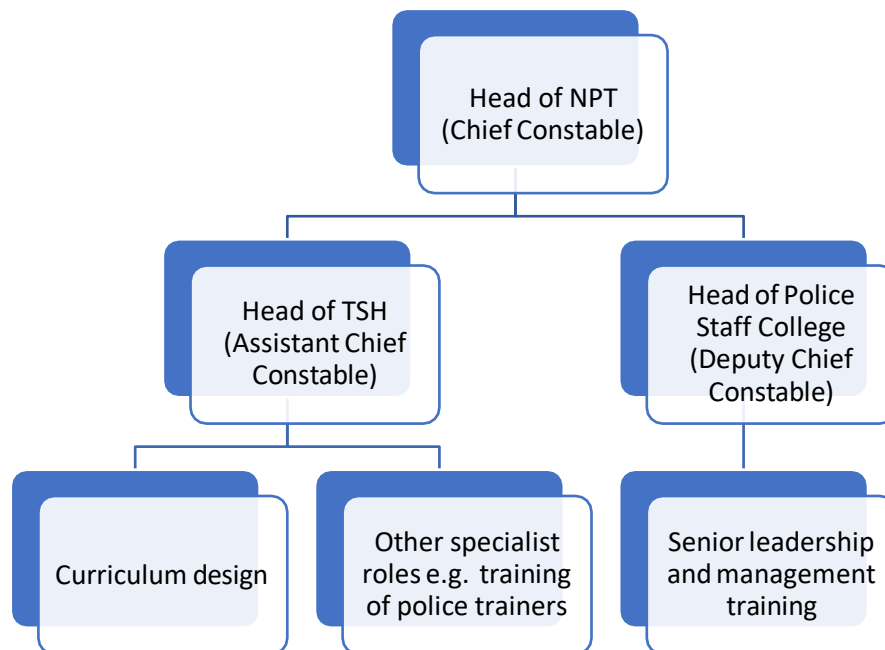
## **Policing Structure**

Several points in relation to the structure of the internal police organisation at this time need to be outlined in order that the context of the development can be clearly understood.

At the time the concept of the police support unit commander's course was first tabled in 1996, the responsibility for police training throughout England, Wales and Northern Ireland was held by a centralised organisation known as National Police Training (NPT). This organisation was funded through the Association of Chief Police Officers (ACPO) from central government. As part of NPT, there was a central training and development division, which incorporated a curriculum design section. This section was located at Harrogate, North Yorkshire referred to as Training Support Harrogate (TSH). This part of NPT was at this time staffed mainly by seconded serving police officers. However, there were several civilians employed in different aspects of the organisation that were seen not to require the knowledge and skills of a serving or experienced police officer in line with Home Office requirements (Home Office, 1984).

NPT was managed using the same rank structure as the police service and mirrored the way in which operational policing was constructed (Fig 2). Issues that needed to be addressed could be done so via the established management structure or on occasions the Association of Chief Police Officers (ACPO) would task NPT in relation to training requirements.

Figure 2. Hierarchy of National Police Training (NPT)



The Deputy Chief Constable (DCC) at the Police Staff College was considered the organisational deputy and posted to the Staff College as this was at the time seen as the more prestigious role.

The functions of NPT as a support organisation included the scanning and identification of training requirements for the police service of England and Wales and Northern Ireland. This included identification of any clear gaps within training regimes that had already been established. Following a change of seconded staff responsible for the coordination of public order training at TSH a 'training course review' (a review of available training courses by the incoming secondee), was undertaken. The review was the initiative of the post holder as identified by Allard (1997) there was a lack of organisational structure in relation to training development. In this instance it was identified that there was a training gap in relation to PSU commanders. These commanders are middle ranking police officers who

would have command of a designated police support unit (PSU) when such a unit, or combinations of units were deployed in operational policing activities.

Reviews of the activities of such units have been undertaken not only by the police service (preserving the British policing model 2010), but also by academics. Waddington (2007) highlighted the fact that in public order situations police are deployed in 'squad formations' distinctly different from their normal duties as individuals. Ord (2011) emphasised that in order to deal with large-scale public order events officers are taken from their everyday roles of policing neighbourhoods as there is no such thing as a separate 'riot police' in England and Wales.

Waddington (2012) draws attention to the fact that there continues to be debate, at a strategic level, in relation to these units. There are issues surrounding the composition of the units as well as how they are trained, deployed and in front-line policing operations. These matters are discussed later in the thesis.

When the second project was being developed in 2002 NPT had become the Central Police Training and Development Authority (CPTDA), a non-departmental government body, using the tradename 'Centrex'. Due to the timescales for the design and delivery of the second project the training design team at Harrogate was not an available resource, the course having to be researched and designed by the post holder, in this instance the author of this thesis.

Both the community partnership courses were researched, designed and delivered by the author whilst seconded to the Police Staff College.



The third project, which commenced in 2014, was undertaken from an academic perspective. Although not within the remit of the now CoP it was conducted with the consent and full support of that organisation. The ethics of the research in relation to project three were considered and addressed, these matters are detailed in the following section.

## **Review of the Research Methodology**

The research methodology chapter outlines and explain the chosen methods of research for each of the projects.

The logic of enquiry for the projects was individual and tailored to the specific project requirements and organisational constraints. It could therefore be considered pragmatic rather than idealistic in its construction and application.

The logic of inquiry was a mixture of inductive and deductive, looking for new developments from the inductive perspective whilst deductively scrutinising the processes and systems that were in place at the time. This being allied to the educational developments from the initial ontological perspective.

The methodology was based on a structured qualitative research process focusing on the inductive view of the relationship between theory and research (Bryman et al. 2016). Reflecting on the ontology of the projects particularly the events and situations identified by the research in focusing on the qualitative nature of the data collected is indicative of the relationship between the organisational needs and the epistemological position arrived at as a result of the structured research process undertaken.

The methodological approach in blending the deductive and inductive approaches were impacted on by not only the educational theories relevant to the study but also by the values and ethics not only of the participants but also of the organisation. Bryman (2016) refers to this as the organisational narrative which has an impact on the post theory observations and findings of the deductive research but also on the

developing theory derived from the inductive aspect of the research.

Table 1 shows the different data collection methods employed for each of the projects. Projects one and two were undertaken within the organisational parameters placed on the development at the time the needs analysis and research were conducted. The tools employed were the most effective and efficient, most especially in terms of both the inductive and deductive nature of the research. The final project, due to the nature of the professional skill required by the respondents relies on qualitative data from semi structured interviews.

Table 1 - Breakdown of research activities by project.

<b>Research activity</b>	Project 1	Project 2	Project 3
Delphi	X	X	
Focus groups	X		
Semi-structured interview			X
Telephone questionnaire		X	
Un-structured Interview	X		
Written questionnaire		X	

The matrix in table 1 expounds the variety of methodologies used in the collection and analysis of the qualitative data during the development of the projects. These methods are linked to and support the analytical framework of the theoretical hypothesis, this framework is developed later in the thesis. Delphi research can be described as an interactive process used by a

researcher to collect the views and experiences of experts and skilled practitioners in particular or specific area. (Hartman and Krahn, 2007) In this instance, the role and function of a PSU commander. The data can be collected in several ways, in this particular project it was the use of one-to-one interviews with the officers concerned. The data collected in this instance critically analysed the strengths and limitations of the PSU

commander's operational activity and the training received in support of that function. The respondents were officers involved with the role at the time, either as practitioners or operational officers having command above that level.

Focus groups were available through the organisational connections and the role of the researcher at the time of the project's development, within the training support structure of NPT at Harrogate.

*'A focus group isn't just getting a bunch of people together to talk. A focus group is a special type of group in terms of purpose, size, composition and procedures'* (Krueger, 2014 p.16). This activity, on reflection, fitted well with the research as all involved had specialist knowledge in relation to the role of a PSU commander. The specialist knowledge held by the respondents is a critical part of the data collection.

Focus groups presented qualitative data that could be compared and contrasted with the Delphi data presenting a contrast between experts, the current practitioners and other non-PSU trained members of the organisation.

Cohen and Crabtree, (2006) refer to un-structured interviews being appropriate when the interviewer has a clear understanding of their topic but is open to the opinions of the person being interviewed. At the time of this examination of the role of the PSU commander the researcher was fully qualified to perform the role of the PSU commander. This enhanced the data collection that took place from the peer group of commanders. This was also a benefit when dealing with senior command officers who were sponsors of the project's development, as they had previously performed such duties.

Telephone questionnaires were used to contact identified individuals active in the area of community working with the police service. Denscombe (2003) highlights the use of this type of survey for geographical focus, in this project it was used for what could be described as employment activity focus. This enabled a good response over the limited time span available to the researchers. The alternative, which was the use of email was considered, however it is easier to ignore an email than it is a person at the end of the telephone.

Semi-structured interviews, as Bell (2005) highlights this type of research can be time consuming and possibly subject to researcher bias. However, in this instance the wealth of data gathered from the interviews fully supported the inclusion of this type of research method, especially in project three.

Written questionnaires are widely used and, in this instance, facilitated data collection from respondents without the need for personal interaction (Clough and Nutbrown, 2002). This was part of the overall combined method for this project in light of the return rates of written questionnaires.

Table 1 presents an overview of the mixed types of data collection that took place for the three projects.

Projects one and two were undertaken outside a structured academic environment and therefore the type of data collection are based upon the need, driven by the organisation, to produce a tangible product in terms of learning and development.

Robson and McCartan (2016), describe real world research as taking place in someone else's territory, an area with which the researcher is unfamiliar.

This is not the case with any of the projects and most especially projects

one and two whose research is based on the environment in which the researcher is working and at the behest of the organisation looking to benefit. On reflection the introduction of a researcher without specialist knowledge and understanding would have hindered the project development, especially in relation to the timescales involved.

An analysis of the background to these activities might raise the issue of bias on the part of the researcher, Bell (2014) however noted that the identified constraints, most especially in terms of time precluded a wider ranging system of data collection. The researcher was well aware of the possible bias in the system, however enquiring from a deductive perspective within the terms of the organisation supports the validity of the courses construction.

The types of data collection, most especially the Delphi research activity was the 'best fit' at the time of project one, on reflection this is reinforced by the fact that the project was built around a very specialist area of police activity.

Project two allowed a broader range of data collection but was again time constrained and working within the parameters set by the organisation and government legislation. This is highlighted by the terms of the key activities that were expected of the staff engaged in the work activities that the course was addressing.

Both of these projects reflect the view of Gorad and Taylor (2004) in relation to combined methods research that is using data derived through the use of different types of research in the same project.

The third project however was formulated based on the identified data

collection method, as for this project there were no time constraints, and the research was looking to present recommendations in relation to the training that was taking place.

The University of Waikato (2018) outline that a competent social researcher has a critical appreciation of contemporary society and social issues based on a sound foundation of social theory and research methodology. Researchers need a critical understanding of a range of social research methods, styles and designs.

The ethical considerations are developed by Blaxter et al., (2001, p 128):

*“Research ethics is about being clear about the nature of the agreement you have entered into with your research subjects or contact. This is why contacts can be a useful device. Ethical research involves getting the informed consent of those you are going to interview, question, observe or take material from. It involves reaching agreements about the use of this data and how its analysis will be reported and disseminated. And it is about keeping such agreements once they have been reached”.*

Reflecting on the ethics of the project methodology, there is a distinct difference between the first two projects and the third.

As all three projects sit mainly within the auspices of the police service the possible impact of the use of a hierarchical disciplined organisation needs to be considered.

The ethical considerations of the third project are identified and addressed in relation to organisational authorisation and the fully informed consent of the respondents.



The first two projects however, as they were effectively internal police service research, need to be viewed from that perspective. With the ability to reflect on this issue it may have been that the disciplined hierarchy of the police service could have had an impact on the respondents, especially in terms of real or perceived, compulsion to engage in the process. There is little if any academic research in relation to possibility of the respondents, in such circumstances, engaging due to a perceived or real level of compulsion. As the first two sets of respondents were totally anonymous, which is not the case in the small group of specialists interviewed in the last project, the possibility of inappropriate disclosure was insignificant. The topic of the compulsion or obligation possibly comprehended by internal research respondents is elaborated upon in the conclusions and recommendations of this thesis.

The analysis of the logic of enquiry in relation to the first two projects is therefore also reflective in nature. Steier (1995) identifies that reflecting on the research especially qualitative research is an essential practice that validates and legitimises the research. The reflective process being used to explain and interpret the epistemic activities developed in the inquiry process. This is evident in both the initial projects with the reflective nature of the study.

The presentation of the retrospective reflective analysis of the projects research is, as Brookfield (1995) maintains, is valuable for the improvement of learning and enquiry and evident throughout the reflective analysis of the research in these projects.

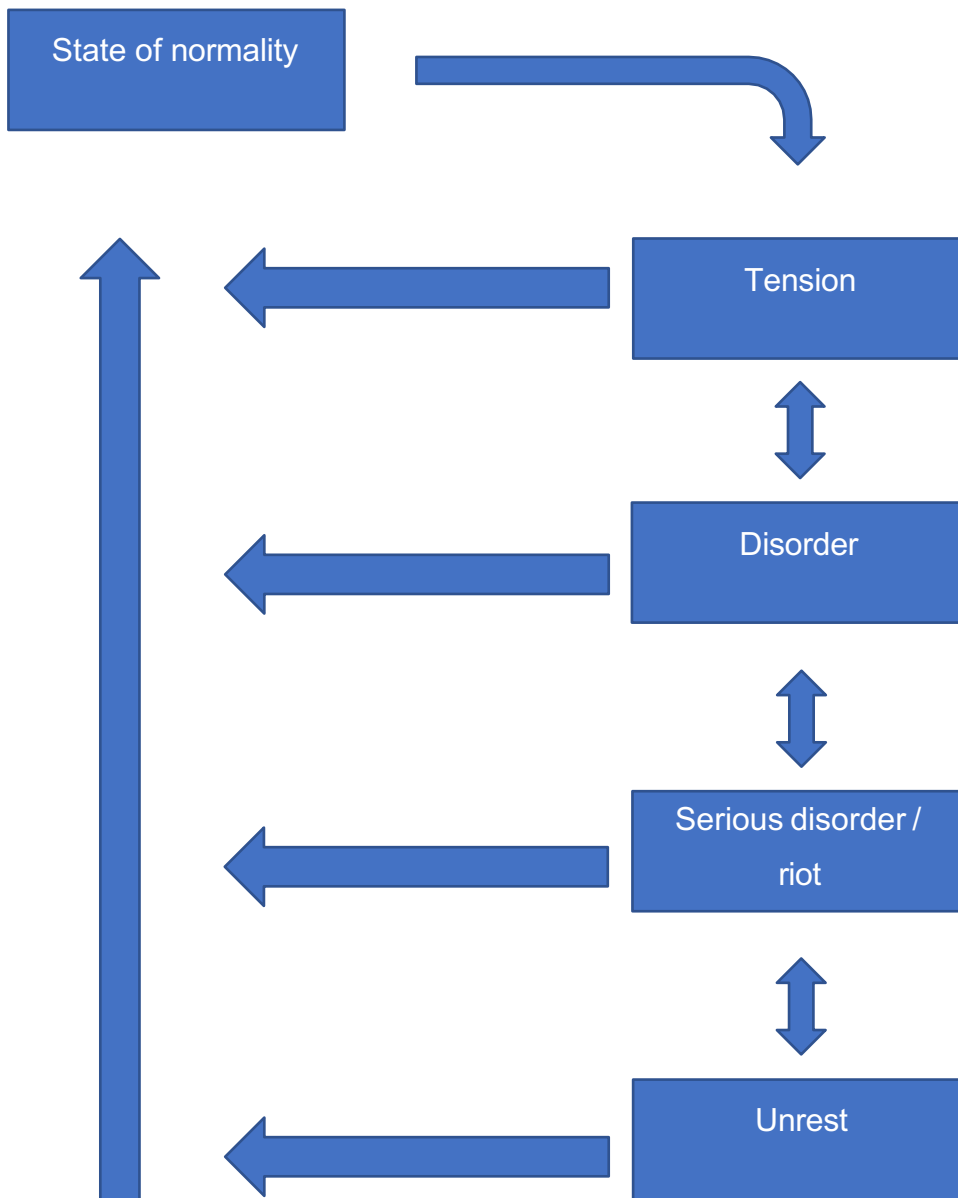
Therefore, a retrospective research paradigm reflects on the logic of enquiry that was previously put in place supporting both the internal and external validity of the research process. It established the basis for the ontological thread of the research that has a justified epistemological, activity-based outcome avoiding the organisational bias and personal bias of the researcher.

## **Overview of the three projects**

### **Project One**

Project one is the development and delivery of a national public order, police support unit (PSU) commander's course. During the development of the curriculum and as part of the initial evaluated delivery of this course, the concept which is now referred to as immersive learning (Crego, 2009) was introduced. The public order training introduced an immersive learning activity-based training scenario when delivering the course. This facet of the delivery was linked to the learning objectives related to the leadership abilities of the PSU commander. The session provided the opportunity for the students to develop and understand their behaviours and critical decision making under pressure when policing serious public disorder situations. The immersion looked to provide a simulation of situations into which the students were likely to be deployed as PSU commander's, in this instance, the highest level of disorder on the NPCC disorder model (figure3), serious disorder/riot. The significant difference to the current use of immersive learning was the introduction of physical exercise. This project is reviewed and critically reflected upon from the perspective of the affective domain of adult learning (Bloom 1956)

Figure 3 – The Disorder Model



(College of Policing, 2014)

The disorder model shows the stages of the development of serious disorder from a state of normality, which may be explained as the day-to-day state of civil order and policing services provided to a community. This will obviously vary, in some instances a considerable variation, from one area to another. It will also be impacted on by the time of year and even the

time of day. The model is a schematic of a return to normality from each of the identified stages within the model. Serious disorder is described as escalation into widespread violent behaviour. Which may involve violent protest, rioting, criminal damage, looting, and may include the use of weapons. This highest level was selected as operational deployment of officers to deal with this level of disorder was, and still is a rear occurrence. The majority of the research in relation to project one is Delphi (Ritchie et al. 2003) in nature. The Delphi technique is a method of gathering research data from respondents who have a level of expertise, depth of knowledge and experience in the area being investigated. Miller (2006) contrasts the Delphi method with surveys, with the standard survey attempting to identify 'what is' whereas the Delphi method looks to establish what could or should be.

This was due to the circumstances in which the project was conceived and managed under the auspices of the organisation that was then the CPTDA. Project one was both time constrained, with the course filling an identified gap in the training of command officers, as well as being developed alongside the other requirements of the designers' role and function within NPT.

Reflecting on this project, the research was very pragmatic in nature and addressed the immediate need of the organisation, focusing on the deductive rather than the inductive. A more structured and varied methodological approach would have been employed if the organisational constraints had not been as they were.

The projects contribution to knowledge is the development of psychomotor related immersive learning in police training.

### **Project Two**

Project two relates to the research, development and delivery of linked, multi-agency partnership courses. This project had two training events that were linked through the statutory requirements for the police service to engage in community partnership working, (Crime and Disorder Act 1998). The Crime and Disorder legislation placed multi agency working on a statutory footing, requiring the police service and the local authorities in England and Wales to work together to prevent crime and disorder.

Cleaver (2007) refers to organisations training together as inter-agency training and highlights the fact such training provides better outcomes in understanding and service provision. The training provision aiming, where possible, for cognitive co-compatibility between the individuals in different areas of public service.

The first of the courses entitled, 'Managing Community Partnerships' was designed for police officers and staff working at a tactical level in a multi-agency sphere.

The second course entitled, 'Strategic Community Partnerships', was, as the title suggests, designed and delivered for more senior staff working at a strategic level. The strategic course, which was residential in nature and delivered at the Police Staff College, Bramshill, Hampshire, introduced the concept of mandatory joint training of police officers and members of partner agencies, the aim being to develop both inter-agency understanding and interoperability effectiveness in line with the

requirements of legislation relating to working in partnership. Sections 5 and 6 of the Crime and Disorder Act 1998, place a legal obligation on local government and the police service, in partnership with other agencies, to complete a specific cycle of activities in 'partnership' every three years.

At the time that these courses were being designed and developed, a Home Office report (Phillips et al, 2002, p46) stated "*The challenges of partnership working, including those highlighted by this research, need to be addressed by central and local government as well as by partner agencies, if partnerships are to develop their capacity to deliver evidence based and coherent strategies for reducing crime and disorder at the local level.*"

In order to address this, one of the recommendations from that report was: "*Partnerships should attempt to co-ordinate their strategies with those of neighbouring partnerships, as many agencies operate across partnership boundaries, and crime and disorder problems are not always confined to single partnership areas. This might involve pooling resources to implement joint projects, and sharing knowledge and expertise in preparing bids,*" (Phillips et al, 2002, p42).

Multi-agency training presented an opportunity for partnership working in terms of such recommendations. The course itself was oversubscribed for the duration of its delivery at the Police Staff College, Bramshill, indicating that there was a need for this type of training.

The Delphi method (Ritchie et al. 2003) was again the main research tool used in project two. Practitioners and planners active in this area were contacted and interviewed, either face to face or via the telephone. This

was mainly a time issue, with the interval between the commissioning of the course by the management board of the CPTDA and the initial delivery of the training being too short for the undertaking of a full training needs analysis research. There was however a series of telephone interviews and a number of postal questionnaires used to support the collection of data. These data collection instruments are in Appendix 2.

This project covers all the domains of learning but focuses on the cognitive domain (Simpson, 1972).

The analysis highlights the mandatory nature of the training in terms of partners agencies. Police officers were not allowed to register for the course without a nominated partner, with whom they were involved in partnership working, attending with them.

The projects significant contribution to knowledge being the development of the concept of cognitive co-compatibility in the arena of police engaged multi-agency training.



### **Project Three**

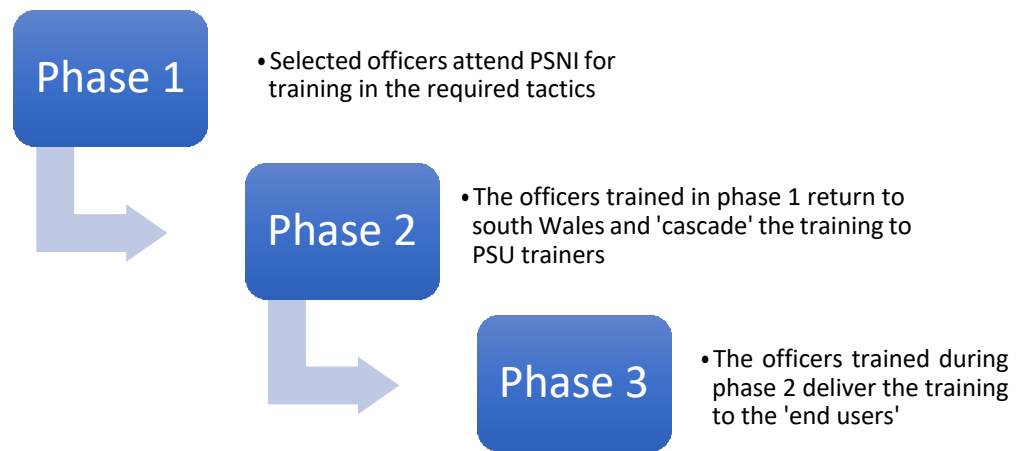
The third project relates to research undertaken in relation to the training of police officers at an operational level, from three police forces; Gwent Police, South Wales Police and Dyfed Powys Police, in the use of public order tactics developed and used by the Police Service of Northern Ireland (PSNI). These tactics differ significantly from the public order tactics currently used throughout England and Wales. Due to the confidential and operationally sensitive nature of these tactics, (Official Secrets Act, 1989) details are restricted to police practitioners and others having authorised access via the Police On-Line Knowledge Area (POLKA) website.

The research therefore focused on the training delivery, the way in which the knowledge, skills and abilities are transferred and developed, rather than the restricted tactical content; however, it should be noted that the training was based in the psychomotor domain of adult learning (Simpson, 1972).

The training system employed by the police service was 'cascade,' see Figure 4, in nature with an evaluative oversight by the PSNI. The oversight by the PSNI involved a qualified and experienced practitioner attending the last phase of the training to ensure tactical compliance by the south Wales officers. and There were three cascade phases to the training. The cascade training paradigm involves the delivery of training through several layers of trainers until the training of the 'end user' target group is achieved (Elder, 1992)

Figure 4

The cascade phases of the training delivery in project three



(Twigg, 2020)

The research focused on the methods of delivery of the psychomotor skills and abilities required to adapt to and develop, the operationally effective use of the PSNI tactics.

It specifically looked at the possible use of audio-visual aids. Each stage of the delivery of the training was examined as well as the enhancement of the transfer of knowledge and skills to the students engaged in the training programme.

The research highlighted a schism in the delivery support. This focused on the scant use of any audio-visual support during any stage of the cascade training. This contrasts with the training deliverers, who throughout the research in relation to the delivery phases of the cascade training systems, stating they were aware and supportive of the use of such training aids.

The research from the third project concludes that these audio-visual training aids would not only be beneficial to the cascade training delivery system, at all stages, in enhancing the knowledge and understanding the

students. It could also present a contextual structure for the training within which the students would be able to achieve a greater understanding of the training requirements. This enhanced the training outcomes, which could lead to the students having a clearer understanding of the required skills and abilities. The use of such audio-visual aids would also assist in achieving a more effective student understanding and therefore knowledge and skills transfer; this is seen in several comments from the interviews with the training staff which highlighted the lack of use of audio-visual aids in the training process. This is also supported by the fact that on occasions outside the main training schedule staff used 'you tube' video clips in a one-to-one situation.

The current development of technology in this area of education, particularly the use of virtual reality (VR) is examined later in this thesis.

The research for this project was paused for some time due to the Covid pandemic, but was restarted, reviewed and completed as soon as practicable in the aftermath of the pandemic.

### **Analytical framework**

The theoretical framework, how the thesis came about, was in essence addressing the organisations need to develop and progress in terms of adult education.

The analytical framework that supports the thesis was developed for the analysis of the qualitative data used in the structure of the thesis. This framework tenders an insight into the perspectives and perceptions of the respondents in the various aspects of their roles and functions as well as their relationship with the organisation.

Identifying the required Data – sources and qualitative data collection.

Data collection – the activities associated with the gathering and validation of the data.

Processing of the data – application of analysis to the data collected.

Modelling – presentation of the changes in approach that are possible in line with the organisational needs and constraints.

Evaluation – do the outcome(s) go some way to meeting the desired effect of the project?

It can therefore suggest that the use or subsequent implementation of the outcomes or recommendations made are able to benefit the police activities in the specific areas investigated (Framework adapted from Creswell 2013).

In the first two projects a critical reflection of the research activities is undertaken. This reflective analysis is based on both the inductive and deductive data derived at the time of each of the projects. This personal deliberation in relation to projects one and two is both theoretical and conceptual in nature.

A conceptual framework can be described as an amalgamation of interrelated components and possible variables which help in solving a real-world problem (Imenda, 2013). In the case of the first two projects, learning developments in policing education. The three key areas in the conceptual framework in these instances were:

- ▶ The essential process parameters – the requirements of the organisation in terms of time, resources and outcome.

- ▶ The inherent variables both organisational and independent – internally compliance with national policy and procedures and externally the legislative imperatives of English law.
- ▶ The cause and effect – how the proposed developments would impact on the current structure in relation to the management of situations of public disorder.

The third, live project, is an inherently comparative form of a thematic analytical framework. The framework's application is detailed in the review of the research methodology which highlights the inductive and deductive aspects of the research undertaken, together with the theoretical and conceptual framework that the methodology supports. The research methodology outlines the creation and application of the framework and highlights the importance of the links between the projects and the way in which the varied data has been analysed.

The respondents in project three were all fully qualified and experienced public order tactical trainers from the Gwent Police, South Wales Police and Dyfed Powys Police. As the number of trainers was small, they were all asked to participate in the research, the officers selected being sufficient to enable the effective use of 'cascade training'. The officers were recruited through the researchers' previous engagement with public order training as a serving officer. The main purpose of the qualitative interviews was to elicit the respondent's perceptions of the training they were given and to garner data in relation to the training and use of any audio visual support used during those training episodes.

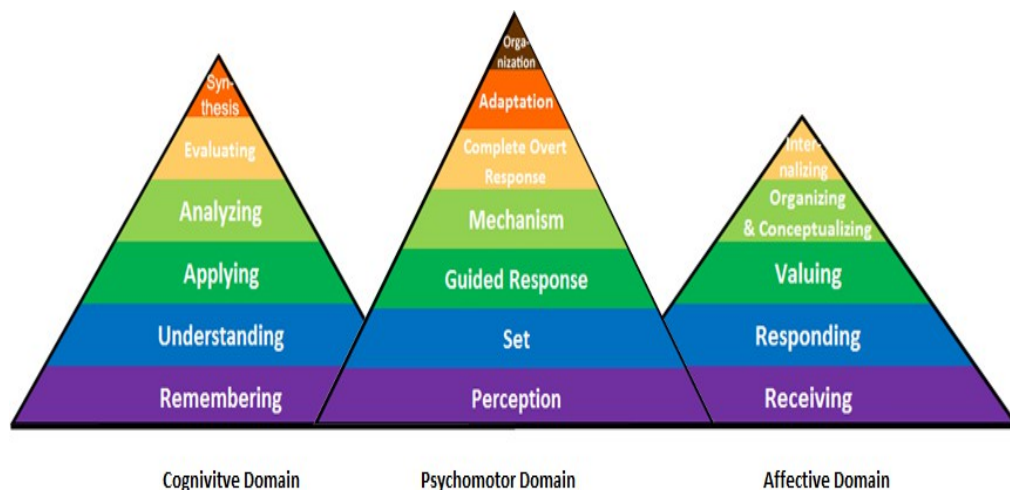
All three projects have contributed to the development of knowledge. In either the organisational application of the educational advances and developments that have benefitted the police service or in the case of the final current project the recommendations in relation to the enhancement of psychomotor training with the use of audio-visual aids that both contextualise and develop the necessary skills required in this dynamic area of police training.

## **Educational theory**

### **The three domains of adult learning**

The three domains, cognitive, affective and psychomotor, are interlinked but with their own individual hierarchy. Figure 5 shows the hierarchical order of the domains in parallel. All three projects have element of all three domains, but with one domain being highlighted in each project and providing the relationship bond between the individual educational projects.

**Figure 5** The three domains of learning hierarchies.



(Ng, 2014)

### **The Cognitive Learning Domain**

The cognitive learning domain was defined by Bloom (1956 p7) as dealing with “recall or recognition of knowledge and the development of intellectual abilities and skills”. There are six levels concomitant with this domain, which have been developed since initially published by Bloom and Masia (1964) and then further refined by Anderson and Krathwohl (2001).

These are:

- (1) remembering, recognising and recalling knowledge or information.
- (2) comprehension or the ability to demonstrate understanding.
- (3) applying learned information to solve a problem or answer a question.
- (4) analysis or breaking down a problem into its constituent parts.
- (5) evaluating or judging the worth of an idea using specific criteria.
- (6) synthesising, creation or reorganising knowledge into a new pattern.

These areas are evident in the use of the case study in project two.

### **The Affective Learning Domain**

This domain, as defined by Kearney (1994 p 81) relates to *“an increasing internalization of positive attitudes toward the content or subject matter”*.

The five levels within this domain centre on the student’s development of behaviour and attitudes allied to the emotions and values of the student.

The affective domain moves away from intellect to the perception and enhancement of attitudes and behaviour (Anderson and Krathwohl 2001).

The five levels of this domain are:

- (1) receiving, or paying attention to stimulus.
- (2) responding, or reacting to a stimulus.
- (3) valuing concepts or ideas.
- (4) organizing and comparing different values, resolving conflicts and developing a personal value system.
- (5) internalising, commitment to a rational, internally consistent value system.

Rodrigues, Plax and Kearney (1996 p 297) suggest that learning in the affective domain can include student motivation and therefore promote



learning, because “*affective learning motivates students to engage in task-relevant behaviours*”.

This domain is explored in some detail in the delivery of the session in relation to leadership and decision making in project one.

### **The Psychomotor Learning Domain**

This domain looks at the learning and development of physical skills and dexterity in the student. Knowledge to some extent is clearly required, as is the attitude and perceived values of the student. However, it cannot alone explain the physical ability to perform tasks to varying standards from basic to mastery. The examples of dance and athletics are used by both Simpson (1972) and Anderson and Krathwohl (2001). For example, there has to be a basic cognitive knowledge of the dance steps, but that alone does not produce a ‘world class’ dancer. The psychomotor domain addresses the improvement of skills’ relating to manual tasks and physical activity; this includes the use of tools, instruments and specific activity related equipment.

The seven levels of learning in this domain according to Ng (2014) are:

- (1) perception, such as detecting cues to act.
- (2) set, the readiness to physically act.
- (3) guided response, able to perform a specific task under instruction.
- (4) mechanism or the ability to perform a learned task without supervision.
- (5) complex overt response; the ability to perform a complex pattern or system of acts in response to a new situation.
- (6) adapting tasks / physical activity to a changing situation; and
- (7) origination, or the ability to develop new acts.

The third project is based on research in relation to the training police officers undertake in preparing to deal with public disorder. This involves the use of a variety of equipment from armoured vehicles to 'riot' shields. This places project three, to a great extent, in the psychomotor domain.

### **Linking the domains**

Each of the three projects had specific aims and objectives, effectively the overall aim of each of the projects supported by the objectives i.e., the learning outcomes of each of the training episodes.

The learning outcomes of projects one and two were devised during the development of the courses by the writer. The learning outcomes of project three were set as requirements of the training by the police services involved.

Table 2 shows the projects required learning outcomes as functions of the domains of learning. These outcomes are derived from the curriculum documents in Appendix 2.

The individual aspects of the learning outcomes identified as innovative and ground-breaking are reflected on in greater detail in the following chapters.

Table 2. – Learning outcome by domain.

	<b>Cognitive Domain</b>	<b>Psychomotor domain</b>	<b>Affective domain</b>
<b>Project 1</b>	<p>Explain use and maintenance of personal kit. (phase 1)</p> <p>Summarise relevant public order legislation and associated police powers. (phase 2)</p> <p>Identify the stages of public disorder. (phase 3)</p> <p>Outline the public order command structure. (phase 3)</p> <p>Summarise the tactical options available within given parameters. (phase 3)</p>	<p>Implement PSU foot manoeuvres when instructed. (Phase 1)</p> <p>Implement PSU shield manoeuvres when instructed. (phase 1)</p> <p>Explain and identify current public order foot and shield manoeuvre commands and recognise to which tactics they apply. (phase 2)</p>	<p>Demonstrate briefing and debriefing skills (phase 3)</p> <p>Evaluate stress levels in self and others. (phase 3)</p> <p>Command a PSU during training exercise making tactical decisions in relation to specific objectives. (phase 3)</p> <p>Display leadership ability appropriate to the command of a PSU. (phase 3)</p>
<b>Project 2</b>	<p>Describe how to manage partnership agreements that address local community and agency needs and contribute to the reduction of crime and disorder</p> <p>State the importance of identifying, developing and sustaining effective working relationships with the local community representatives and agency stakeholders.</p> <p>Identify how to allocate appropriate finance and resources to implement the strategy</p> <p>Manage and develop partnership agreements which address local community and agency needs and contribute to the reduction of crime and disorder.</p> <p>Manage local crime and disorder strategies in consultation with partners, the local community and police personnel.</p> <p>Summarise what is expected of them when attending multi-agency case conferences/ meetings as a representative of the Police Service</p>		<p>List other agencies' responsibilities, accountabilities and values and use this understanding to achieve win-win outcomes through effective consultation and negotiation.</p>
<b>Project 3</b>	<p>Understand PSNI tactics required when deployed with water cannon.</p>	<p>Implement PSNI foot and shield manoeuvres when instructed.</p> <p>Perform PSNI vehicle deployment tactics.</p>	<p>Demonstrate briefing and debriefing skills in a training arena</p> <p>Evaluate stress levels in self and others during training.</p> <p>Display leadership ability appropriate to the training of a PSU.</p>

Twigg (2022)

The tabular breakdown shows that the adult learner is required to work in all three domains, in these projects. However, in each of the projects, or the particular aspect of the project that is focused on, identified that one domain is significantly more prominent in terms of learning requirements than the other two. This can be seen in the leadership objective in the immersive learning session in project one, in which the affective domain is prominent.

### **Domains and other models of learning**

Educational theory and development have a considerable number of aspects and characteristics. Therefore, this thesis also reflects on the relationship between the learning domains and other models of education, particularly, situated learning (Lave and Wegner 1991), participation-based learning (Clancy 1995) and contextual learning.

Lave (1988) postulates that situated learning is embedded within any activity that is taking place both in terms of its context and the culture and can be unintentional as well as deliberate, as social interaction, or participation is an essential aspect of situated learning. This is highlighted in the developments that were introduced in project two where students were not only from different organisational cultures (Reiner, 2010) but also engaged in formalised learning as well as social activities allied to their attendance at the Police Staff College. This is developed further by Collins and Duguid (1989) who suggest that the students who are engaged in a learning domain can acquire and develop cognitive skills, such as interactions during a case study development exercise where knowledge is presented in a realistic context. The case study in project two is based on

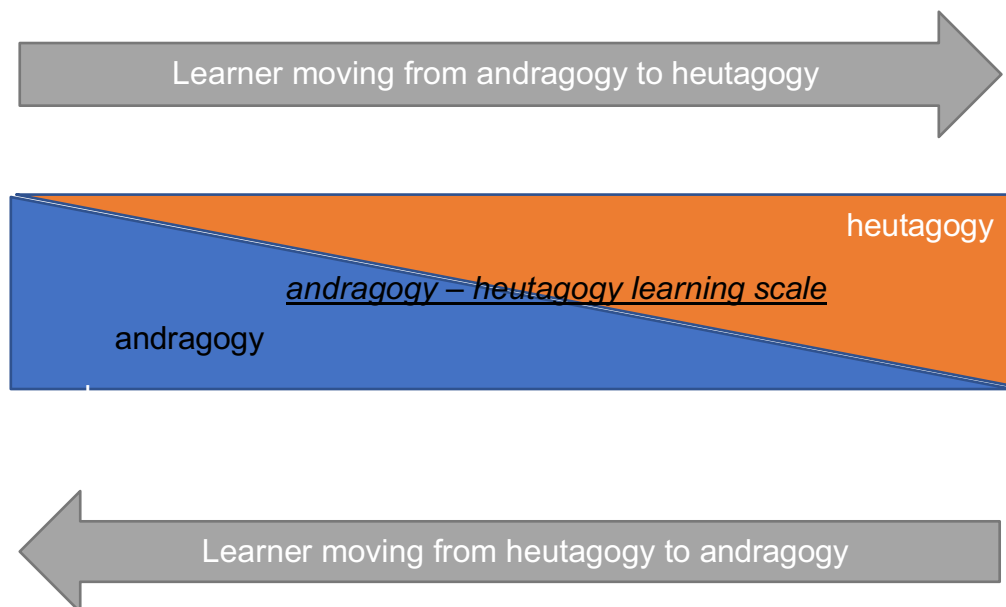
the activities that are required to be undertaken by the participants in the workplace as part of the legislative developments of the Crime and Disorder Act.

Contextual learning has its roots in the constructivist theory of education, essentially a philosophical approach to learning (Tobias and Duffy, 2009). It relates to the teacher or facilitator presenting information to the students in a manner or format that enables the learner to understand the meaning based on their previous experiences. Contextual learning can be characterised by the student's engagement in problem solving, highlighting the multiple facets of learning. It also encourages the students to become 'self-regulated' an aspect of student learning that can be seen in heutagogy, as well as presenting the students with vicarious learning opportunities through the student peer group. (Lave, 1998: Satriani, Emilia and Gunawan, 2012). One of the aspects of the ethos of policing training and development, especially during the time of the delivery of the initial two projects was the facilitation aspect used in the training provision. This was referred to in the organisation as 'student centred' facilitation, enabling the students to reflect on the learning and development in which they were engaged. MacDonald *et.al* (1987 p 125) states that *'the task of instructors as facilitators is to manage the process of reflection'* encouraging the student to engage with and have responsibility for their own learning.

All the students engaged in these projects were adult learners and therefore the move from andragogy, which is self-directed learning within the method and manner of teaching adult learners, to heutagogy, which is self-determined learning (Gardner et al., 2007), is examined. This

examination of the projects suggested a movement from andragogy to heutagogy which is evident in these projects. It is likely that during some of the training episodes the students are on a learning sliding scale or range along which they move. The students position on the possible range is dependent upon the type of learning activity, which is linked to the hierarchy of the three learning domains, a change in activity precipitating a change of position on the proposed scale.

Figure 6 Proposed sliding scale between andragogy and heutagogy



Twigg (2022)

Blanche (2012 p1) proposes that heutagogy has; *'(the) goal of producing learners who are well-prepared for the complexities of today's workplace.'*

This would align itself well with the cognitive complexities of project two, all the students applying to attend the course and therefore taking a level of responsibility for their own learning in the sense of andragogy. Participants

would move back and forth along the scale of figure 6 dependent upon the activities in which they were engaged during the training regime. The voluntary nature of all three projects, with the participants making application to attend rather than being directed by the organisation, supports the proposition of a sliding scale, across which the students move during the learning episodes within the projects.

Students engaged in the learning process will develop learning both as individuals and as a group. During this process, there will be instances where they are andragogic learners, facilitated by the director of studies. This would be evident in the use of the case study in project two where the learners would be located on the left hand of the sliding scale in figure 6. However, where the learners are more self-directed, such as the engagement and understanding of the role and functions of managers in partner agencies, this would place them nearer the right-hand side of figure 6. The students' location on the sliding scale would be dependent on not only the learning development situation in which they find themselves, but also the way in which their personal learning preferences manifest themselves. Group work would tend to place the participants in the area of andragogy whereas research would indicate heutagogic learning.

This two-way use of the sliding scale indicates that the style and use of types of learning as adults are not mutually exclusive and therefore it is theorised that the adult learner will move back and forth along the scale during a learning event. This will be dependant to some extent upon the learning domain which is prevalent at the time. For example, if the affective domain is dominant at the time, then in terms of self-awareness, such as

the training session in which immersion is used in project one, the student is more likely to be at the right hand, heutagogic side of the scale in figure 6. The student will move across the sliding scale at different phases of the learning process. This may in some cases be dependent upon the acquisition of knowledge, or as in the case of situated learning (Lave and Wenger, 1991) due to the participation in the learning activity.

In terms of critical reflection, the educational developments of project one, which are mainly in the affective domain would initially place the student in the andragogic, left-hand side of the scale. Reflecting on the students having been immersed in the training episode at the organising and conceptualising level of the domain, (Ng, 2014) using the view of Blanche (2012) they will have moved across the scale to the heutagogic, right hand side of the model.

This can be applied to project two in terms of the cognitive domain at the evaluating or synthesising level (Ng, 2014) again with the students increased awareness and understanding moving them into the right-hand side of figure 6.

The final project highlights the move from the andragogic to the heutagogic. The training staff involved in the delivery of the training identifying support for workplace complexity and the context of the training through the use of video footage, albeit at this individual and not organisationally embedded level; respondent 1: *"I think these are invaluable when you are outside of the environment or don't have the impact factors to actually allow the students to consider the environment in which they're going to be policing"*. This links the adult learning domains to the possible types of educational



interactions that would be appropriate to the level of learning and development in the students This provides some indication of the links between the domains in relation to the levels at which the students learn. It does not however present an indication of the 'weighting' of the domains in relation to each other, such as the premium that could be required following the gaining of knowledge in developing psychomotor dexterity, which will be examined in detail later (see p 61 - 69).

Table 3 introduces a comparative matrix of the adult learning domains, with the identified learning models / theories that are used to underpin the reflective critique and highlights the innovations introduced in each of the projects:

Table 3. Learning domains in educational interactions.

<b><i>Type of educational interaction.</i></b>	<b><i>Cognitive Domain (Bloom, 1956)</i></b>	<b><i>Affective Domain (Krathwohl, Bloom, and Masia, 1973)</i></b>	<b><i>Psychomotor Domain (Simpson, 1972)</i></b>
<b><i>Lecture, reading, audio/visual, demonstration or, question and answers.</i></b>	<b><i>. Knowledge</i></b>	<b><i>Receiving phenomena</i></b>	<b><i>Perception Set</i></b>
<b><i>Discussions, facilitation, discussion, role playing, case studies.</i></b>	<b><i>Comprehension Application</i></b>	<b><i>Responding to phenomena</i></b>	<b><i>Guided response Mechanism</i></b>
<b><i>Vocational training, coached practice, job simulation.</i></b>	<b><i>Analysis</i></b>	<b><i>Valuing</i></b>	<b><i>Complex response</i></b>
<b><i>Supervised real life situations and activities, structured debriefing, peer interaction.</i></b>	<b><i>Synthesis</i></b>	<b><i>Organise values into priorities</i></b>	<b><i>Adaptation</i></b>
<b><i>Self-directed study and practice, reflective practice learning, mentoring and coaching.</i></b>	<b><i>Evaluation</i></b>	<b><i>Internalizing values</i></b>	<b><i>Origination</i></b>

Adapted from (Vitoni, 2009)

Table 3 gives an overview of the delivery methodologies used during the teaching and facilitation of the three projects.

Project one used coached practice, (McGuinness, 2010), supervised real life situations as well as structured debriefing and in the session relating to

immersive learning highlights the reflective practice of the students in the structured de-brief.

Project two uses coached practice and job simulation as well as the self-directed study at a strategic level and peer mentoring and coaching in the multi-agency interactions between the students; these areas being consolidated in a structured de-brief. This allows an exchange of experience by the students in relation to their developing understanding of multi-agency work.

Project three uses vocational training and simulations (Stenzel and Stenzel, 2003) as close to real life deployments as possible. Training officers to deal with incidents of serious disorder that would include 'petrol bombs' and the use of water cannon. The structured de-briefing of the training sessions being an integral part of the learning process.

All these learning activities placed the student at the upper end of the domains of learning.

### **The learning process of the projects**

Lave and Wenger (1991) contend that adult learning should not be seen as the basic communication of de-contextualised knowledge from one to another, but a quasi-social process. They suggest that learning is situated or contextualised within the social and physical environment of the learner. This would be evident in project two with the multi-agency interactions and in project three with the initial socialisation between the PSNI and officers from South Wales, subsequently with teams of officers being trained both in Northern Ireland and in the other phases of the cascade training; the individual projects providing different stimuli to the students engaged in learning.

Behaviourism (Parkay and Hass, 2000) focuses on measurable aspects of student behaviour. Behaviourist learning theories highlight that changes in student behaviour tend to be because of stimulus-response links identified by the student. Learning behaviour is developed by the application of external stimuli. The student responds in one way or another dependant on the conditioning to which they have been subjected.

This area of behaviourism could be applied to the police service in terms of the 'conditioning' aspect of the theory. The students, as serving police officers having been subject to both self and enforced discipline, as well as transparency and the highest level of both social and legal accountability. An individual selects one response instead of another because of emotional variances at the time of the action. It also fits well with the affective domain developments in project one, with the immersive learning scenario, where the students are subjected to a range of sensory inputs.

These inputs ranging from the wearing of full personal protective equipment (PPE), through to watching real time footage of the riots at Broadwater Farm, London. They were then required to apply leadership skills, the skills and styles they had developed, or been conditioned in, as a senior officer in the police service.

This decision making was in 'quick time', there was no opportunity to consult with supervisors or peers, decisions having to be made 'there and then'. This development or construction of new leadership styles and concepts links well to the constructivist theory of Burner (1996).

The sensory effects and stimulus response were also evident in the training situations of project three, the students once again being placed in a simulated public disorder situation, all be it not as individually focused as project one.

There are links that can be drawn with Constructivism (Burner 1996), initially a pedagogic development, but applicable to the adult learner as it proposes that the learner is engaged in a process of learning that is 'constructed' using new ideas and conceptualised to their previous knowledge and experience. The use of the 'case study' in the first of the training episodes in project two supports this assertion with the students being presented with new ideas in the area of multiagency working in a constructed work situation (Vitoni 2009). They were then required to hypothesise, to develop new ways of dealing with problems or issues. This was done through the application of their previously developed skills and abilities to the new ideas and constructs in terms of multi-agency working presented by the problems of the case study.

Hudson and Whistler (2007) however assert that contextual learning cannot be separated with the behaviourism and constructivism theories. They contend that it is the conception of teaching and learning that assists in relating the subject matter and training content to real-world situations and the application of such learning to the lives and occupations of students. All three projects are 'well grounded' in the real-world issues that they were designed to address.

All the projects link directly to the 'real world' activities of the students and the projects would tend to support the position of Hudson and Whistler.

Re-enforcing the proposition that contextual learning takes place when teachers or facilitators are able to present information in a way that students can construct meaning based on their own experiences. It does however raise the issue of how to distinguish between past experiences and behaviour, perhaps more aligned to Problem Based Learning (PBL) where the students are presented with a problem to solve (Barell 2007). PBL allows or facilitates the student into a self-directed, heutagogy based, approach at the higher end of the domains of learning (Bloom 1968)

For example, project one, a multi-point entry course, was designed specifically for the activities of the PSU commander and incorporated numerous aspects of the different learning and development theories as outlined in table four below.

Table 4 –\_A comparative matrix of the adult learning domains with learning models

	<b>Affective domain (project 1)</b>	<b>Cognitive domain (project 2)</b>	<b>Psychomotor domain (project 3)</b>
<b>Immersive learning</b>	Immersive learning (Crego 2009)	Constructivism (Burner 1996)	Behaviourism (Parkay and Hass, 2000).
<b>Contextual learning</b>	Training in context Hudson and Whistler (2007)	Multi-agency training (Lucke 2010) Problem Based Learning (Barell 2007)	Contextual training Hudson and Whistler (2007)
<b>Situational learning</b>	The participation model (Lave and Wegner 1991).	The participation model (Lave and Wegner 1991).	Cascade training (Beckhem 2012) The participation model (Lave and Wegner 1991).

Twigg (2022)

Parallels can be drawn across these theories linking with the three domains of learning (Bloom et al 1956). This comparison provides a mechanism to examine the prevalence / weighting of each domain in the innovations and developments created in projects one and two and with the recommendations that are derived from the research in project three.

### **Delineation: The Weighting of the Learning Domains in the Projects**

This section discusses the critical analysis of the weighting of each of the learning domains, affective, cognitive and psychomotor, relative to each other, within the three projects. It can be seen as an example of the wider activity within each of the areas and police training as a whole.

The weighting is not looking to allocate primacy in terms of the learner's domain activity but presents the areas in which the student would be functioning relative to the project activities in which they engaged. Each project is reviewed as a whole, with some specific sessions within the projects examined individually.

There are many studies of teaching and learning that examine the structure of the activity from conception, planning and preparation through to outcome, evaluation (Nicholls, 2002; Danielson, 2007). However, there is little research in relation to the weighting of the three learning domains during a programme of training and development. This applies especially to specific lessons or scenarios, within a scheme of learning and development.

Smith and Ragan (1999) contend that there is an affective domain aspect to any cognitive or psychomotor learning, even if it is only the inclination of the student to engage in the learning process. This presents a link to the 'self-direction' of the learning in terms of andragogy. It could be argued, especially from the standpoint of the fact that all police officers belong to a disciplined organisation, that they could in some way be compelled to undertake the training. This however is not the case in any of the projects



as all participants either attended on a voluntary basis or had specifically applied, as in the case of the multi-agency partnership training, to attend. The following charts are not empirical and are intended to give the authors perspective in relation to the variance in the weighting of the relevant domains for the projects. They indicate the domain level at which the student should be functioning for that project or specified session. The domains, which are colour coded, (Affective – Orange; Psychomotor – Blue; Cognitive - green), also indicate the level at which the student would be active in terms of the domains hierarchy as seen in table 2, page 55. The level of domain activity is indicated directly below the identified domain area in each of the diagrams.

Figure 7 - Project 1- Learning domain breakdown of modular multi entry point PSU Commander's Course.

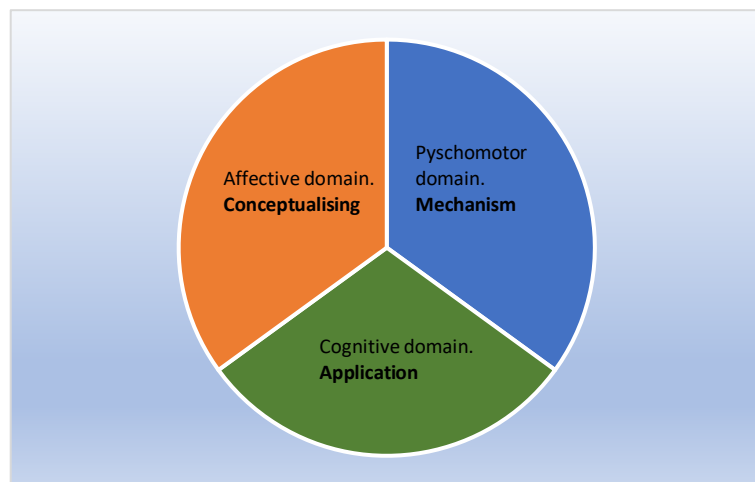


Figure 7 presents the weighting perspective in terms of the domains of learning for the course together with the domain level aimed at for the student.

The Cognitive domain is shown in green with the domain level aimed for, 'application' shown in bold below the domain caption.

Throughout the course as a whole, there was a reasonable balance between the three domains with each having roughly equal weighting when taken as a whole, the different aspects of the course requiring the students to function in situations where one of the domains would be foremost, such as psychomotor domain being ascendant when the students were required to use riot shields and PPE.

As this training was modular and multi entry point, students were able to access the training at different stages dependant on their previous qualifications and experience. Kumaravadivelu (2012) emphasised that modular training always movement away from a linear path and removes artificial barriers from the training. In practice it allows officers staged access to the course dependent upon previous training and experience with a police support unit. There was a variety of delivery styles, a combination of classroom based face-to-face cognitive training allied to the necessary psychomotor and affective domain requirements (see table 2) of the role of the PSU commander. The course was well balanced in terms of the learning domains., with the domain emphasis being reflected in the learning activities being undertaken.

Figure 8 - Project 1- Learning domain breakdown of PSU commander decision making training session.

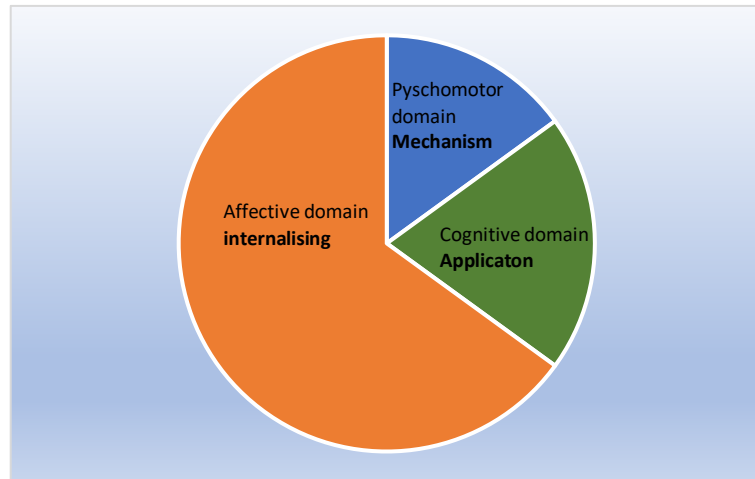


Figure 8 presents the weighting perspective in terms of the domains of learning for the learning activity, together with the domain level aimed at for the student. It shows the change in the weighting aspect of the domains during the student's activity in the session relating to the development of leadership and decision making. The course design places a clear emphasis on the affective domain. The session was intended to emphasise affective domain learning through the use of immersive learning, allowing the students to move from andragogy to heutagogy.

Each student was required to undertake a short period of physical activity, as would be expected of an officer in command of a PSU during public disorder. The students were then taken into a 'simulation room,' in this instance a room used for firearms simulation training, and they were shown media footage of the serious rioting that took place at Broadwater Farm, London in 1984. The video footage was accompanied by the original and unabridged audio logs of the Metropolitan Police command room staff. This

audio recording was played to the students via their personal police communications systems. All the students were aware that a police officer, Constable Keith Blakelock, had been murdered during this riot. The students were then individually removed from the 'immersion' and required to make decisions relevant to the role of the commander of a PSU. Decisions such as, whether to advance their officers into areas of perceived danger, what tactics to use in given situations and whether they should comply with or question the orders given by the officer in charge of dealing with the situation? These answers / decisions were recorded and a developmental debrief was conducted by a member of the training staff. The session was in the main in the affective domain assisting the student in the perception and enhancement of attitudes and behaviour and motivating task relevant behaviour, (Rodrigues, Plax and Kearney ,1996.)”

Figure 9 - Project 2 – Learning domain breakdown of Linked ‘Managing Community Partnerships’ and ‘Strategic Community Partnerships’ courses.

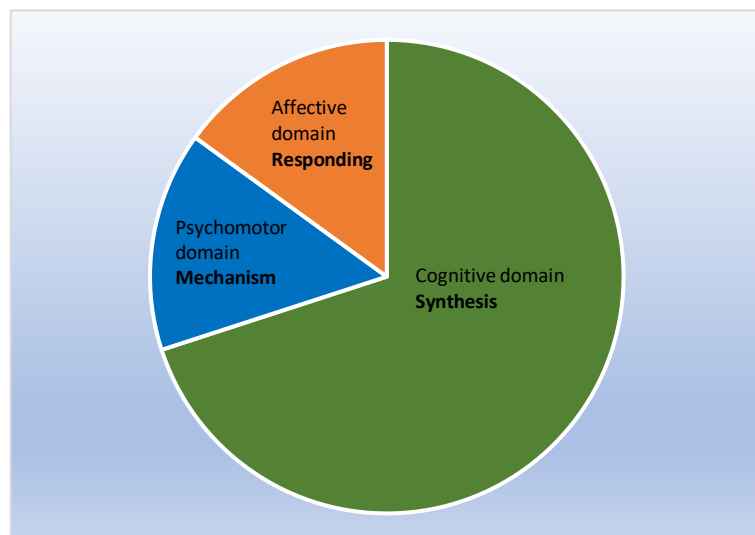
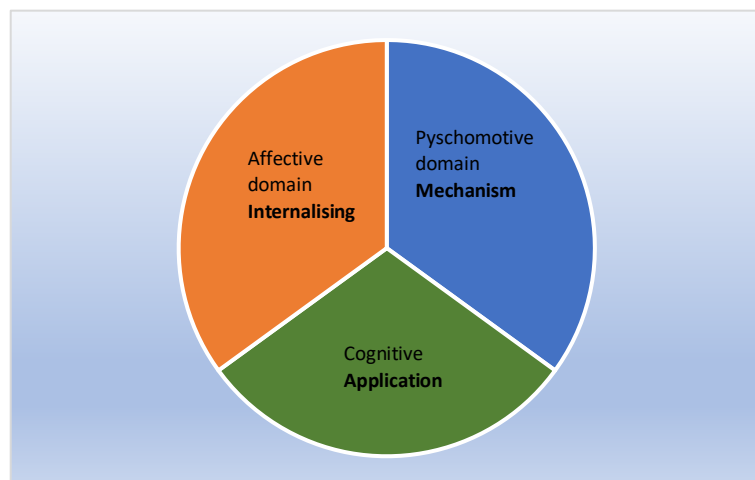


Figure 9 shows the weighting perspective in terms of the domains of learning together with the domain level aimed at for the student.

The initial course of the community partnerships training, 'Managing Community Partnerships' was classroom based and used the training vehicle of a 'case study' specifically designed and developed for the course. The case study, which was a constructed fictional town, given the name 'Patchcombe,' was aimed at engaging the students in cognitive learning at an analytical level (Bloom and Masia 1964). Attendance on the 'Managing community partnerships' course was restricted to police officers and police staff, at an appropriate level of seniority, usually the rank of Chief Inspector or equivalent, engaged in community partnership working. The cognitive domain is shown as dominant here as the course was intended to develop the student's knowledge and understanding of the application of multi-agency problem solving. This was done by presenting them with a series of problems via the case study and de-briefing the solutions presented by the students.

Figure 10 – Learning domain breakdown of inclusion and interaction with 'partner' agencies in attendance for the Strategic Community Partnership course of project two.



This figure represents the weighting perspective in terms of the domains of

learning together with the domain level aimed at for the student.

The second training phase of partnership working module was the strategic level course, 'Strategic Community Partnerships'. All the police officers or members of police staff attending were required to be accompanied by a non-police partner of equal seniority with whom they were engaged in partnership working. This was a classroom based cognitive delivery however the presence of partner agencies, creating a multi-agency forum removed the 'comfort' of a standard police training environment.

Throughout the course there was a reasonable balance between the three domains with each having roughly equal weighting throughout the learning process. Different aspects of the course required the students to function in situations where one of the domains would be foremost, such as affective domain being ascendant when the students were required to undertake multi-agency decision making, in areas such as child protection and drugs intervention.

Figure 11 - Project 3 – Learning domain breakdown in the analysis of cascade training of PSNI public order tactics.

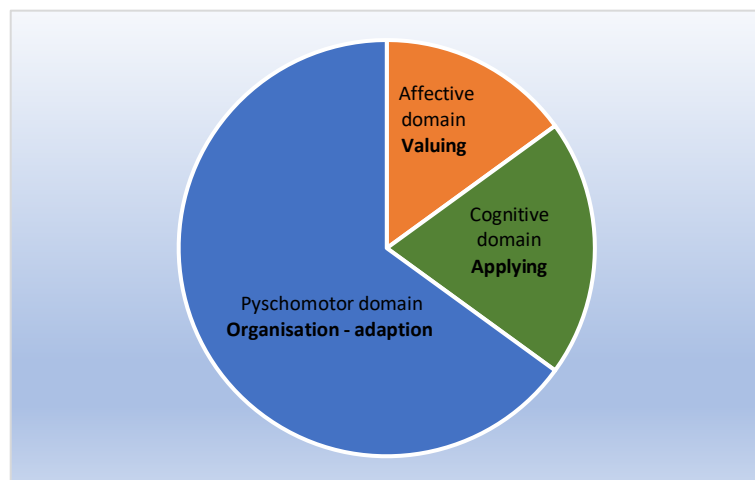


Figure 11 relates to delivery of training to the officers from the police forces

of southern Wales and shows the weighting perspective in terms of the domains of learning together with the domain level aimed at for the student. The cascade nature of this training required the training of trainers within Northern Ireland. The officers who had been trained then return to the mainland UK and delivered the training, as per the requirements of the PSNI, to officers from the Southern Wales forces of Gwent, South Wales and Dyfed Powys. The psychomotor domain is clearly dominant here as the training focuses on the use of public order shield tactics and manoeuvres.

Suzuki (2002 p.1) considers such training as; “a mechanism delivering training messages from trainers at the central level to trainees at the local level through several layers, is largely used for in-service training, as it can deliver many trained teachers quickly and economically”.

There were three levels of cascade training involved in the third project.

- Qualified trainers from the Gwent, South Wales and Dyfed Powys forces were trained in Belfast by the PSNI
- These officers then returned to South Wales and trained suitably qualified public order trainers from the forces concerned.
- In turn, these trainers trained the officers who would be deployed to police in Northern Ireland to assist officers from the PSNI should the need arise.

The basis of the training is in the psychomotor domain of learning. The officers need to cognitively comprehend the requirements of the manoeuvres that they need to undertake in the psychomotor training (Anderson et.al. 2001).

There was an overall quality assessment in place as officers from the PSNI attended the final stage of the training to ensure that the selected officers were trained to the appropriate level.

Taken as a whole the projects enabled students to achieve the higher levels of the taxonomies. Organisation and adaption in the psychomotor domain, synthesis in the cognitive domain and internalising in the affective domain. At these levels there is a distinct parallel with the hierarchy of learning at a level making the training and development of the students making them well prepared for the strategic complexities of the workplace (Blanche, 2012).



## **Limitations**

This section will look at and reflect on the limitations of this thesis, especially in relation to the organisational circumstances and timeframe over which the projects were conducted.

As Gibbs (1998. p 9.) explains, *“It is not sufficient to have an experience in order to learn. Without reflecting on this experience, it may quickly be forgotten, or its learning potential lost”*.

The thesis is a reflective critical analysis of the training that was devised and the developments that were created through the work of the author. The gathering of supporting evidence was somewhat problematic due to the difficulty in securing some of the original data. This stems from the multiple incarnations of what is now the College of Policing and the practice of destroying all records not required to be kept by law or seen as essential by the organisation.

Consideration was given to identifying and sourcing the supporting evidence for the routine practice of destroying the majority of the organisational records as a ‘policy’, however that would tend to indicate that there would be a record of such a policy and unfortunately that is not the case. Allard, (1997, p1) states following his research into NPT that, *‘The thesis traces the development but owing to lack of access to, or simply nonexistence, of some documents it cannot be claimed to be absolutely complete’*.

This, however, has allowed the author to present a reflective critical analysis in terms of the training and the extra value that it represented to police

training at that time together with the cutting-edge contributions made to learning and development.

The identified learning in terms of the 'immersion' of the students in training (Alison and Crego, 2008) in project one would appear to have been 'lost' to police training as an organisation with no structured or recorded use or development following the dissemination of the PSU commanders course nationally. That having been said the evidence of the initial course co-facilitator supports the reflective analysis in relation to the effectiveness of the training delivery and the contribution to development and learning that took place.

Project two, was again subject to limitations as outlined above, however it has been possible to recover a considerable amount of the relevant documentation. The project could also be said to have a longer lasting legacy with the introduction of the attendance of members of presence of 'partner agencies' into the curriculum of the strategic command course.

There is significant supporting evidence for both of these projects from several sources. This includes officers who served with the author at the relevant times, as well as the curriculum documents for the training courses. In support of project one there is a copy of the full curriculum document that was disseminated via NPT. A statement from the officers in charge of the curriculum design department of NPT at the time the course was developed. In which he reviews and supports the ethos and research in relation to the conception and worth of the training course. There is also a statement from the cofacilitator of the original pilot course included. The full documentation for this project is in Appendix 1.

In support of project two are the full curriculum documents for each of the short courses. The questionnaires designed and used by the author for the development of the courses in project two. Statements from the officer in charge of the Senior Leadership Development Programme (SLDP) and a peer of the author working at the Police Staff College at the relevant time. The full documentation that has been recovered is shown in Appendix 2.

The third project focused on the current police training in public order, or more specifically, the training related to the policing of public events and disorder by the police services of England, Wales and Northern Ireland. This project was only subject to the limitations placed on the researcher by the need to keep the tactics used by the PSNI undisclosed to the general public. The tactics were available to the researcher and this caveat did not have a significant impact on the research activities. Appendix 3 includes the full transcripts of the in- depth qualitative interviews with the public order training practitioners.

## **Contribution to Knowledge and Training Development**

The reflective analysis of what is now referred to as immersive learning during project one, the delivery of the PSU commanders course, was a significant step forward in police public order training. This is especially relevant in terms of the affective domain of learning and development. As highlighted by Allard (1997) the organisation at that time known as National Police Training (NPT) did not proffer the identification and dissemination of such innovations in police training to other bodies. The area of affective domain teaching has been introduced, to a great extent, in other aspects of policing especially in relation to senior officer training for example the introduction of emotional intelligence into such training. (Goleman, 2009). This allied to the nationwide development and distribution of hydra training suits (Crego, 2002) gives a clear indication of the nature of the immersive learning development which took place in 1996, which was available throughout England and Wales through the national adoption of the PSU commanders course.

Burns (2012) describes an immersive learning environment as one that allows learners to be totally "immersed" in a self-contained artificial or simulated environment while experiencing it as real. Immersive environments can offer learners rich and complex content-based learning while also assisting learners to develop their technical, creative, and problem-solving skills. Because immersive environments are so rich and visual, users tend to be highly engaged.

The students engaged on the PSU commanders course were immersed in an environment that was not only a constructed simulation of reality but had

its basis in the actual occurrences of the 'Broadwater Farm' riots of 1985 in London.

This reflects the current use of immersive learning by the CoP who describe the learning they provide as: "*immersive learning develops and delivers immersive learning exercises which simulate the reality of critical incident management. Delegates are able to experience the decision-making process and the complex issues facing the police and other agencies*". (College of Policing, 2002)

This description of the immersive learning environment illustrates with some accuracy the activity that was devised and delivered during the PSU commander's course some twenty years earlier.

The critical reflective analysis of what is now referred to as Immersive Learning during the delivery of the PSU commander's course can be seen as a significant step forward in police public order training especially in terms of the affective domain of learning and development. The activity achieved a significant step forward, unfortunately the development was not supported in its dissemination by the national police training organisation. Affective Domain teaching has been introduced in a variety of other aspects of policing and police training especially in relation to senior officer training, for example the introduction of emotional intelligence into such training. (Goleman, 2009). This allied to the nationwide development and distribution of Hydra training sites (Crego, 2002) give a clear indication of the nature of the development in 1996 which was developed by the author. The PSU commanders course was disseminated nationally but there was little recorded use of the training session devised. There may have been

several impact factors in relation to this such as the skill level required to deliver such sessions allied to the facilities that were available to the original course but may not have been accessible at other training centres.

Multi-agency partnership training was high on the government agenda of the day (GB. Crime and Disorder Act, 1998). Sullivan and Skelcher (2002, p. 1) argue that *“globally, partnership is the new language of public governance.”* As Prime Minister Tony Blair (2002) identified in a speech on public services *‘Nothing is more important in raising the standard of public services than the quality of their leadership.....they need to be properly paid and trained, strongly incentivised, and given the authority they need’.*

These two courses being in response to the mandatory requirements of the Crime and Disorder Act and the identified lack of multiagency training at the management level. The introduction of the mandatory requirements to attend the strategic course with a partner was innovative and fruitful from the point of view of both the organisation and the delegates attending the course. This innovation although not continuing with the review of the partnership training at the Police Staff College, has now been incorporated in the College of Policing’s flagship course, the strategic command course (SCC)

The use of audio-visual aids in training in general is not a new concept. Audio-visual aids are regularly used in classroom based public disorder training (IPOCC and APOCC, 2007). However, the research undertaken as part of project three shows that the use of audio-visual aids in operational public order training is not only feasible but desirable.

The respondents engaged in the study all supported the use of the cascade method of knowledge transfer and favoured the use audio visual aids in the training delivery, a development recommended by this thesis.

This is well evidenced by the views of all the interviewees engaged in the cascade training of the PSNI tactics.

One respondent in the research on the cascade training when asked about the use of video stated:

*“Yes, I would say overall yes. That's based on a number of variables such as factors to do with your officer's experience of the public order arena, but overall for the unit, yes, I do believe that would be beneficial” (Respondent 7).*

This comment encapsulates the general view of all the officers who were interviewed during project three.

The consensus from the respondents interviewed was that the use of audio-visual aids, from any of the three areas identified, would be beneficial.

The developments in current technology specially to use of VR in education could be considered an impact factor here. These developments however tend to isolate the students in their own virtual reality, whereas the use of AV with a group or unit of students supports and enhances the teamworking, interactive aspects of the educational experience.

As previously identified, there are several areas where the design development and delivery of the PSU commanders course, project one, has assisted in development of knowledge and skills both in terms of policing and education. The two most significant areas relate initially to the

introduction of the modular system enabling self-determined learning in relation to development and training of a competent PSU commander and the second area being that of what is now referred to as immersive learning.

#### Modular self determination

The modular system employed as part of this course has clear benefits over for both the organisation and individual. It allows a considerable amount of self-actualisation for the individual concerned allowing or assisting in the student either realising or looking to fulfil their potential, a considerable 'driver' in an organisation of self-reliant individuals such as the police service (Schacter et al 2011).

In terms of training and development from pedagogy (teacher directed learning) through andragogy (self-directed learning) to heutagogy (self-determined learning) *in self-determined learning, it is important that learners acquire both competencies and capabilities* (McAuliffe et al., 2008, p.3). This is evident in this programme through both the fact that all members of the police support unit volunteer for that duty and a commander of the unit as well as their leadership and management responsibilities also volunteer to undertake that duty.

Hase and Kenyon (2007, 2010) identified that capable people exhibit the following traits:

- self-efficacy, in knowing how to learn and continuously reflect on the learning process.
- communication and teamwork skills, working well with others and being openly communicative.



- creativity, particularly in applying competencies to new and unfamiliar situations and by being adaptable and flexible in approach.
- positive values

All four traits being required in the role and function of a PSU commander, albeit that the research undertaken by Hase and Kenyon was some 11 years after the design and development of the NPT course. Critically reviewing the activity raises the question of the links between NPT and higher education, especially in terms of the sharing of good practice and external acknowledgement of senior police officers' skills and abilities. It is only recently 2016 onwards that there has been a drive to link higher education to police training and development from an organisational perspective with the introduction of Recognition of Prior Learning via the CoP, "*The PEQF programme has introduced professional development opportunities through the RPL process for those already working in policing, but only if they wish to gain recognised and transferable qualifications*" (College of Policing, 2018).

## **Immersive Learning**

Several authors use the phrase 'immersive learning' to describe a variety of styles and learning engagements. These which vary from the integration of cognitive styles of learning with student engagements in a system of blended learning, (Hellmig and Martens 2010) through to the placing of the student in the situation that replicates, as accurately as possible, the situation which they are being trained to deal with. The later referred to by Alison and Crego (2008) as Immersive Simulated Learning Environments (ISLE).

The learning undertaken by students attending the PSU commanders decision-making session, would clearly fit into the category described by Alison and Crego (2008) as ISLE used in the Hydra Immersive Simulation System. The Hydra Foundation describe the use of ISLE in the following manner:

*“Whilst the occurrence of events such as critical incidents, terrorist attacks and environmental disasters are rare in most countries, the threat they pose to public safety and national security can be devastating. Building resilience in national security and public safety is reliant on developing experts in crisis management who can act quickly in making decisions and acting. However, the rarity of these events challenges the development of crisis management expertise as practitioners are unlikely to have ever managed such events before” (Crego, 2002).*

The learning designed and developed as part of the PSU commanders course was not referred to or seen as an immersive learning episode as described. However, the learning activity undertaken by the students on the

PSU commanders course can be described in the same manner using the same phraseology and achieving the same outcomes for the students. The PSU commander's course used immersive learning during one of its facilitation sessions. The significant difference with the use of immersive learning in the PSU commanders course was the incorporation of strenuous physical exercise allied to the immersion. The developments of immersive learning in areas such as the Hydra foundation and within the police service with the National Centre for Applied Learning Technologies (NCALT) have been enhanced through the developments made in technology.

The ability that is now available through current technology to create immersive learning environments was not available when the design development and delivery of the original PSU commander's course took place. The author was innovative, using the facilities available at the time to achieve an environment that was capable of facilitating an immersive learning ethos to deliver the training session.

## **CHAPTER TWO**

This chapter introduces the first of the three projects which relates to the research and subsequent delivery of the Police Support Unit (PSU) leadership course for senior officer who would have command of such a unit. It provides the context of the development within the training structure of the police service at the time of its inception and delivery.

### **Project One**

The design, development and delivery of a national PSU Commanders training course.

#### **The aim of the project.**

The overall aim of the project was to produce a vocational education training programme for Police Support Unit (PSU) commanders. These officers were in the main of inspector rank. The course addressed the training and development needs of these officers, who had or were expected to have operational command of a fully functioning PSU. The structure and functions of a PSU is developed in the following sections.

#### **The Context of the Project Development**

The Police Support Unit commanders training programme was designed and developed under the training strategy that was in place for the Police Services of England, Wales and Northern Ireland during the mid 1990's. The programme required training developments to be sponsored, sanctioned and ultimately endorsed as fit for purpose by the central decision-making authority, who, for this particular area of police training, was the Association of Chief Police Officers (ACPO), now known at the

National Police Chiefs Council (NPCC). This organisation is broken down into business areas which oversee specific policing issues. The area of public order policing and associated training, under which the Police Support Unit commander's training was located, was being overseen by the ACPO public order sub-committee, now known as the public order tactics training and equipment group of the NPCC.

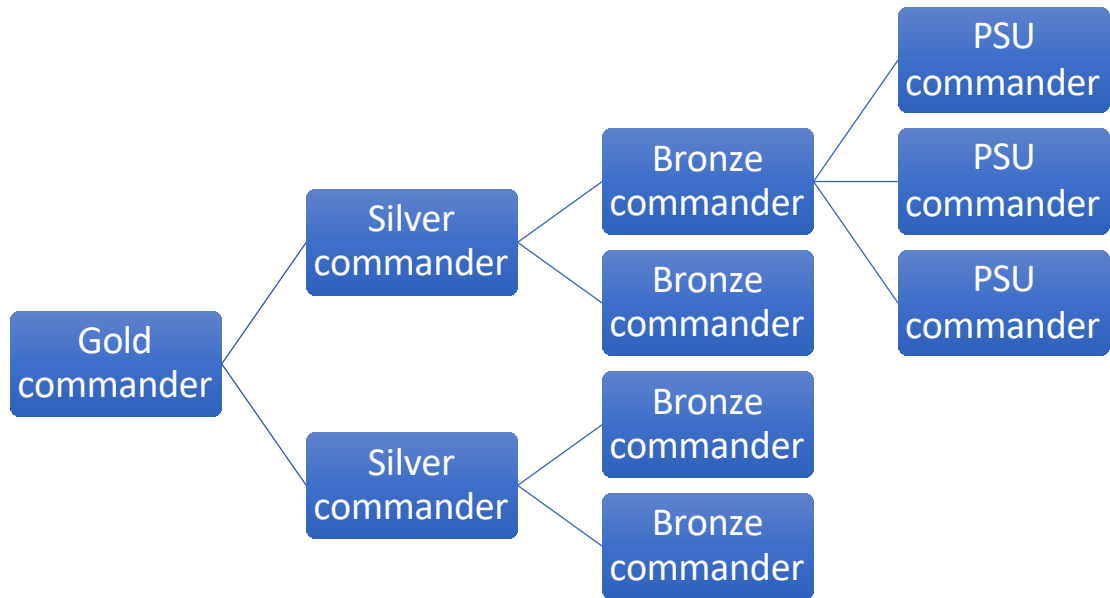
### **What is a PSU?**

A Police Support Unit (PSU) is a unit of 27 police officers trained to be deployed in situations requiring the management of crowds or dealing with public disorder. These units are made up of officers whose day-to-day role is front-line operational response policing, but who are given specialist training in dealing with instances of public disorder and are called on when such incidents occur. This is also the case for the officer in charge of a PSU who is normally of the rank of police inspector and trained in the tactical requirements of the PSU as well as the necessary leadership and command, skills required to perform the role.

The structure of a PSU as outlined was devised and developed, following the instances of public disorder in the late 1970s, at the central police 'think tank' known as the public order 'forward planning unit', situated at New Scotland Yard, London. Prior to this public order units had been structured along the 'platoon formation' of military deployments. However, the rank structure within the police service, not having the ranks of Lance Corporal or Corporal did not facilitate functioning of officers engaged in dealing with serious public disorder and this resulted in the structure devised by the forward planning unit. (Home Office circular 114/77).

How the PSU engages with the overall police command structure for uniform operations, is shown in figure 12, which would be the case for the deployment of officers dealing with instances of public disorder.

Figure 12. - Command structure of the police service in England, Wales and Northern Ireland used for the operational deployment of public order policing units



adapted from ACPO Keeping the Peace (2010)

These units are trained bi-annually, in line with the requirements set by the NPCC, with the two training instances usually over a period of three days. The training is in the main structured around an initial review or update of the tactics used to by such a unit, with any developmental instruction being given as required. This is followed by scenario-based training in which the unit is deployed within the public order command structure, in situations that are as realistic as possible. As this is training, albeit 'for reality', the necessary health and safety requirements are in place when simulating serious public disorder.

## **Educational Design within Police Training and Development**

The structure of national police training not only reflected the hierarchy of the police service but also identified certain specialist areas of training and development to which specific members of staff were attached. In order to maintain structured links with operational policing and have the relevant skills and abilities together with the associated policing experience, these posts were staffed by currently serving police officers. In order to maintain these links, the roles were tenured for a time period of between three and four years, supporting operational awareness as well as an educational understanding of the role they were performing whilst in NPT.

Within NPT there was a designated role responsible for the maintenance, development, management and training of the disciplines required relating to policing public disorder. This role was undertaken by a seconded officer at the rank of inspector who had the pre-requisite policing experience allied to the required educational qualifications. These training requirements related to the officer having occupational competence in public order policing and police training. In practice, an active PSU officer holding a police trainers' certificate. As identified by Allard (1997) this structure was never formalised in terms of a pre-planned organised development. The organisation adapted to the situations or problems as they occurred and presented these developments as part of the overall structure.

When seconded officers were replaced a handover process took place.

On taking up the role, in this instance the post relating to 'public order', the newly appointed member of staff would undertake a review. This related to the functions and associated materials for which they were responsible in



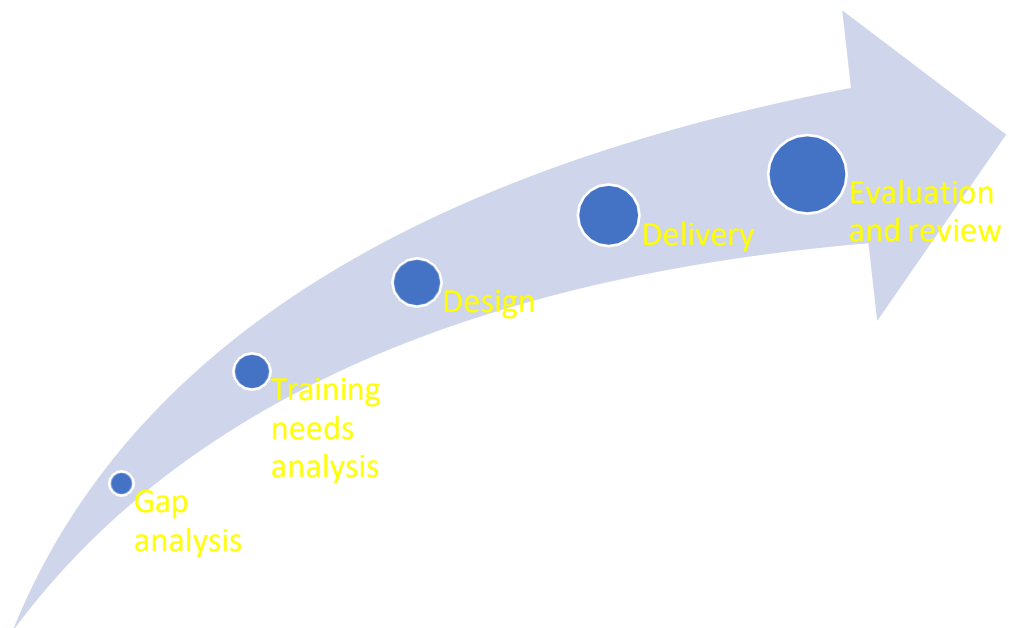
order to ensure that they were up-to-date and effectively fit for purpose. This process when undertaken by the author, identified a training gap in relation to officers commanding PSUs. The process was based in the main on the relationships between the post holder and officers engaged on public order duties. It would have been in terms of research, Delphi in nature (Rowe and Wright 2001). The review identified that there was no specific training supporting officers having command of police support units.

As a result of the identification of the training gap the matter was highlighted via the organisational structure of NPT to the national body relating to policing public order that came under the auspices of ACPO. Because of the matter being highlighted, the design, development and delivery of a bespoke training programme for officers in command of PSUs was sanctioned by the ACPO public order committee. This committee was under the secretarial management of Mr. M George, an Assistant Chief Constable (ACC), in the Greater Manchester Police. The course itself was sponsored by Mr Alan Greaves, ACC South Wales Police.

### **Design and Development of the PSU Commanders Course**

Once the design and development of the training programme had been sanctioned by ACPO (now the NPCC) the development structure used is outlined in figure 13.

Fig 13 - Curriculum development structure as employed for the TSH development of the PSU commander's course.



(Twigg 2023 – adapted from NPT).

This process flow chart model required the identification of the specific training needed for a leader to engage in a supportive and functional manner with PSU officers.

The implementation of a training design structure as examined by Bray (2006) in which stages are clearly defined and the link to required outcome, assist in the course development.

This involved the identification of the necessary skills, knowledge and ability required to command such a unit. However, before the training could be developed it was necessary that the organisational requirements for the specific role of PSU commander were identified to ensure that any training regime met both the needs of the individuals involved and the organisation (McGoldric and Tobey, 2005).

This project was considered by National Police Training (NPT) to be innovative and ground-breaking in terms of police training and was submitted for consideration for national training awards (NTA). This training programme reached the National Training Awards regional finals in the north-east of England (NTA 1996). The curriculum document that was submitted to the NTA is at Appendix1.

### **Training Ethos of NPT**

At the time this course was being developed, the ethos of training within the police service was given direction by the Home Office circular, 'Training Matters' (1992). The main thrust of which was the development of more bespoke or tailored training to address specific needs. This was allied to achieving the best value for money available and reducing wherever possible abstractions from the workplace.

It created two specific areas that required research and development in relation to a bespoke training event that was proposed.

The first relates to the roles and functions of a PSU commander. These were derived from both personal knowledge and from engagement with officers that were currently performing the role of PSU commander as well as the designer attending training sessions in the Greater Manchester Police the Metropolitan Police and the South Wales Police and observing the activities undertaken by officers within and in charge of a PSU. This is best described as the use of Delphi research (Rowe and Wright 2001). And was used to highlight the activities and skills necessary to perform the role effectively. These are reflected in the aims and objectives of the training.

The overall aim of the course was to enable an officer to perform the role of a PSU supervisor / commander to a standard that the PSU could be used in a mutual aid situation.

The aim of phase one was to - prepare an officer to be a member of a PSU and be able to use all current foot and shield manoeuvres and equipment.

The objectives of phase one were:

- Explain use and maintenance of personal kit.
- Implement PSU foot manoeuvres when instructed.
- Implement PSU shield manoeuvres when instructed.

The aim of phase two was – to update officers' knowledge of relevant public order legislation, procedure and PSU manoeuvres.

The objectives of phase two were:

- Summarise relevant public order legislation and associated police powers.
- Explain and identify current public order foot and shield manoeuvre commands and recognise to which tactics they apply.

The aim of phase three was to prepare an officer to command a PSU during training and throughout simulated public disorder exercises.

The objectives of phase three were:

- Identify the stages of public disorder.
- Outline the public order command structure.
- Summarise the tactical options available within given parameters.
- Demonstrate briefing and de-briefing skills.
- Evaluate stress levels in self and others.

- Command a PSU during training exercise making tactical decisions for specific objective.

- Display leadership ability appropriate to the command of a PSU.

The aim of phase four was to assist in the evaluation of the PSU commanders course with the supporting objectives being to contribute to a plenary debrief relating to peer and self-learning, giving examples where appropriate and completing the post course questionnaire. (Twiggs NPT,1996)

The second phase related to access to the training at different entry points. Officers selected to undertake the role of a PSU commander prior to the development and use of the PSU commander's course, invariably had prior knowledge and skills that carried over into the role of command in public disorder. However, it did not necessarily follow that the officers in command of such units must have previously been trained in or had experience with the leadership of the cohort of officers that comprised a PSU. The only organisational criteria that applied nationally was the commander should hold the rank of inspector.

### **The Roles and Functions of a PSU Commander**

Initially, the requirements of the organisation in identifying the role specifications and function of a PSU commander had to be addressed in order to facilitate the design development, delivery and evaluation of the course (ACPO Public Order Policing).

The sequence of design, development and delivery as outlined in figure 13, page 93, shows the methodology followed. It was based on the needs of the organisation together with the requirements of the student's role and

impact factors prevalent at the time that the development work was being undertaken. These being a need to establish the specific training requirements, to comply with the organisational constraints in relation to cost and abstractions from the workplace.

The training required was identified using three specific areas. The first being workplace observations (Mills and Birks, 2014), at the training venues of the three forces previously identified, the second area was the interview of officers currently undertaking the role of PSU commander (Gillham B, 2005). Thirdly the interview of officers who had previously performed the role of PSU commander but who had now been promoted. These officers had remained within the specialism of policing public disorder and now had command responsibility for several PSUs and their commander's, during training exercises and operational deployments.

At the time of the development of this course the ethos of training within the police service was continuing to undergo change, mainly focused on cost and highlighting value for money. This change not only effected the way in which training was delivered, but also the need to, whilst maintaining the necessary rigour of the desired outcomes during training episodes, reduce costs and minimise abstractions from the workplace. (Audit Commission – Tackling Crime Effectively 1989)

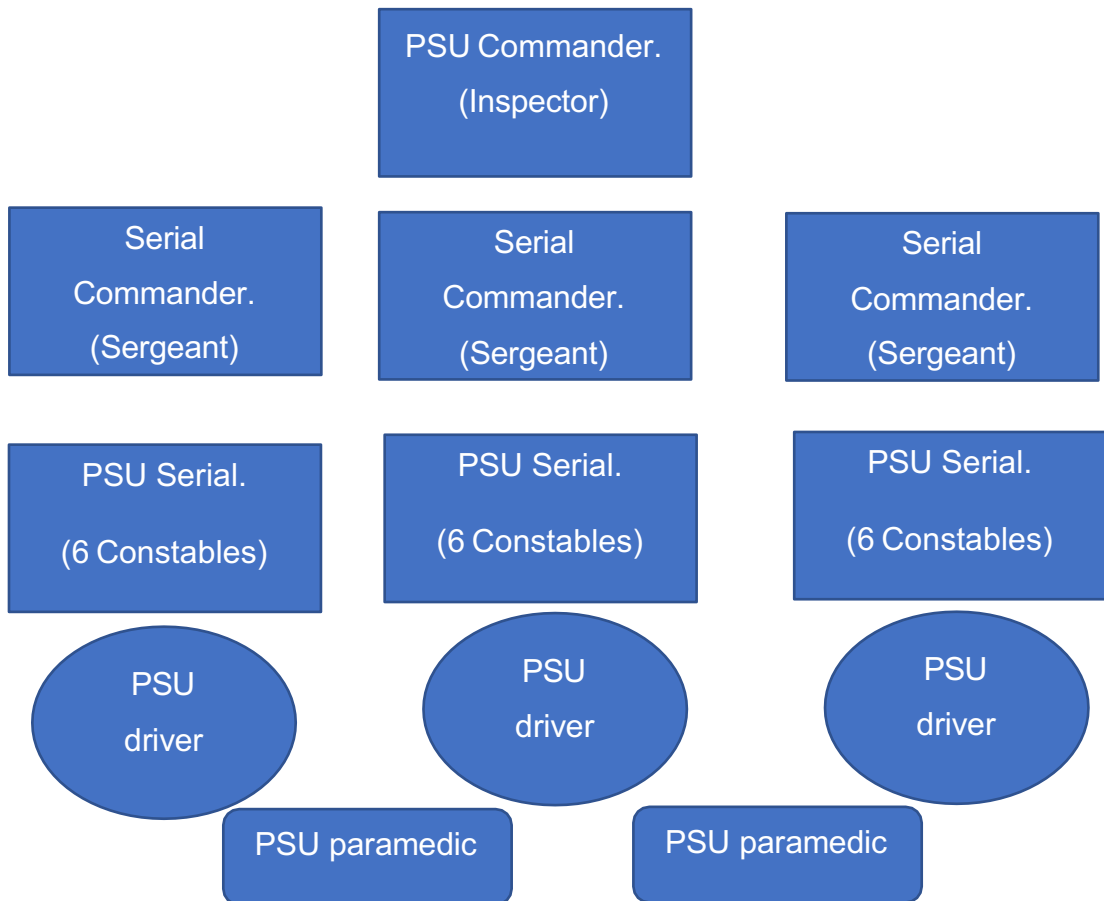
A full copy of the NPT PSU commander's course curriculum document is shown in Appendix 1.

### **PSU training and development.**

An important aspect of this training and development requires the understanding of how the Police Support Unit is constructed, how the officers who make up the PSU are selected. How the PSU policing deployment system works in an operational context as well as understanding the training regimes that were in place nationally and how they were delivered and by whom.

The PSU as previously described, consisted, in general (there were slight regional variations throughout England and Wales) of eighteen constables, three sergeants and one inspector (the PSU commander). These were supported or augmented by two constables trained as paramedics and three constables who were specifically trained as PSU drivers, the PSU generally being deployed in three protected personnel carriers. There was a Common Minimum Standard (CMS) requirement for the use of three carriers when deployed into other force areas as several tactical options required the use of protected vehicles. The required national standard in relation to public order tactics is known as, Common Minimum Standard (CMS) and is a current benchmark used to identify officers who are capable of being 'deployed' to areas other than their home force.

Figure 14 - Structure of a CMS PSU



PSU officers are not engaged in these roles on a permanent basis, all being deployed in other operational roles within a policing division or basic command unit.

All members of the PSU are volunteers and their selection is initially based on length of service. This is followed by physical fitness testing, as the role of officers engaged in the duties of a PSU required a high level of physical fitness. This is especially relevant in relation to dealing with situations of serious public disorder, such as deployment with riot shields and protective



equipment. The voluntary aspect of involvement the police support unit is at all ranks. Sergeants are volunteers, and this continues as the role becomes more defined in terms of leadership at the level of PSU commander, a function which is organisationally assigned at the rank of inspector.

The willingness to engage in training and development with this level of commitment give clear indication of the officer's willingness to learn and develop. They are engaging in what could be described as elected learning which can only be andragogic in nature.

The ethos of public order policing, at all levels, from constable to superintendent is based on the premise that all the officers engaged in such operational policing activities do so as volunteers. The frequency of deployment as a PSU officer is dependent on the area in which the officers are based. Officers in London are deployed more frequently than officers in Cornwall. However, all officers are required to train bi-annually to maintain CMS status. (ACPO Public Order Policing)

Training undertaken by these officers was, as a minimum bi-annual, in order that they could reach and maintain the Common Minimum Standard (CMS) required nationally to perform PSU duties effectively and outside of their normal force area (ACPO mutual aid requirements 1995).

This training, in the main, was based on the tactical deployment of a PSU and there was an expectation that the officer in command of such a unit would be fully aware of the required tactics, the words of command and the circumstances in which particular tactics should be deployed. The public order tactics manual current at the time of the course development outlined

both the physical requirements of the tactics together with the relevant words of command. A tactic known as a 'Running line' used in the dispersal of a missile throwing crowd might be appropriate, dependant on the circumstances and the requirements of the Bronze commander. The tactic and the words of command, "Running line form," are nationally recognised and understood. The choice of operational manoeuvre used would be the decision of the PSU commander. The analysis undertaken relating to the function of a PSU commander, identified that there were some areas of inconsistency in understanding, when officers had not previously been members of a PSU, but were now in command of one.

The training of PSUs, and the officers having overall command, the Bronze and Silver commanders, was also a part time activity for the officers responsible for the training delivery. These officers were required to attend and successfully complete the appropriate national public order trainer's course to qualify to deliver training. The training of officers engaged in public order duties was at two levels, these being tactical and command. The selection criteria for tactical training qualification related in the main to being members of PSU and fully conversant with all the necessary tactical deployments. The selection criteria for command training required the officers to have been engaged in the command of a PSU.

In the South Wales Police, a selection board, was held for officers who wished to attend and qualify as tactical public order trainers. There has been no structured research as to why officers volunteer to join or lead a PSU, anecdotal evidence would tend to suggest becoming part of a team and the stimulation of training and being deployed with a PSU. This is allied

to the fact that there is a certain amount of 'prestige' within the police service, attached to being a member of such a unit. (Reiner, 2010)

In order that the officers delivering the training maintained knowledge, skills and to a greater extent, credibility, all would engage in deployments, or as command advisers when operational incidents occurred requiring the use of PSUs. In the South Wales Police area, which is urban and hosts a considerable number of significant sporting events, deployment would be frequent, often every weekend during the football season.

The PSU commander's course was initially developed just prior to the construction of the Millennium Stadium, now known as the Principality Stadium. It was completed for the hosting of the Rugby World Cup in 1999, subsequently it was used for all the Football Association matches, that would have been staged at Wembley as this venue was being rebuilt.

This had several benefits, most especially in support of the evaluation the development of the training delivered to the officers as all deployments were debriefed and any learning applicable to the situations was captured. Invariably, things did not always go according to plan and as highlighted by Millman (2005 p77). *Institutions will fail to leverage the full potential of organisational learning unless, the climate where dissatisfaction and mistakes are valued and contradictions and conflict are welcomed and learning opportunities identified.*

The training of PSUs involves the scenarios outlined above. There is a clear link to the Tuckman (1966) model in relation to the forming storming norming and performing of a teams or groups of people. The later development of the Tuckman model highlights the retiring and reforming of

such groups. These group dynamics are also clearly applicable to the student's needs along with the organisational issues that are relevant to the specific discipline within the police service (Abbott and Villiers 1992)

As can be seen from the organisational structure used in the deployment of PSUs and how the officers engaged in the training are selected and developed, a flexible and innovative approach was needed for the development of the PSU commander's course.

### **Modular development.**

The course was developed in the modular format in order to meet the needs of the organisation in terms of student's abstraction from the workplace and where possible the reduction of on costs. This related to both the abstraction of student officers to attend the training as well as the amount of time spent by trainers preparing for and delivering the programme. The modularisation of training courses within the police service had been introduced for several training courses, such a probationer training. Modular training can be seen, in terms of vocational training and education as an answer to the need for flexibility for both the organisation and the students. This debate is not limited to the police service as can be seen from publications relating to modularisation at the time.

The issue of modularising vocational education and training (VET) systems has been debated at European level for some 20 years (Raffe, 1992; Cedefop and Sellin, 1994).

Therefore, the PSU commander's course saw the introduction of discrete learning modules.

- Module one - For officers with no previous experience of working in or with a PSU.
- Module two - For officers who had completed module one or who had previous experiential learning, having been an active member of a PSU
- Module three - The final structured learning requirement and successful completion of the module would enable command of a PSU.

These modules in this context could be described as individual episodes of learning. Each related to a sub-set of the overall subject area which are composed of teaching material linked to the aims of the module and supporting the overall aim of the training programme. This would address both the need for flexibility and the organisational 'givens' in the areas of cost and abstraction from the workplace. Donnelly and Fitzmaurice (2003 p 5) contend that; *"in recent years there has been a paradigm shift taking place, moving the emphasis from teaching to learning and a more student-centred curriculum."* This educational development had been embraced by the police service of England and Wales in the later part of the 1980s when the tenet of police training had moved from the didactic to facilitated andragogic 'student centred' delivery. (HO 'Training Matters' 1986).

At this time, the police service had introduced modular training for probationary officers, that is those officers who had just been recruited and were being trained in the law and functions of being a constable. These modules were stages in the development of the curriculum rather than any sort of multiple entry point for discreet learning modules. (Probation training - Home Office 1990). The course was designed to allow officers to access

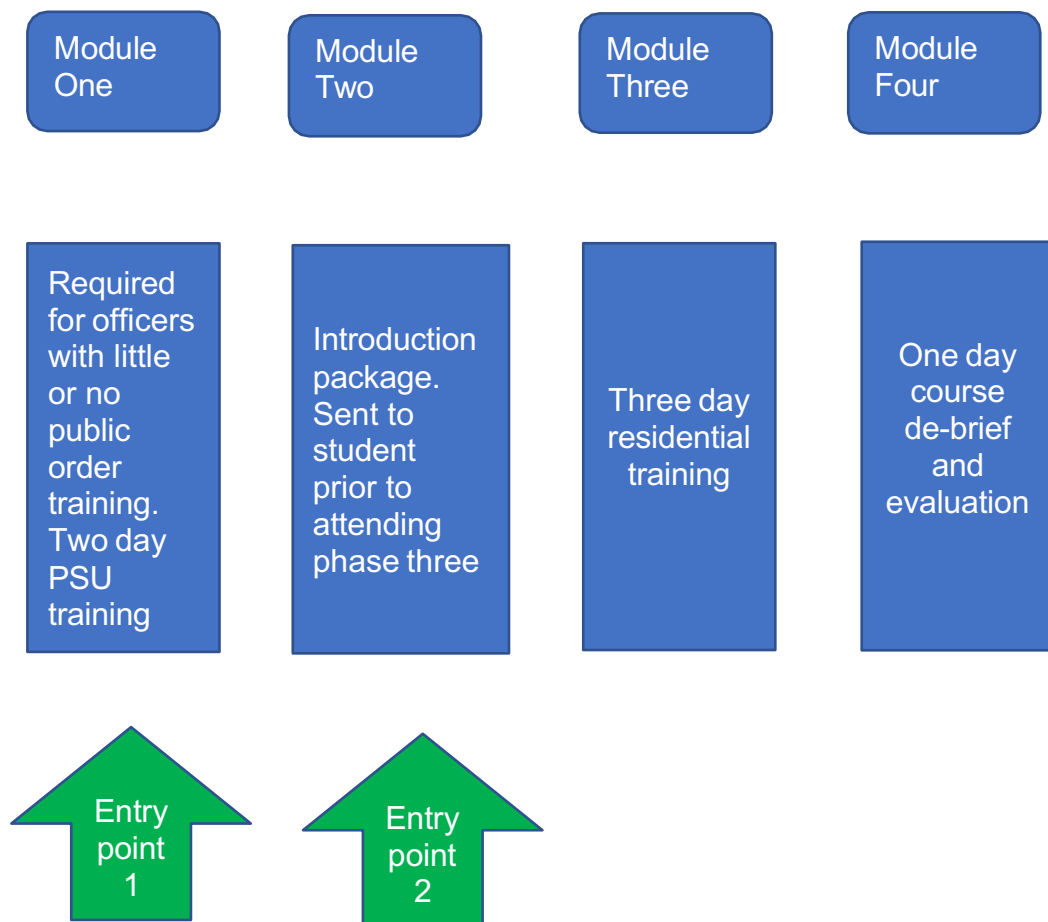
the required level of training rather than a 'blanket' requirement to attend all the training modules.

The praxis of the police as an organisation at this time was the delivery of standard training courses. Training such as the standard firearms course or standard detective course where officers were trained from an assumed position of 'no knowledge' to hopefully the successful completion of the course. There was no structured acknowledgement of prior learning but there was clearly tacit acceptance of previous skills. This was seen in circumstances where officers had previously served in the armed forces and would have had some prior, skills and experience in the use of firearms. However, this was not taken into consideration during the delivery of a police firearms course where everybody was taught from the lowest point regardless of previous experience.

The knowledge, skills and abilities required to successfully undertake the role of a PSU commander can be seen in two broad areas. One being the ability to perform the tactical operations that are required of a PSU as an effective policing tool in a variety of situations. These technical requirements are fully outlined in the ACPO Public Order Manual (1996). These requirements range from the forming of a 'foot filter cordon' for the control of compliant crowds to the use of protective shields to control or prevent the movement of hostile or missile throwing crowds. The second being the role of the commander in terms of the leadership and direction necessary for a 'command' perspective in the situations to which the PSU would be deployed. The core functions of an officer of the rank of inspector had already been identified by the organisation and were outlined in the

delivery of a regional inspectors' course (NPT 1992). The specific curriculum for this course no longer exists. However, the training outcomes for these different courses were not linked or cross-referenced to other organisational functions. This being most evident in terms of the leadership training that was supplied to newly promoted command officers. It was therefore necessary to prepare a hierarchy of the functions of the PSU commander. The most important being looked at in the time available during the relevant module of the training programme to support the trainee successfully performing the function of a PSU commander (NPT 1996).

Figure 15. - Modular entry points for the PSU commander's training course.



Module one was for officers with no PSU experience.

For a student to move from module one to module two they would have to be able to understand and perform the tactical manoeuvres required of a member of an operational PSU; this was mandatory if entry point one had been used.

Module two was a distance learning requirement.

Brown (2014) highlights the flexibility and cost effectiveness of open and distance learning, two important factors in police training. The distance learning material provided the students with the most up to date PSU manoeuvres and relevant public order legislation.

The modular format as outlined in figure 15, consisted of four separate sections (NPT 1996). The first module of the PSU commander's course related to the required level of knowledge and skills in relation to operational public order tactical deployment.

The successful completion of the entry module or evidence of an appropriate current level of knowledge and skills, such knowledge and skills could be evidence if the officer in question had previously been a member of an active PSU. Evidence of competence relating to the requirements of module one, such as PSU deployment records or certification of training attendance from a PSU trainer, would be essential for the student to undertake the second module of the training (NPT 1996). This first module focused on the ability of the candidate to understand and undertake the range of tactical manoeuvres that formed the basis of the Common Minimum Standard (CMS) required for officers engaged in PSU duties.



This effectively meant that the officers who were selected to progress to the second module of the programme, would be fully conversant with and trained in the current public order deployment tactics. This would include tactics such as the use of, 'free running lines,' 'shield cordons' and 'junction tactics' (ACPO public order tactics).

This was a mandatory prerequisite for officer who had not served in a PSU. Progress to the second module would not be available to candidates who had not achieved the necessary requirements in relation to the understanding of and current use of 'operational' public order tactics. This can be clearly put into context using examples such as the serious urban disturbances in the 1980s, such as Brixton and Toxteth, the widespread disturbances which took place following the introduction of the poll-tax by the then Conservative government. The policing of disturbances required the deployment of suitably trained PSU officers (Moore, 2015). These disturbances required the deployment of officers from the forces adjacent the Metropolitan Police area such as Kent and Essex to deploy PSU officers into London in support of the Metropolitan Police.

Such disturbances were not uncommon and still occur to the present day, as exemplified by the serious street disorder experienced England during the summer of 2011 (Briggs, 2012). The disturbances in 2011 led to officers trained to CMS, from police forces throughout England and Wales being deployed outside their normal geographical area of work. Officers from the South Wales Police were deployed to the London area for extended periods. Such deployments would only be sanctioned if the officers were

trained to a nationally accepted, common minimum standard (HMG report '5 days in August', 2012).

In order to address the required level of knowledge in relation to the law relevant to the policing of public order situations, the second module phase of the course was a specifically designed introduction package. This type of training is often referred to as distance learning or distance education Moore and Kearsley (1996), distinguish "distance education" from "distance learning". In this instance, a more appropriate term would be self- directed learning within a time constraint. The students were presented with a learning handbook at least four weeks prior to attendance on the third module. This was specifically included to allow the candidate sufficient time to complete the requirements of the module, but also within a time frame that allowed the material presented to be clearly up-to-date and to give the student sufficient time, as they would be engaged in their normal policing duties, to comfortably complete the requirements laid out in the material. As discussed by Hillman et al., (1994), distance learning related to several features of interaction and interface. In order to support the candidates through this module they were given contact details relating to the trainers engaged in the delivery of the overall programme and contact details for staff at NPT the organisation responsible for support of the programme.

The 'introduction package' given to the students who would be attending module three of the course presented them with a clear overview of the areas that would be dealt with and allowed them to undertake a personal needs analysis in relation to their ability to successfully complete the course. This covered such areas as their personal fitness and their current

knowledge of the law as it related to dealing with and managing incidents of public disorder. This introduction package contained up to date public order legislation that an officer in charge of a PSU might need. The legislation covered included areas such as aggravated trespass and nuisance on land. It highlighted police powers covering public order deployments such as the policing of raves, dealing with squatters, criminal trespass, unlawful assemblies (Criminal Justice and Public Order Act 1994) and came in the form of an A5 size booklet that was retained by the student as an operational reference document. There was no expectation that the officer would have total recall of such a complex area of legislation. There were no examinations or knowledge tests structured into the training schedule. However, in the third phase officers would be expected to lead a PSU during a simulation that would involve the understanding and use of both current CMS tactics and relevant legislation, most especially in relation to the dispersal of crowds and or large-scale arrests. This was clearly highlighted to the student in the introduction package and would allow them to identify any continued personal professional development they needed. The timeframe for this module, as discussed by Garrison and Baynton (1987) was sufficient for the officers attending to address any personal development needs they had identified.

This educational development also introduced the concept of students joining a learning regime at different entry points. The police service as previously discussed, had a standard system of single point of entry of the commencement of the training programme. However, it was not in this particular instance, seen as either necessary or desirable and instead

introduced into the police training systems accreditation for prior learning in a more structured manageable format. Smith (1996) discusses this referring it as flexibility in the approach to course provision, allowing organisations to exploit and support learning opportunities.

There has been a recent change to entry requirements to the police service with the possibility of officers entering the service at the rank of inspector or in some instances at the rank of superintendent (Direct entry programme College of policing, 2016). The ability to enter the service, other than at the rank of constable, is based on the applicant's ability to present transferable skills, appropriate to the rank applied for. If accepted the successful applicants are then placed on a structured and focused training regime. In both instances the regimes look to introduce the students to police specific issues which can then be developed using the skills for which they were selected in the first instance.

### **Organisational Structure**

In terms of the overall strategy Toohey (1999:p152) describes a teaching strategy as,

*"... a plan for someone else's learning, and it encompasses the presentations which the teacher might make, the exercises and activities designed for students, materials which will be supplied or suggested for students to work with, and ways in which evidence of their growing understanding and capability will be collected".*

This could be applicable to the design of the PSU commander's course in terms of the students understanding and capability, both aspects being present in the working environment of an operational PSU.

This was a time of considerable change in police training and development, both in individual forces and nationally but with a greater emphasis being placed on the way in which centrally provided services were developed and delivered, particularly in terms of value for money and promotion of training courses. In 1996, ACPO introduced a specific performance management committee, which in 2001, became known as Performance Management Business Area (Stenzel and Stenzel 2003).

This nationally provided support was at the forefront of the changes that were taking place in the police service but most especially in police training. The way in which the PSU commander's course was designed and delivered supported this organizational shift. It provided more value for money, more innovation and specifically tailored and targeted training events especially in terms of the educational and organisational benefits. It also addressed the overall cost effectiveness of such activities (Training matters: Home Office 1990).

This cost factor was incorporated within the design of the course using two specific innovative initiatives, modularisation which had the initial benefit of making the course very flexible and allowing the organisation to deliver it at times when it was most appropriate in terms of abstraction and cost. The second and possibly most innovative aspect of the design was that it allowed students to access training at different points in the programme dependant on prior knowledge, skills and learning. These sorts of benefits are well evidenced especially in terms of the use of accreditation for prior learning (APL) within a developing organization (Smith 1996). The introduction of this approach made it possible for officers with no prior

experience in this particular specialist field of policing to access the course via an initial module. The module being designed to introduce the student to the tactical and operational requirements of a functioning PSU and enable them to move onto the second module. The second module focusing on the command of the PSU; the required leadership and management areas necessary to successfully perform the role. Some clear issues around accreditation were raised by: Cunningham et al., (1997, p107): " ... *the problem is in identifying and assessing ranking and accrediting awards...*" This was addressed in this programme as any accreditation in relation to CMS would have been internal and therefore any quality assurance issues that may have arisen from external accreditation were not present.

This modular process was a significant educational development in terms of police training in the area of public order. However, there were also ancillary benefits such as the impact in terms of finance with the modular system, reducing costs and doing so not only through the efficiency of the training. This was achieved by the reduction of the abstraction of officers, who were engaged on these duties on a part-time basis, from their full-time activities within the workplace. Officers would not be required to attend all the modules of the training if they were in a position, as a considerable number were, to present evidence of their capabilities in relation to module one of the courses. This therefore reduced the more evident cost implications and the level and/or rate of the hidden or not initially evident 'on costs' that would be incurred during the training activity by the abstraction of the officer from his or her regular position in day-to-day

operational policing. Hodgkinson (1986) clearly shows that cost benefit analysis in terms of flexible learning is very rarely produced covering all the areas that are affected and therefore evidencing these benefits is not as easy as would first appear to be the case.

The most prevalent route to access the second module of the programme was with prior experience of the role and functions of a PSU, in essence progression, through the ranks of the organisation. This was the 'accepted' route; selection and development of PSU commander's course with the organisation's culture having the most effect on the selection of officers who would perform such roles. Constables and sergeants already experienced in the roles and functions of a PSU, so that they were fully conversant with the necessary tactics and operations of a PSU and therefore exempted from the requirements of attendance on module one. This type of internal selection could reinforce any 'police culture' issues, both positive and detrimental, within an operational PSU (Reiner, 2010). The cultural aspects of this particular specialist area of policing and the associated training course together with the role modelling presented by the PSU commander links clearly to the management of a policing culture. Perhaps as J.S.Mill claimed *'the culture which each generation purposely gives those who are to be their successors'* (cited in Leicester-Smith 1966 p9). This could be considered to be of interest especially in terms of what Reiner (1985) identified to be 'cop culture and is sometimes colloquially referred to as 'van culture' in the police service *"All organisations live two lives; there is the structural life - and then there is the culture. The structure is formal and represents the reality of what is supposed to happen. Culture is informal*

*and represents the reality of what actually does happen. Make no mistake about it, it is the culture that runs things ... The culture is at the root of the worst problems in policing. That culture is at odds with the mandate of consent policing" (Braiden 1994, p 312-3).*

Having a modular system whereby officers who had not previously been immersed in what could be referred to as 'PSU culture' to be trained in and command a PSU, it could present a situation that allows the organisation to address some of the less acceptable areas of 'police culture'.

The initial 'optional module' design feature was incorporated in order to address the organisations change management systems, by allowing the organisation to recruit from officers not already 'immersed' in the culture of the PSU (Goldstien, 1979) in place at the time to attempt to address some of the cultural issues within the police service (Taylor report, 1982). The issues of police culture whilst covering a variety of areas could and have been subdivided into specific or specialist areas within the police service. Reiner (1985) clearly outlines the subculture of the Criminal Investigation Department (CID) within the police service of England and Wales. This is mirrored in the subculture within specialist area of the PSU. It could be debated that this 'PSU culture' would be a transient issue, as such units were only brought together at specific times for specific reasons, mainly relating public safety or public disorder. However, it is very clear that when working or acting as a unit, then the possibility that the 'team bond' would be very strong. This could lead to situation where 'outsiders' who were not seen to be part of the team would have had some 'trouble' being accepted most especially in areas of command. The operational credibility of the



commanders often referred to in literature and critically, by PSU officers themselves as 'street cred' (Miller, 2006) was a deciding and very relevant factor in relation to the selection, training and development of officers commanding PSUs.

McGregor (1988) looking at the cultural norms in policing at the time, clearly refers to the possibility in the circumstances of inappropriate behaviour and of 'closing ranks'. This taking place following activities that were undertaken by the unit that may have been perceived by persons viewing the activities as inappropriate, or, where inappropriate action had taken place, there was the possibility of the members of the unit, feeling that it was more appropriate to support their colleagues rather than any subsequent investigation. This is referred to by Gibson (1998) as noble cause corruption. The introduction of an officer in command, who had no previous links with such a unit could be one of the ways in which these cultural issues could be addressed. This would of course place a considerable amount of pressure and added responsibility to the newly arrived PSU commander. One of the ways of addressing, supporting and preparing the officer for this role would be the delivery of a bespoke PSU commander's course, which addressed the identified issues.

The development of a system whereby officers of an appropriate rank could become PSU commander through an alternate route, rather than, progression through the structure of the PSU, into such a function was designed into the training modules. This was done not only to address the organisational needs, in terms of both operational credibility and organisational progression management, but also to facilitate change in

terms of both the selection and training of PSU commander's which would ultimately affect the composition and eventually the culture within such specialist departments of the police service.

Drucker (1980) looks at change management from the aspects of both financial impact and the reputation of the organisation. Both of these areas are relevant and present in the development of this particular area of police training. He emphasised the fact that the managers of any organisation need to effectively manage that organisation's corporate identity, how it is perceived by others. A PSU commander in a public disorder situation is likely to find that they are the subject of media attention and therefore how they command the PSU will be the public face of the organisation.

### **Course / Session Delivery**

The course, more specifically the session on leadership and decision making, used an educational learning approach, devised by the course designer that is now commonly referred to as 'immersive learning'.

Since the development of this project much work has been done in relation to immersive simulated learning. Alison and Crego (2010, p 40) describe the use of a system called 'Hydra' as "*a unique high-fidelity learning environment that enables the monitoring of real-time leadership and decision-making in critical incidents*

The Hydra is described as ". . . *an immersive, interactive environment for delivering exercises to develop decision makers to better manage Critical Incidents. The methodology provides highly realistic simulations of events, enabling key staff to respond in real time to both immediate critical*

*pressured events and to consider their strategic impact on both their institution and the public . . .”* (Hydra Foundation, 2107).

The immersive simulated learning that takes place in the Hydra is based upon observed group work that is facilitated by the input of data from multiple sources, which include radio communications, mobile phone calls, the viewing of television programmes or listening to radio broadcasts as well as answers to queries generated by the students. The basic ‘scenario’ system is that four groups, consisting of up to six students each are immersed within a ‘learning pod’ and provided with multiple source data to which they react. This data having been created or structured by the facilitators, managing the process. The students are allowed to progress to a point at which the facilitators think that sufficient activity has taken place or sufficient decision-making recorded in the Hydra system to support the students learning. The students are moved from the learning pod into a plenary room and a facilitative comparative debrief is started. The facilitator uses the data / information produced by the students in each of the ‘pods’ in a comparative analysis of the different actions taken and decisions made. This is linked to the learning objectives to support and facilitate student development, with the aim of enhancing the students learning.

The Hydra immersive learning system is used by all the emergency services, most police and fire services have Hydra training suites. The system has also been installed in several higher educational establishments including the University of South Wales. It has been exported to areas as diverse as Australia with the New South Wales Police and the Los Angeles Police Department (LAPD).

This type of learning has been clearly shown to be effective, most especially in terms of student development and knowledge transfer. Respondent 3 in the research for project three stated *“As the public order trainer at command level I found this pilot course and in particular the immersive learning session, innovate and developmental”*. This type of learning has been the subject of numerous publications by authors such as Allison and Crego (2008) and Grieve, Harfield and MacVean (2007).

The PSU commander’s course was devised and delivered prior to the Hydra system now widely used by the emergency services.

During the development of the PSU commander’s course eight areas were identified as being critical in the hierarchy of the requirements of this training.

- Identify the stages of disorder
- Understand the Gold, Silver, Bronze command structure
- Knowledge of the public order tactical options
- Briefing and de-briefing
- Stress management
- Tabletop exercise command
- PSU command in a disorder scenario with an operational PSU
- Leadership and decision making

One of the most crucial areas was that of decision-making under pressure, especially in ‘QuickTime’ as would be expected of an officer commanding a PSU in a situation of serious public disorder. To address these developmental needs a specific training session involving immersion was devised. This was considered to be one of the most critical sessions within module three of the course. This learning episode was based on the

immersion, effectively putting the students in a situation so close to reality that the lines between training and deployment decision-making are hard

to establish. The session would place the students in as realistic environment as possible, applying both physical and mental pressures commensurate with those that would be present in a 'real time' operational situation. Then having the students perform the simulated role in a safe learning and environment under the tutelage of experienced and qualified trainers. This was achieved by having the officers wear their individual personal protective equipment (this equipment is issued to all officers for safety purposes, for use when deployed as part of the PSU). They were required to undertake 10 to 15 minutes of physical activity mirroring the initial stages of police deployment into a situation of public disorder. The students were then taken into a simulation room where media footage of the serious rioting that took place at Broadwater Farm, London was screened. This was accompanied by the original and unabridged audio logs of the command room staff, which had been recorded during those riots being played to the students via their personal police communications systems. These decisions were recorded and a developmental debrief was conducted by a member of the training staff.

It must be emphasised that support given to the students throughout this incident was of the highest calibre. Each student completed a short, 'fit to sit' questionnaire prior to this activity taking place. This was done to ensure that the focus was on the student's development rather than any possible psychological effects that may have occurred due to factors unknown to the trainers.

At the time of the project this sort of immersive learning was very innovative and was aimed at 'training for reality,' which was an often-used phrase in many Home Office circulars and police training documentation of the time. It clearly reflected the learning that was focused on developing the student's ability to function within the role that they were being prepared for by attending the training.

### **Evaluation and Review**

During the design and development of the course the evaluation and subsequent review were taken into consideration and an initial course feedback form based on Kirkpatrick's (1988) evaluation system, at this stage a level I evaluation, was included with the training programme. Due to the change from NPT, through the CPTDA (Centrex) and NPIA to the CoP records of this activity have been lost. A situation that was discussed and highlighted by Allard (1997) when researching the activities of the central training programmes of the police service of England and Wales.

The overall feedback from the course as a whole, as presented to the ACPO Public Order Committee, was good the students clearly identifying the need for the training to take place and the support provided in relation to the development for the undertaking of the role of PSU commander.

The co-facilitator on the PSU commander's pilot course at Police HQ Bridgend has been interviewed and recalls delivery of the course.

He particularly recalls the session in relation to decision making due to the innovative nature of the training provided and the feedback received from the students especially about the immersive learning aspect of the training. All the students engaged in the session being very positive about the

application of the knowledge and skills they were developing in the training scenario. The students clearly indicated that the learning achieved was valuable and they were very supportive of the immersive learning activity. According to respondent 3 *“As the public order trainer at command level I found this pilot course and in particular the immersive learning session, innovate and developmental. It provided the students with a very good understanding of the impact, values and attitudes could have on their decision making in such situations”*, see Appendix 1.

As identified by respondent Gill, the PSU commander’s course was *“audited on a number of occasions until 2002 and was considered fit for purpose and an exemplar of good course design”*, see [Appendix 1](#).

### **Contribution to Knowledge**

The contributions of project one were the introduction of ‘immersive learning’ (Allison and Crego, 2008) to national police training. The use of video footage combined with a constructed situation, involving physical activity and police equipment required for the specialist role in which they were being trained. This was at the vanguard of the development of both interactive and immersive learning using technology. The development of the technology supporting this area of learning continues and is still used both in current police training and throughout higher education. This project also introduced the concept of varied modular entry points to police training and development, another concepts that continues to be used in police training.



## **CHAPTER THREE**

This chapter introduces the second of the three projects which relates to the research and subsequent delivery of the Senior Leadership Development programme for multi-agency engagement in policing. It provides a developmental perspective in relation to the tactical and strategic engagement for effective working with other government agencies .

### **Project two.**

The design, development and delivery of linked ‘tactical management’ and ‘strategic management’ community partnership modules, as part of the National Police Strategic Leadership Programme for England and Wales.

### **Introduction**

The Central Police Training and Development Authority (CPTDA), which used the operational trading name ‘Centrex’, was established in 2002. This organisation took over from National Police Training (NPT). Senior officer training and development was located at the Police Staff College, Bramshill under the auspices of the National Police Leadership Centre (NPLC). The training of the inspecting and superintending ranks was developed and managed by officers seconded to the Senior Leadership Development Programme (SLDP).

Her Majesties Inspector of Constabularies (HMIC) stated in its first inspection of Centrex:

*“This initial inspection of Centrex was conducted at a time when the organisation was still evolving, having only been formed in April 2002. That said, much of what exists today was in place before that date, albeit under*

*the title of National Police Training. The main differences between National Police Training and Centrex lie in the way the latter is governed and structured. It no longer receives direction and strategy as a department of the Home Office, rather it operates more independently as a Non-Departmental Public Body. The senior staff and Board are now responsible*

*for implementing all of the key internal processes and systems. This means Centrex has had to mature quickly in order to be able to continue to operate in a challenging environment,” (HMIC, 2003. p 5.).*

The full SLDP programme was modular in nature and the strategic intent was that officers of the rank of chief inspector and above would be able to attend courses specifically tailored to their training and development needs rather than a generic, one size fits all type training programme.

In the Centrex hand-over to the NPIA the CPTDA chairman Sir Clive Booth stated that:

*“We have led the way in introducing new concepts of leadership, something which needs to be exercised at all ranks and roles within the Police Service. Our Leadership Academy created and delivered high-quality leadership development programmes designed to enable individuals and teams at different levels to turn the rhetoric of leadership into reality” (Booth, 2003).*

The syllabus that is called the Senior Leadership Development Programme (SLDP) consisted of fourteen modular training episodes.

- Foundation course.
- Change management.
- Managing finance and performance.
- Strategic performance management.
- Media strategy.
- Developing management teams.
- Effective management of workplace relations.
- Transformational leadership.
- Managing community partnerships.

- Strategic community partnerships.
- Critical incident command 1. (CIC 1)
- Critical incident command 2. (CIC 2)
- Delivering BCU performance.
- Diversity for strategic leaders.

(Centrex, 2002)

The intention of the programme was that senior officers, in conjunction with their line managers, would be able to select courses to attend that were pertinent and relevant to the functions they were performing at the time. For example, officers engaged in frontline operational roles, such as that of the bronze or silver commander, could attend Critical Incident Command (CIC) courses.

As part of the SLDP there were two courses specifically related to community partnership working for senior police officers and police staff, in support of the government's community engagement objectives (Crime and Disorder Act 1998). These were "Managing Community Partnerships" which focused on the requirements of working with partner agencies in implementing and developing multi-agency problem solving. The other being "Strategic Community Partnerships" which related to the creation and progression of multi-agency strategies.

The learning objectives for both the courses were set by the organisation, Centrex, however, the curriculum, including attendance requirements and delivery syllabus relating to those objectives, was a matter for the 'superintendent tutor' responsible for the particular modules. The author was

responsible for, CIC 1, CIC 2, Managing Community Partnerships and Strategic Community Partnerships.

This section of the thesis will focus on the two community partnership courses. Due to the short timeframe over which these courses were developed the training needs analysis undertaken relating the curriculum was very basic. It was based mainly upon the experience of the superintendent tutor responsible for the module together with interviews and informal conversations with officers performing the roles and functions to be addressed in the training course. This was supplemented by the same interviews and informal conversations with staff from the Home Office who were engaged in the support and development of partnership working and with non-police personnel who were working for partner agencies in the same field. As this system was somewhat more pragmatic than research-based and in order to ensure that the training was meeting its intended outcomes structured feedback was elicited from all participants. At the conclusion of each course the attendees were required to complete a feedback form covering both the course content and the delivery in relation not only to the content of the course but also its validity in terms of supporting their partnership working activity. While this is not the highest level of evaluation (Kirkpatrick, 1959), it gave some indication of perceived effectiveness from the students, and in relation to the strategic partnerships course not only police students, but members of partner's agencies undertaking the training. This feedback was collated by the NPLC in order to facilitate inspections and curriculum development, however there is policy in

the College of Policing where documents, unless being required for identified purposes, are destroyed after three years.

The HMIC inspection of Centrex in 2003 stated – ‘Involving officers with recent operational experience in product design and delivery to some extent ‘validates’ those outputs, ensuring they are current and relevant’ (HMIC, 2003. p 7.).

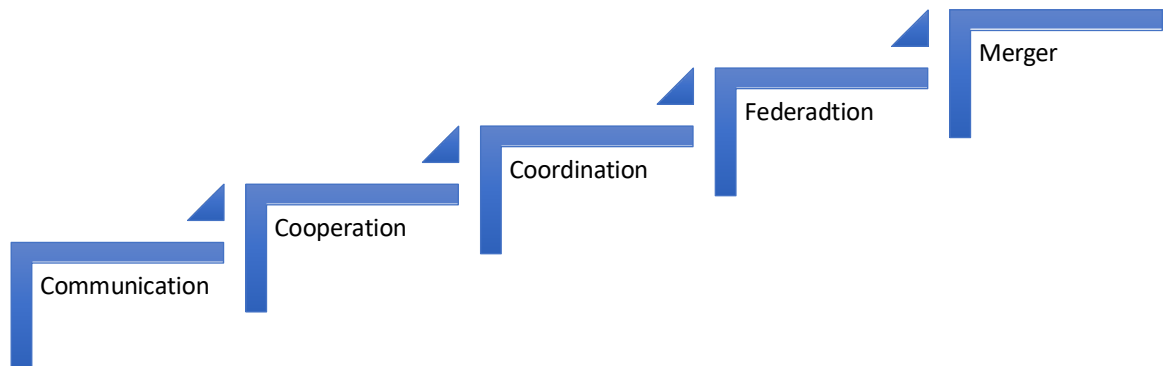
Both of these training episodes were residential short courses of four days duration. The Managing Community Partnership course was initially aimed at officers in the rank of chief inspector who would be managing the interaction between the police and partner agencies. The strategic course was for officers of the rank of superintendent and above. These officers would have ‘strategic oversight’ of the legislatively required partnership developments in consultation and conjunction with the other agencies and public service providers engaged in partnership working.

It was not an organisational prerequisite that officers should attend the Managing Community Partnerships course prior to attending the Strategic Community Partnerships course and therefore this course was not designed or developed as a ‘gatekeeper’ in relation to the strategic course. However, there was a clear need for the courses to be incremental in nature, the managing community partnerships course being an enabler, both in terms of the role and function of the officers attending the course. This gave officers who attended the course and subsequently returned to the workplace to have a grounding in the requirements for attendance on the strategic course. There was also a need in relation to, both partnership courses to facilitate the attendance of a non-warranted police staff who were engaged in

community partnership working. The Strategic Community Partnerships course was again open to non-warranted police staff. It was also designed for members of partner agencies who would attend with police officers or police staff.

Liddle and Gelsthorp (1994) looked at the way in which one partner's immersion in the other partner's agency influenced how the person worked and interacted with other staff. The model based on the level of interaction and immersion from stages where each organisation remained within their own physical location and cooperated with each other to where members of each of the organisations physically relocated into the working environment of the other agency. Liddle and Gelsthorpe (1994) found that in most instances, the immersion had a direct and noticeable effect on the way in which the immersed person was assimilated into the culture of the host organisation. This could be to the extent that some of their loyalty, in relation to their role and function moved from their parent organisation to the host organisation. This in turn raising the question of the member of staff performing their designated role within the partnership and therefore the way in which the partnership worked.

Figure 16. - Partnership models of organisational integration



(Liddle and Gelsthorpe, 1994)

They suggest that partnership interactions take place following different models at different levels within an organisation and with differing levels of success.

- ▶ The communication stage - Agencies recognise their roles in relation to each other but do not go beyond communication, either one way or two ways with either full or partial disclosure of information.
- ▶ The cooperation stage - Where agencies maintain separate identities and autonomy but agree to address mutually defined problems. This can be done as one or more of the agencies taking the lead or working jointly to address the problem.
- ▶ The coordination stage - Agencies retain their separate identities but work together in a systematic way and pool resources to tackle mutually agreed problems.



- ▶ The federation stage - Where agencies retained their organisational distinctiveness but share a central focus. The agencies work with integrated services.
- ▶ The merger stage - In this model the agencies become indistinguishable from each other, working on a mutually agreed problem and forming a collective resource pool.

The Managing Community Partnerships course was designed using a case study. This case study which, in the main, took the form of a 'paper feed' exercise, as an educational vehicle that was aligned to the organisational learning objectives and clearly linked to the students' role and function in the workplace. The course was developed based around a case study in a fictional medium sized town with the demographics and geography that as closely as possible mirrored the area that would be commanded or managed by an officer of the rank of chief inspector. The curriculum structure and development looked at problem solving in the workplace from the context of partnerships not only of the relationships between the persons involved but also the legislative requirements of the Crime and Disorder Act of 1998. The case study was designed to approximate the working environments students had come from and would return to following the completion of the course. This course was attended by staff employed by the police service both warranted, serving officers and non-warranted, police support staff.

The Strategic Community Partnerships course was less structured in terms of the course content and was populated, in the main, by functional strategic issues such as the use of compatible information technology in relation to problem identification solving. It was designed as a result of interviews, work

base conversations and both formal and informal meetings relating to how the course not only should be designed and developed, but also how it could address some of the partnership issues of the day. It addressed problems that were being dealt with because of organisational incompatibility, an issue not only highlighted by the police service but also by several of their partner agencies. Both a postal based and telephone interview training needs analysis was conducted for this course. The strategic community partnerships course introduced for the first time, in senior police officer training in England and Wales, the requirements of each police delegate, whether a warranted officer or a member of police staff, to attend with non-police partner of equal standing or rank within a partner agency. This concept (Twigg, 2002) was introduced so that the course would reflect the working environment from which all the delegates had come and allow each of them to have a perspective of the roles and functions of their partner agencies. It also developed and fostered working relationships and in some instances the course started relationships that proved very worthwhile in terms of performance in the workplace. An example of such a development was the request from the local authority in Wolverhampton that staff from the Police College deliver the course in Wolverhampton with council employees bringing partner agencies to the locally delivered course.

Reflective analysis shows the level of complexity and required effectiveness in this facet of working, as identified by Rungay (2007 p 67) *“The complexities of delivering effective inter-agency work include issues in establishing appropriate and committed leadership, achieving clarity of aims, objectives and professional roles, and determining action plans and*

*evaluative measures. None of these requirements are easily met and the history of many inter-agency working relationships have been troubled by conflicts, often rooted in ignorance of other agencies' priorities and constraints, professional perspectives and resources".*

This innovation was seen by delegates as being extremely worthwhile. The trainers and the management of the SLDP received requests from the agencies of several of the non-police course participants requesting that such courses, involving staff from other partnership agencies be run within their organisations. Although the strategic community course no longer runs in its originally designed form, the concept of attending with a member of the partner agency, has now been integrated within the Strategic Command Course (SCC) of the police service of England and Wales. (The SCC is a course that must be attended and passed by all officers who aspire to the rank of assistant chief constable or above officers cannot achieve such a rank without attending the strategic command course).

This concept of multi-agency course attendance presented a number of organisational and cultural issues from several perspectives. This was especially evident in relation to the culture of the police service (Reiner 1998) but also highlighted the culture of the organisations represented by the non-police personnel attending. This being impacted on as all the delegates were immersed within the residential training culture of the police service. This highlighted the accepted practices rules and principles of conduct for police officers and police staff applied in the residential training environment. Manning (1995) highlights such culture, especially the learning by doing side of police work and the effect on the officer's immediate peer group. The

culture of the police organisation was clearly the dominant culture as with between 12 and 18 delegates attending each course 50% would be senior police officers or staff.

### **Managing Community Partnerships**

As the learning outcomes for this course were set by the organisation, the Central Police Training and Development authority that took over from National Police Training in 2000, prior to the design of the course. The design however was entirely the responsibility of the senior officer responsible for that particular module within that section of the strategic leadership development programme. The only proviso placed on the development of the curriculum being that the learning objectives were met. Whether the objectives were met was initially evaluated using an exit questionnaire by the students who attended course. (Kirkpatrick, 1984). The use of such exit questionnaires was common practice in police training at this time. However, it was also common practice to dispose of such data when no longer required.

The learning outcomes set for this programme were:

Aim - This module focused on approaches to reducing crime and disorder and improving neighbourhood safety through strong partnerships between police, key local agencies and the community.

The objectives for the course were to

- Manage and develop partnership agreements which address local community and agency needs and contribute to the reduction of crime and disorder.

- Manage local crime and disorder strategies in consultation with partners, the local community and police personnel.
- Summarise what is expected of them when attending multi-agency case conferences/ meetings as a representative of the Police Service (Centrex 2002).

The training and development methodology of this course was based upon a case study, in this instance an amalgamation of problems based on real-life situations but placed in a fictitious urban town. Gomm et al., (2011) identifies the multiplicity of issues that can be addressed through the use of a case study. This case study was based upon the needs of the students which related directly to the real-life activities of officers and staff engaged in partnership working (Scales,2102). This allows the students to apply any higher learning and most importantly in relation to this particular course to diagnose and solve problems in a multiagency environment.

The students were presented with an overview of the case study in the form of summary of the case study setting:

*This case study centres on Patchcombe one of 13 wards that make up the city of Southpool. With a population approaching 315000 inhabitants, Southpool is a vibrant and cosmopolitan place appealing to many walks of life, rich and poor, young and old, minority groups etc. Southpool achieved city status during the late 1990's and this has created many new investment opportunities.*

*Located on the coast it has good road and rail links to London plus easy access to channel ports and the channel tunnel.*

*The City council is headed by an elected Mayor; Albert Fitzherbert, a Tory who has been in office for 1 of his 3 years. He lives in the Larchwood area of Patchcoombe. The council itself is hung having 19 Labour, 11 Conservative, 7 Independent, 1 Green and 1 British National Party member. Each ward has 3 elected councillors who serve a 3-year term of office with elections held in May.*

*Patchcoombe is located to the northwest of the city, some 3 miles from the city centre. It has good road links to the motorway system and adequate public transport. It is approximately 1 mile to the nearest train station.*

*The attached map shows the general layout of Patchcoombe which centres on a large park. It covers some 2 square miles, being 2 miles from the Retail Park to the bypass in one direction and 1 mile from the extremes of Larchwood to the far side of the council estate.*

*Over the last two years the park has become a no-go area after dark due to problems involving drugs, vandalism, graffiti and arson attacks with the south-eastern corner believed to be used as a cottaging site. Further*

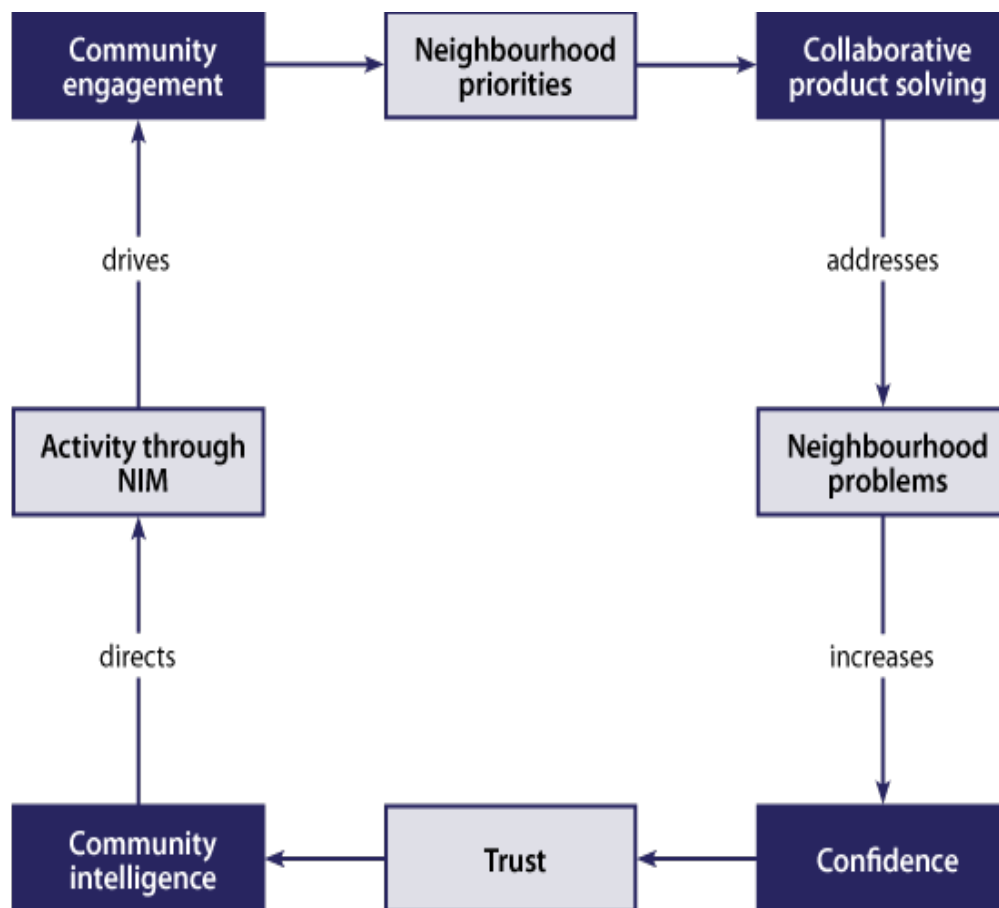
(Centrex 2001)

Scales (2012. p 111.) outlines case studies saying “Case studies are frequently used in business courses to study particular businesses all business sectors and to analyse and evaluate their success or failure.

*Learners could, for example, study and analyse a real or fictional failing business and develop ideas for organisations ”*

In a critical analysis of both the aims and objectives, as well as the case study structure, there are definable links to the current College of Policing partnership confidence cycle. This cycle uses the National Intelligence Model (NIM) as part of its structure.

Figure 17. - The confidence cycle.



(College of Policing 2014)

There are also clear parallels to be drawn in terms of policing activity and business models from Scales' view of the use of case studies especially as at the time of the development of this course was a drive from the

government of the day to put the police service on more of a 'business footing.' "..... part of on-going Government reforms to modernise the police service; reforms that have seen crime continuing to fall, record investment in the police service and its IT and record numbers of police officers supported by community support officers." David Blunkett Home Secretary (2000)

Case studies differ from other forms of training and development such as lectures and presentations, due to the interactive nature of the learning activity. They require the participation of the students, who not only need to acquire a range of new skills, but these skills also then need to be merged with current skills and abilities and applied to the issues and problems evident in the case study. This leads to the application of higher order skill especially when the case study exercise requires you to undertake analysis during the learning process.

Knowles (1987) when commenting on adult education, particularly his specialist area of 'andragogy', highlighted four key areas for adult learners.

- *Adults learn best if they know why they're learning something.*
- *Adults often learn best through experience.*
- *Adults tend to view learning as an opportunity to solve problems.*
- *Adults learn best when the topic is relevant to them and immediately applicable.*

Knowles' rationale was that the best results can be achieved with adult learners when they are fully involved in the learning activity or experience. This would give the adult learner an opportunity to practice and work with a newly acquired or developed skills. It also provides a foundation for the type



of learning that the student is likely retain and therefore be able to apply that learning in the workplace following the training course.

This is supported to a large extent by Cundill et al (2011) who state that the use of case studies supports the adaptations and transformations required for dealing with social change, an area, in which the police, as public servants, are required to work within.

This enabled the students to practice their newly acquired skills in a safe learning environment. It also enabled them to test out any theories or ideas in relation to developing and maintaining partnership working through the case study.

The higher-order skills in terms of Bloom's cognitive taxonomy (1956); those being analysis, evaluation and synthesis. It is likely that analysis and evaluation were achieved during the students use of the case study. However, synthesis is not easily measured especially in a learning environment and subsequent evaluation would need to have been undertaken in order to ascertain if this had been achieved.

The course related to the integration of the activities of the students and looks also at other outcomes alongside the learning objectives set by the organisation. As the students were unknown to each other prior to attending the course but engaged throughout the course in group work activities issues such as teambuilding and communication skills (Tuckman 1974), the identification of their roles and functions within a team (Bellbin 1977) and experiential learning (Kolb 1976) were considered and built into the programme. The full case study is shown at Appendix 2.

During group work the delegates were presented with a case study which included in it a variety of topical and relevant partnership problems. These required not only the application of policing skills and resources, but also engagement with and the application of skills abilities and resources from partner agencies. This was highlighted in the section of the course related to stakeholder analysis (Drucker 2002) where the student was expected to identify on an associated matrix either persons or organisations that were regarded as having some engagement or interest in problem-solving activities. It also focused on the level of engagement and the level of power across a grid matrix to identify which of the stakeholders should be engaged with at what time and with what desired outcome.

The case study was developed and designed to establish a background and framework for student's analysis of the issues and in order to provide sufficient detail and information to enable the students draw conclusions and present solutions for identified problems. These solutions were then to applied to the case study as well as developing the students learning that could be applied in other similar situations in the workplace. The trainers / teacher's skills in facilitating the use of the case study by the students are a corner stone of this type of learning process.

Dunne and Brooks (2004) highlight the following:

*Depending on the course objectives, the instructor may encourage students to follow a systematic approach to their analysis. For example:*

- *What is the issue?*
- *What is the goal of the analysis?*
- *What is the context of the problem?*

- *What key facts should be considered?*
- *What alternatives are available to the decision-maker?*
- *What would you recommend — and why?*

Instructions given to the students included the following:

*“For the purposes of this case study your group will form the task team. (each team were given specific tasks in relation to multi-agency problem solving) At an early stage, it is suggested that you will need to decide who does what and who takes what role”, (Centrex 2002).*

This clearly gave the students an opportunity to address some of the questions raised by Dunn and Brooke (2004) relating to partnership working whilst taking cognisance of the fact that other agencies would have a vested interest in both the decision-making and implementation required to successfully problem solve in a multiagency environment.

The feedback from the officers attending this course supported the use of a case study as a learning vehicle in achieving the required aims and objectives. Respondent Wingrove states *‘This was delivered through a case study that Mr. Twigg researched and developed. Although based on a real scenario, it was skillfully anonymised; avoiding any ethical issues of the police service, agencies or individuals being able to be identified’*. The students having acquired coherent and relevant skills that were transferable to the workplace from attending this course.

## **Strategic Community Partnerships**

This short course was aimed at police officers and staff who had responsibility for organisation direction and multi-agency development at a strategic level. This reflected the government requirements in place at the time requiring the formation and maintenance of partnership working groups at a strategic level known as 'Local strategic partnerships' (LSP) groups. There was an LSP for each of the designated local government geographical areas within England and Wales.

As part of the government reforms following the Crime and Disorder Act of 1998 policing areas referred to as basic command units (BCU) or operational command units (OCU) were geographically aligned to local government 'unitary authority' areas. The main aim of the geographic coordination being to establish and enhance the Crime and Disorder partnership working requirements of those areas.

The learning outcomes for the Strategic Community Partnerships programme were identified and established by the Central Police Training and Development Authority these were:

### *Aim*

This module focused on managing and monitoring the effectiveness of the partnerships between police, key local agencies and the community in reducing crime and disorder and improving neighbourhood safety.

### **Objectives**

- Critically analyse how to manage partnership agreements that address local community and agency needs and contribute to the reduction of crime and disorder.

- State the importance of identifying, developing and sustaining effective working relationships with the local community representatives and agency stakeholders.
- Analyse how the allocation of appropriate finance and resources supports the implementation strategy.
- List other agencies' responsibilities, accountabilities and values and use this understanding to achieve win-win outcomes through effective consultation and negotiation.

This course, in terms of its aim and objectives was aligned to post graduate study, higher education level seven. Some of the issues in relation to student development have been highlighted by Toohey (1999) in her work around designing courses for education which includes conceptual change intellectual development and flexible delivery. She relates conceptual change and intellectual development closely to each other, as would be the case in this course being focused on strategic partnerships. The programme supporting the students is intellectual development while dealing with the conceptual change necessary following the Crime and Disorder Act legislation. This is highlighted by the entry requirements for this course; the need for police-based students to attend with a practitioner from a partner agency with whom they were working on a regular basis. A training concept not used before in police training, reflecting a change in the way in which police training and development was not only designed but delivered.

The course itself was designed around specific learning episodes aligned to the requirements of the outcomes with discreet sessions based upon the

theoretical developments such as those of Felson (1987) in relation to the victim offender location triangle. This was linked to the subsequent work done by Eck (1992) relating to the overlay to the victim offender location triangle, which introduced the concept of capable guardian, offender manager and location management in such areas as designing out crime or monitoring of offenders.

In order to ensure that the students were engaged in the course as fully as possible, especially those who were not used to police training or police training establishments, structured debriefs were undertaken. These debriefs specifically looking at the partnership aspects of the learning episodes and teaching sessions, from both the training staff or guest speakers. In the work by Wade et al (1996) that looks at flexible learning, the debriefing was introduced in an open a manner as possible to allow the participants to engage and develop. This was supported in the context of a police training environment, being 'student centred' (Brandes and Ginnis 1996) both in the way the teaching and learning was approached by the training staff (all police staff college held academic training qualifications) as well as the environment in which the training took place. The environment being formatted in such a way as to facilitate interaction between students as Wade highlights '*The layout of teaching spaces may also require reorganisation*' (1996 p 131).

The narrative here fully supports redevelopment of the hierarchy of Learning through andragogy to heutagogy (Anderson and Krathwohl, 2000). The latter being most prominent with the students at a strategic level both choosing to attend and in circumstances where the requirement to

bring a member of part in that agency was present supporting the development of the concept of accepting responsibility and self-directing the required professional learning (Canning 2010).

In terms of reflective analysis Sloper (2004 p 1) indicates that although not as effective as would be possible there is a benefit in what she refers to as inter-professional programmes:

*"However, reviews of evidence on multi-agency working provide consistent findings on facilitators and barriers, including clear aims, roles and responsibilities and timetables that are agreed between partners; a multi-agency steering group, commitment at all levels of the organizations involved and good systems of communication and information sharing, including IT systems, are central; support and training for staff in new ways of working is needed. There is some evidence that inter-professional programmes of continuing education can help to remove barriers to joint working".*

This is supported by 'the impact of multi-agency training making a difference to practice,' Barnsley Safeguarding Children Board (2013)

*"Research has shown that inter-agency training is highly effective in helping professionals understand their responsibilities, the procedure of each agency involved in safeguarding children and in developing a shared understanding of assessment and decision-making practices. Further, the opportunity to learn together is greatly valued; participants report increased confidence in working with colleagues from other agencies and greater mutual respect".*

However, that could be dependent on the way in which the agencies see themselves as well as how they perceive partner agencies, Beecher (1989) highlights that some identities are anchored in, 'tribes and territories', he was focusing on interactions between academics and their contrasting networks. This nevertheless has parallels for other structured organisations, particularly the police service and its culture (Warrington 1996). Other structured organisations such as local government, the Fire and Rescue Service and the National Health Service, all of whom are obliged to engage in multiagency problem-solving by the Crime and Disorder Act (1998).

In order to enhance, where possible, the benefits of the inter-professional programme and due to the short nature of the course, informal learning sessions were run to allow a less structured interaction between delegates. Therefore, informal sessions were based mainly upon interacting in a social environment, but within a given structure in order to allow learning and development to take place. One such interaction was on the first evening of the course, when police officers who were seconded to one of the ten regional government offices, were invited to the police staff college. The session was linked to the first two objectives of the course in relation to analysing partnership arrangements and identifying working relationships. The delegates were able to meet and interact with the seconded officers in a less formal environment. This facilitated an informal question-and-answer session to take place, involving all the students and seconded officers. This was encouraged with the delegates being asked to formulate questions they would like to ask of the seconded officers, given the opportunity to



do so. Rowntree (1981) identifies three domains of learning that relate to objectives and should be used by course designers: need highlights, life skill objectives, methodological objectives and content objectives. Toohey (1999) comments on these areas highlighting life skill objectives as personal attributes, these being self-directing questioning, critical open-mindedness and flexibility. The link between the formalised course delivery environment and the informal nature of the activities undertaken during the evenings reflecting the area of life skills development with the delegates engaging as much on an informal basis with their partners as during formal meetings and discussions.

This type of learning activity is unlikely to have been as successful as it was, without the innovation of the multi-agency nature of the course with non-police partners attending as delegates. The interactions bringing to the fore the common ground of the delegates, in this instance, the fact that they were all working at that time in the partnership environment in line with the requirements of the Crime and Disorder Act.

This sort of activity is described by Cartwright as a more flexible learning opportunity, he quotes one of his educationalist students as saying *“what I’m trying to do is change my curriculum to get away from the rigidity of the course as it is structured and present and pickup subject areas that I need”* (Cartwright 1997 p 113). The informal teaching which was part of the design of the strategic partnerships course was one way of allowing the students some self-direction in terms of their learning and development. It provided opportunities that allowed them to explore the issues they had raised earlier in the course not only with the course delegates and facilitators, but also

the seconded officers who were engaged on a daily basis in strategic partnership working.

There was no formal assessment during the course as adult learners the students were encouraged to look at reflective practice (Kolb, 1984). This was outlined to the students prior to attending the course, however, was emphasised that soliciting peer feedback especially from partner agencies would clearly assist in the process of reflective practice. Scales (2012) highlights the double-edged sword of assessment. He proposes that it can discourage learners by given the impression they have not performed well but can also develop and motivate them helping them to recognise achievement his conclusion is that *"we should use assessments to motivate learners not demotivate them"* (2008 p 193). In the context of the strategic partnerships course, it was decided that any formal assessment undertaken by the staff would not be likely to aid or enhance the learning process. This especially relevant to this course as half of the delegates were not from the police service and as such would not be familiar with the way in which the police, as an organisation, undertook such assessments. Therefore, it would be unlikely to act as a motivator and more likely to become a block to learning or to demotivate delegates.

Both the design and implementation of the strategic partnerships course was fully supported by the organisation and the senior staff at the Police Staff College. Block (1990) looked at the issues surrounding the structural processes and impact on individuals working in course design and development. Much of his work relates to dealing with 'opponents and adversaries' relating to the developments, however in relation to the design

and development of the strategic partnerships course the organisation set the learning outcomes and was fully supportive of the design development. The management structure within the Police Staff College, especially in the Senior Leadership Development Programme (SLDP), was very 'flat'. This meant that the programme design and delivery was managed by the tutors delivering the programme, all of whom were of the rank of superintendent, a senior rank within the British police service. The SLDP as a whole was, then overseen by one officer holding the rank of chief superintendent. This was seen by most of the members of staff as an 'enabling' structure allowing a considerable amount of autonomy in relation to the design and delivery of training courses.

As at this time the police service was a 'performance culture', the perceived measurement of success relating to training and development focused on outcomes, if the course continued to receive favourable feedback and the demand from the police service for the course continued then this seen as being a successful training programme. The course ran, with minor curriculum adjustments to the format from 2002 to 2005.

Marr (2009, p. 212) describes an organisation with a strong performance culture as one whose *'employees know what they are expected to accomplish and are emotionally committed to organisational success. They believe in the mission and the goals and are quick to put their energy into a task without being asked or monitored. Informal conversations with co-workers frequently focus on performance problems and recent organisational results. They tend to celebrate success as a team or group. The commitment to performance is a way of life in the organisation'* This

reflects not only the flat management structure but also the team ethic of the SLDP staff.

From its inception in 2002, until its discontinuance due to organisational change in 2005, the strategic partnerships programme was seen as successful, all these courses delivered at the Police Staff College, Bramshill were fully populated, with a waiting list for attendance on both.

As with the initial project there are some issues in relation to the evaluation of the outcomes. Questionnaires were used however the data acquired from this feedback was not kept with the changes of form of the organisation(s) responsible for the management of higher police training.

In order to support the analysis of the outcomes two former members of staff were interviewed in relation to the courses and specific aspects of them.

### **Evaluation and Review.**

As part of the design of both courses and in line with the organisational requirements of the Police Staff College there was an evaluation system, based on Kirkpatrick (1988) colloquially referred to as 'happy sheets' used for the delegates at the conclusion of the courses.

Unfortunately, both the original documents and the statistical records of them are no longer available following the reorganisation of the NPIA. However, evidence has been obtained in the form of statements from the now retired Chief Superintendent in charge of the SLDP, respondent Wingrove who states that *"This was the first programme that was inclusionary of police staff and employees from other agencies. Mr. Twigg designed and delivered modules of the programme that focused on community partnerships, which*

*he did at two levels. The operational level (managing community partnerships) focused on multi-agency engagement and the practicalities of working in partnerships. This was delivered through a case study that Mr. Twigg researched and developed. Although based on a real scenario, it was skilfully anonymised; avoiding any ethical issues of the police service, agencies or individuals being able to be identified”.*

He also identifies that the course was fully subscribed for the time it was delivered by the author.

The transfer of the developments initiated in the strategic course to the SCC is supported by a peer of the author Mr Simon Knapman who states that *“I was part of a small design team for the SCC from 2007 to 2012 and during this time we transferred the idea of encouraging closer working relationships with external partners from the Strategic Community Partnerships Course to the SCC”.*

The critical review, using what may be considered in these circumstances as anecdotal evidence, none the less indicates well designed and well received training episodes that introduced innovative and ground-breaking developments at the time.

### **Contribution to Knowledge**

This project contributed to knowledge in the originality of the context of the project that is the introduction and use of multi-agency attendance and participation in strategic training and development. The introduction of the aspirational concept of ‘cognitive co-compatibility’ between individuals working in different partner organisations, the partnerships being mandated by legislation.

This was unique at the time of its introduction. This development of a mandatory requirement for multi-agency training has contributed to the development of police training currently delivered (Knapman, 2017). This project created the mandated partnership training which is still used by the police service.

## **CHAPTER FOUR**

This chapter introduces the last and current project. It relates to the research and subsequent critical review of the public order training provided to non PSNI officers from the South Wales forces pursuant to their possible policing deployment in areas of Northern Ireland

### **Project three.**

The critical analysis and review of cascade public order training.

### **Introduction**

This project is a critical analysis of public order specialist training delivery in Southern Wales that involved public order trained officers of the Dyfed Powys Police, South Wales Police and the Gwent Police. It is emphasised that it is an analysis of the training delivery and not the public order tactics. It focuses on the training of tactics that officers from these forces would be expected to use should they be deployed to assist the Police Service of Northern Ireland (PSNI) in one of the cities of the province. A thorough working knowledge of the current tactics used by the PSNI is therefore essential for officers who may be required to police disorder in Northern Ireland.

The researcher was looking at the effectiveness and efficiency of the training delivery and support. The tactical requirements were set and therefore the research was investigating the practice of the cascade approach to training. The research also looked at the use of audio-visual aids to support and, if possible, enhance the training delivery. The data was

collected using in depth qualitative interviews with the officers delivering the public order tactical training. This was done in relation to all the stages of the cascade training that took place, both in Northern Ireland and in South Wales.

The training was to fulfil an organisational requirement subsequent to legislation (Serious and Organised Crime and Police Act, 2005). This legislation facilitated the operational deployment of serving police officers from England and Wales in policing roles within Northern Ireland.

There were a variety of options considered for the delivery of this training. This ranged from the use of trainers from the PSNI training the Welsh officers in South Wales to the Welsh officers being transported 'en masse' to Northern Ireland. It also included the chosen method of 'cascade training', probably the most fiscally appropriate in terms of total costs (Ellis, 1991).

The cascade model is used to train an initial cohort of trainers who then train the second cohort who in turn train the third cohort. (Cheese, 1986 – Hayes, 2000).

*Several factors may have had a bearing on the decision, such as the levels of abstraction from the workplace, especially with the number of frontline officers being reduced. The number of police officers in England and Wales has fallen by nearly 20,000 since its peak level in 2009, Home Office figures show. There were 124,066 officers in the year ending March 2016 compared with 143,769 seven years ago - a fall of 14% (BBC, 2016).*



The 'on costs' of the training may also have been a consideration with cascade training being seen a more cost-efficient style of training delivery (Rafi, 2010).

Following an organisational decision to use cascade training, three officers from the South Wales region were selected to attend the initial phase of training in Belfast, with the Police Service of Northern Ireland (PSNI). The selected officers from the Gwent Police, the Dyfed Powys Police and the South Wales Police were trained in the relevant tactics by the PSNI staff. The details of the tactics and the way in which they are used during situations of public disorder are subject to the Official Secrets Act (1989) and therefore cannot be referenced in this document.

Once suitably trained and qualified the first cohort returned to South Wales and undertook the training of the second cohort. The officers trained in the second cohort then in turn 'cascade trained' the tactics in which they had been instructed, to officers who would, if required, be deployed to support the PSNI in Northern Ireland.

The concept of 'cascade training' is the transfer of knowledge and skills through series of structured training episodes. The initialiser or the trainer(s) of the first cohort pass on information, skills and development abilities to that cohort who, when suitably accredited by the initial trainer(s), continue the process through a number of stages (Hayes, 2000).

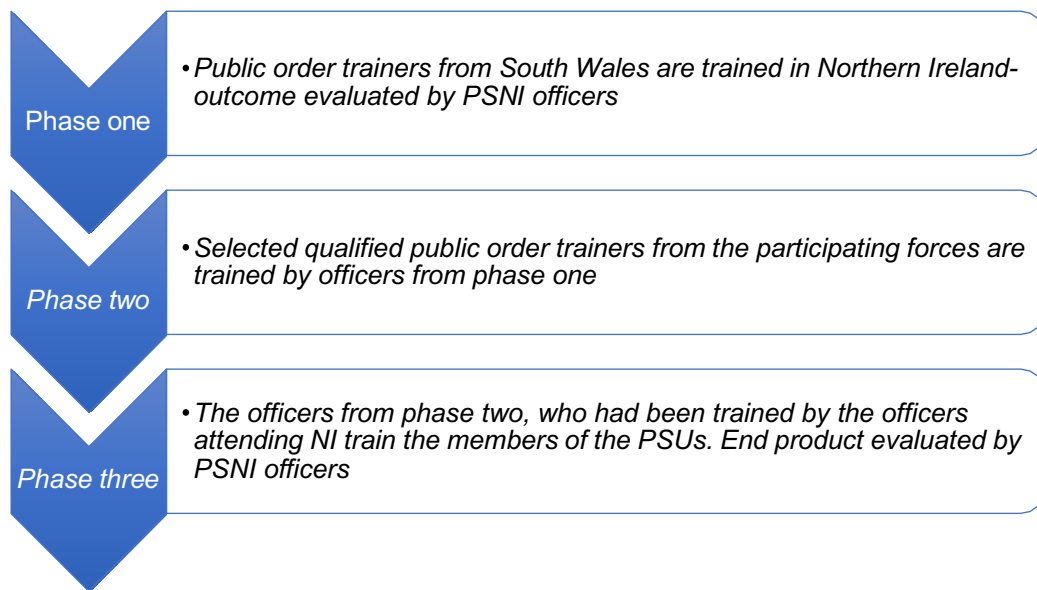
In his work on cascade training for the United Nations in the Pacific, Elder (2000. p1.) describes cascade training as *"a mode that involves the delivery of training through layers of trainers until it reaches the final target group"*.

Whereas McKenzie (2010) states that *“successful cascade training depends on equipping participants with the ability to run training sessions for themselves by providing formats activities and ideas for doing so and enabling them to develop use or adapt Materials already developed for specific training purposes”*.

In this particular instance, there are three distinct phases: phase one where the selected officers are trained by the PSNI; phase two where the officers return to South Wales and cascade the training to cohort two. Cohort two being qualified public order trainers (qualified trainers in this instance relates to qualified in the training of the standard tactics used in England and Wales) from the three participating forces, Gwent police, Dyfed Powys Police and South Wales Police; phase three where the officers trained in cohort two to deliver the tactical training to members of the PSUs who may be deployed to Northern Ireland.

The training episodes were completed over a period of approximately 3 months from phase one through to the completion of phase three.

Figure 18 - Phases of cascade training in public order training – PSNI tactics.



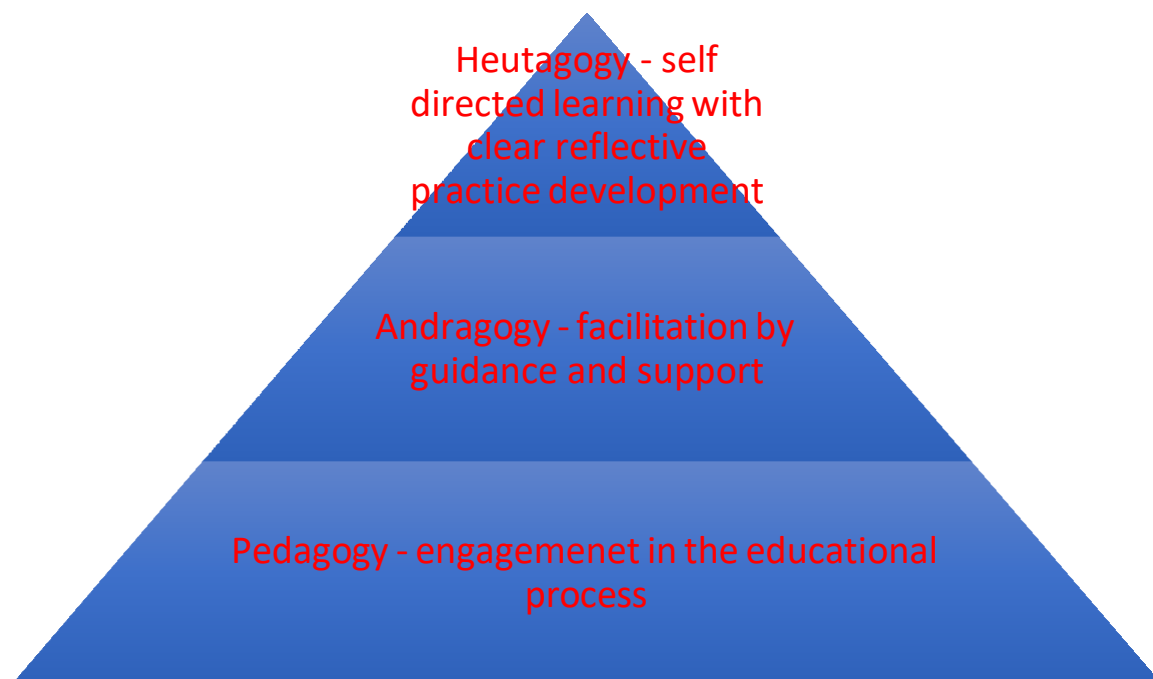
These descriptions of cascade training could be applicable to the situation that was created in relation to the training is critically analysed in this project. However Elder (ibid) provides a clearer definition in terms of the training activity. McKenzie (ibid) introduces the use of activities and support materials to this analysis. This is particularly applicable here with the audio-visual aids being the area of research and development.

### **The Use of Training Aids**

McKenzie (2010) refers to the use of materials and training aids an area that is highlighted in this research. The project focuses on the use of supporting audio-visual aids in the cascade training of public order officers. The nature of cascade training in the context of the hierarchy of adult learning lends itself to the spectrum presented across both andragogy and heutagogy (figure 6, p 59).

The hierarchy of learning in terms of the progression from pedagogy to heutagogy, as proposed by Canning (2010 p 63), may be applicable here in terms of the mature learner. However, this model may not fit well into the extension of andragogy since it does not seem to take cognisance of what Kenyon and Hase (2010) referred to as 'course scaffolding', with the use of this phrase they are alluding to the curriculum constraints. In the particular case of the cascade training for public order, this would include the organisational requirements in relation to impact factors such as health safety and welfare and legal compliance, such as the proportional use of force by officers engaged in policing public disorder. Such personal awareness and understanding by these officers would support the link to heutagogy in terms of both self-direction and awareness.

Figure 19. – Hierarchy of learning from pedagogy to heutagogy



adapted from Canning (2010)

Jacobs and Jones (1995) highlight two basic issues relating to cascade training. Firstly, the contiguity of the training, where they propose that the interaction between the trainer and trainee and feedback from the trainer to trainee increases the effectiveness of the training and development. Secondly the effective transfer of the training, this again relates to the interactions between the trainer and trainee. This second area may have a greater effect in the use of cascade training for public disorder in the police service due to the psychomotor nature of the training and could impact on basic skills transfer issues.

The learning impact of the development of the use of audio-visual training support material is a question that was raised through this project. If the

theory of the interactions were to be extrapolated, then the support provided by the context of an audio-visual interface would be likely to have a significant impact on both areas featured in the work of Jacob and Jones (1995).

There is little published work around the use of cascade training. This is particularly the case in the area of police training and development, especially the psychomotor skills area of training required by officers performing the role and function of a member of an active PSU.

Ono and Ferreira (2010) referred to cascade training as the 'multiplier approach' a system used to transfer information knowledge and skills from what they refer to as an 'upper level' of people engaged in training to lower group. This is the case in the phased approach used in this project.

Dichaba and Mokhele (2012. p 251) reviewed the effectiveness of cascade training in the development of teacher training in sub-Saharan Africa, identified what they consider to be five key areas

- *The trainer's content knowledge*
- *The presentation of the content*
- *The effectiveness of information transmission*
- *The confidence in transmitting information*
- *And the ability to use new skills.*

These five areas transfer well to the cascade training that took place in the public order trainers especially as this research was conducted in an educational and training context.

## **Cascade Training and Coaching**

It is important at this stage to differentiate between cascade training and coaching and mentoring. Coaching and mentoring although an essential part of continued professional development in nearly all areas of education is not a structured part of the cascade training in relation to the training of the PSU officers.

Most training episodes will include some aspects of coaching and mentoring by the very nature of the transfer of knowledge and skills, however in most instances a training course is time bound by its very nature, as is the case with this cascade training.

McGuinness (2010) identifies the differences between training and coaching as,

- *Training is about teaching specific skills or knowledge – Coaching is about facilitating someone else’s thinking and helping them learn on the job.*
- *Training usually takes place off-site or in dedicated classes – Coaching takes place in the office and (when carried out by a manager) can be integrated into day-to-day workplace conversations.*
- *Training is more typically carried out in groups – Coaching is usually a one-to-one process, tailored to the individual’s needs.*
- *Training is usually delivered by an external consultant or dedicated internal trainer – Coaching can be delivered by an external consultant or by a manager.*

This would suggest that the differences are less distinct in cascade training, especially at the start of the process, cohort one, were the interactions are

tailored to the small group of recipients, who may receive one to one development assistance in some areas.

Craft (2001 p 23/24) as cited by MacKensie (2010) also identified factors which he considered necessary for the success of cascade training:

- *The training audience needed to be identified and their needs targeted.*
- *Training objectives defined and made explicit in the training materials – (this is a significant area of which will be discussed in some depth later in project).*
- *Materials should be used by the trainers across all training areas.*
- *Clearly and appropriately targeted to the audience.*
- *Professionally constructed logical, consistent, credible and of high-quality.*
- *Clear structures with associated training manuals.*
- *Trainers should all believe in use of the programme and be capable of programme delivery.*
- *Diversions from the training should be minimised.*

The points highlighted by MacKensie tend to move the use of cascade training away from the longer-term aspects of coaching and mentoring. This fits well with the critical analysis of the PSU training that took place.



### **The Use of Support Material in Cascade Training**

Studies have shown that audio visual aids, particularly video footage, can be a highly effective educational tool (Kay, 2012; Allen and Smith, 2012).

Throughout the phases of cascade training subject of this particular project there were instances where the use of support material, as outlined by Mackenzie, may have been appropriate.

Such support material has the potential to assist in the transfer of knowledge and skills whilst emphasising the context of the training and the way in which it could have been used in operational policing situations.

It was the consensus of all three officers, who were trained in phase one of the cascade training, that the use of audio-visual support material would have been appropriate and enhanced the cascade training process – Respondent 2 *“I think it's a fantastic tool [video footage] especially the open source that tends to be used then during demonstrations and it shows the tactics usually work”*.

It is highlighted in one of the interviews - Respondent 3 *“The trainer we had with this (tactic) had his phone on him at certain periods and (he) would when we had a break ask us to look at videos of disorder - he was getting his stuff from ‘YouTube’”*.

One of the PSNI officers engaged in delivering phase one used video footage from their personal mobile phone to support and clarify the learning in relation to the PSNI tactics.

This indicates that such material as outlined by the training recipients would have been beneficial had it been structured into the training programme.

This would have been especially relevant in relating to the context of the training delivery. The officers receiving the training albeit experienced public order trainers who had been deployed in situations of public disorder in the mainland UK, had no personal experience in the disorder or the tactics used by the police service of Northern Ireland.

Although the matter of audio-visual support material had been touched upon during the visit of the three selected trainers to Northern Ireland it was not integrated within the cascade training at any phase.

It was the consensus of all the officers undertaking the training role that the use of audio-visual aids would have enhanced the context and understanding of the situations they were being trained to cascade. Albeit that this training is delivered in a psychological environment outside, in a simulated roadway or street situation, away from classrooms there was clear opportunity to use audio-visual support. This could have been during briefings for the exercise or as part of a distance learning, or a familiarisation package for the students to have been prepared in terms of their overall understanding of the situations into which they may be deployed.

It was also a consensus of all the officers who were interviewed who were the recipients of phase 2 training, that the use of audio-visual aids in terms of video footage would have been applicable and appropriate to the training of the phase three officers who were instructed in the tactics to be used should they be deployed to Northern Ireland.

The researcher introduced into the interviews conducted with all respondents (transcripts of all the interviews can be found in appendix 3) three specific categories of audio-visual aids these being:

- open source captured footage for example the footage available on all news channels at the time of public disorder.
- police generated footage for example, footage captured by CCTV cameras operated by the police service or footage captured by evidence gathering teams deployed into situations of public disorder
- constructed a video for example video made by the police service in which the participants are directed and the footage produced as a training aid specific to the particular tactic or activity being trained and by the police.

This sort of footage is already in existence for some public order tactics such as mounted tactics (West Yorkshire Police, 2012)

There was a general consensus between the officers who were selected to attend the training in Northern Ireland relating to the use of audio-visual aids, in a mainly psychomotor training regime, all considering it a valuable support mechanism for both the trainers and the staff being trained.

The use of video and film in relation to developing and maintaining consistency especially in terms of quality assurance in the use of cascade training where the passing on of both teaching and psychomotor educational functions can both support and enhance the process and the outcome.

There is widespread and well documented use of video in higher education, the training of adults in cognitive and psychomotor skills area Burmark (2004) Galbraith (2004), Mayer and Gallini (1990), Shepard & Cooper (1982), Willmot, Bramhall and Radley (2012). However, this is focused, in the main, on the delivery of the training or learning event in a classroom

setting. The training undertaken in this research is not classroom based, in fact the training and development objectives could not be achieved via classroom-based training alone.

Supporting mechanisms of audio-visual footage in the activities for which the officers are being trained, more specifically the ability to use such audio-visual footage to enhance and contextualise the training that the officers are undertaking which should support the ability of the officers to perform the psychomotor requirements by having had a clear visual prompt relating to the trainer's expectations. This can then be developed in relation to the different types of audio-visual footage that could be used and linked back to the interviews of all the officers concerned in this particular cascade-training model.

The use of supportive audio-visual footage in the context of this research is different due to the nature of the training being undertaken, away from the classroom. It focuses on the psychomotor training, but also having impact and relevance in all three aspects of personal development, affective, cognitive and psychomotor (Bloom 1986). However, in this analysis, there is a greater emphasis placed on the psychomotor ability of the students, this being allied to both the cognitive understanding and ability within the affective domain, to function under testing training circumstances with considerable personal pressure. This pressure looking to reflect actual policing deployments where there would be increased officer stress level (Burke, 2016).

The ability of this training therefore to convey such a context through any medium, especially audio-visual means, presents the possibility of

enhancing the students' understanding and the overall effectiveness of the training being undertaken.

A review, in what could be described as a reflective manner, looking back from the final recipients of the training through the cascade model, then the use of audio-visual aids, at all stages (Figure 18) would present an opportunity for a greater contextual understanding to be gained by the students in all phases.

During the first phase when the selected offices attended training in Northern Ireland presented the opportunity to increase the contextualisation of training using audio-visual aids was not only acknowledged but also identified by both students and trainers. Subsequent research interviews support such a conclusion. All the officers who attended Northern Ireland were very supportive of the premise of the use of audio-visual aids in supporting the Cascade method of training. They indicated that they believed it would not only enhance training but add a further strand to the quality assurance requirements. It would also aid the standardisation of the training through the cascade delivery system.

These viewpoints were replicated in phase 2 of the cascade model and again all the students who were engaged in phase 2 indicated that the use of audio-visual aids would have, in their opinions, had a similar affect as outlined during phase 1. When asked about this concept respondent 7 said *"I think it would certainly have more student participation and what I mean by that is the students would be more switched on because when you have seen a live situation as we know you can have training to complement that live situation you tend to get more from buy in from the students I think it is*

*human nature if you are being shown CCTV of an incident and then you and you're going to be trained to combat that incident"*

The use of audio-visual aids in adult learning is discussed by Willmott et al (2012) with the identification of specific areas that are enhanced through the use of audio-visual aids albeit in a more formalised classroom-based situation rather than the circumstances in which this particular set of cascade training was delivered.

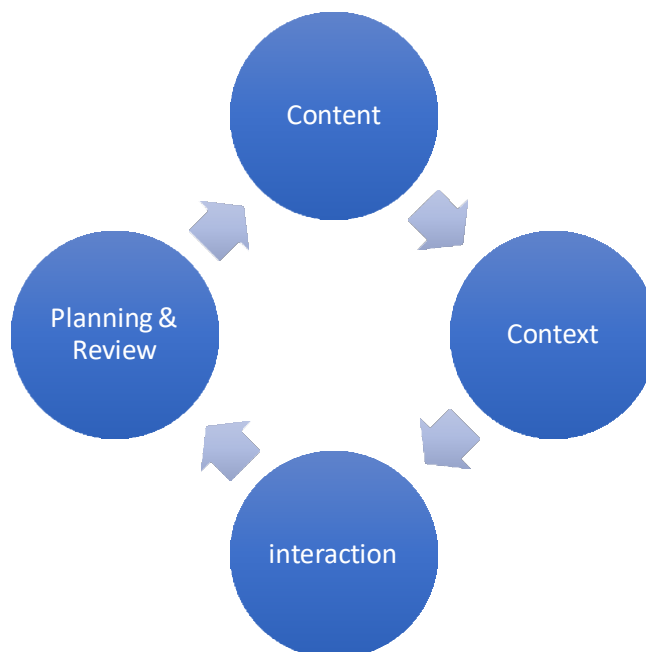
The situated learning theory (Lave, 1990) highlights the support that would be given to the continuity throughout the cascade training model by the use of audio-visual aids supporting the training delivery.

All the respondents interviewed in relation to the research that was undertaken identified the fact that there were no situations either during the training of the trainers or the cascade training that took place in South Wales there is no structured use of video or audio-visual aids to place. However, several respondents identified individually the possible support available from video footage and use that to enhance their personal understanding of the training situation, one respondent when questioned about the use of audio-visual aids identify that they had not been sent any video footage but then used the Internet and you-tube to support and enhance their learning, *"it was a case of a bit of you-tube searching which is a great tool"* (Respondent 5).

There is clear evidence throughout the research that both the initial trainers who attended the PSNI and the trainers who were trained in the cascade training are in favour of the use of audio-visual aids in support of the contextual learning of the students in this type of training and development

as it enhances students understanding of the situations they are being trained to engage with and understand most especially in terms of the possible risks and to change to the dynamics present in public order training. A trainer who was engaged in the second level of the cascade training when asked his opinion on the use of audio-visual aids stated, *“I think they (audio visual aids) are invaluable when you are outside of the environment or don’t have the impact factors to actually allow the students to consider the environment in which they are going to be policing. What I mean by that is obviously with audio-visual impact you can show ‘real world’ scenarios that the students then appreciate, whereas the students are being instructed by the trainers they don’t get that appreciation in what is effectively a learning environment. It helps them to appreciate why they’re doing the . . . tactics and I think that is important” (Respondent 4).*

Figure 20. – Systematic use and development of training using audio / visual support



Twigg (2022)

Content – the constituent parts of the training. In this instance the cascade training of PSU tactics.

Context – as the student has yet to experience the policing of disorder in Northern Ireland this is provided by the AV material.

Interaction – the activity within the group. This is especially relevant to PSU training as the officers are trained in units rather than as individuals.

Planning and Review – the reflection on the activity from the students perspective, leading to active development. In this instance a group development as the unit is required to work in harmony.

The proposed model in figure 20, in relation to the use of AV, can be compared with the experiential learning cycle devised by Kolb (1976). Kolb focuses on the learners' activity, the experience of the recipient of the training. In the PSU training, the experience of the activity has yet to take place and therefore can be presented in the form of AV support. Therefore, rather than the materials being used to support the educational experience the context of the learning experience is presented to the students as a group. Consequently, the knowledge, skills and abilities being acquired and developed are enhanced by the interaction within the group. The vicarious learning within the group being supported by the members being presented with the same AV material.

The content of the video footage is selected on the basis of the desired training and development outcomes. This then allows the trainer / facilitator to contextualise the training for the students.



The context of the training supports the structure of the training in terms of the method of delivery, for example in the case of the PSU cascade training the students would be working in the psychomotor domain and the facilitation or delivery structured accordingly.

The reflection by the student and the subsequent conceptualisation as outlined by Kolb would then follow.

### **The Three Types of Audio / Video Support Reviewed**

Three specific areas were used during the interviews, these were:

- Open-source material such as the footage broadcast by news agencies or published on the internet.
- Police captured video such as the footage taken from overt police CCTV vehicles or via street CCTV.
- Police constructed video such as police instructional films. Footage designed and developed specifically for police training and development.

These three types were identified by the researcher as the most commonly available to the police service.

The open-source material, as the title suggests, is available to the general public via news outlets and the world wide web.

The police captured video, which in terms of the training and development discussed here, could be collected in an overt manner, avoiding any legal issues that may be present from the use of covert footage (Regulation of Investigatory Powers Act, 2001). Notwithstanding that some footage may be unavailable for use due to pending or current prosecutions or other legal constraints.

The police constructed video would be of assistance in the basic level of understanding but would lack the context setting (fig. 20) of the open source or police captured video.

The respondent's views on the use of the AV footage from the three areas are similar: *"I would say anything that shows the equipment being used can only be a positive, unless it's being used incorrectly, but then again that can be used as a positive in terms of learning how not to do it. So, it is all positive for me. The learning outcomes are that they are seeing how the tactic is being used and how that bit of kit is being used (Respondent 4).*

The use of AV footage in terms of context is highlighted and supported by the evidence from the research interviews: *"I think it's a fantastic tool especially the open source that tends to be used during demonstrations and it shows the tactics usually work and if you want to go and look at the riots a couple of years ago we had running lines shields were used, there were vehicle tactics on occasions and it can increase confidence in the students when they can see that the shields do offer a lot of protection as well as the other equipment"* (Respondent 3).

Supporting the learning and allowing the student to see the effects of the training in a situation of public disorder enhancing the cognitive areas of education that support the psychomotive development (Bloom, 1968. Barton, 2007).

Of the three AV areas researched the police constructed video was highlighted as presenting a good basis for the basic knowledge and skills required but not as a development tool especially in terms of the student's contextual understanding and personal development. *". . .on the basis that*

*us showing actual live incidents of how the tactics are done can only reinforce the learning of the students to see if they are deployed what they may expect. It would put them in the right frame of mind definitely switch them on. When you're going to get the learning from the tactics you can see the command and control and you are going to see how these people are reacting and all I can say is in my 15 years every time I have charged gone forward on somebody in this country they have always retreated and I think most will say the same yet with the PSNI it appears they don't. They will go forward and the crowd will not go back they will hold their ground. So, on the open source to show the differences absolutely it is, pick the right clip with the right tactic being displayed by the officers get an open view you can't have a closed view I would suggest because that would be the tunnel vision just picking up that that spot you need to see the whole picture” (Respondent 6).*

It is evident that cascade training is effective and would be enhanced by the use of AV support.

### **Contribution to Knowledge**

Identification of the benefits of the use of audio-visual aids to support and enhance the psychomotor aspects of police public order training. This is evident in both the training and assessment of public order trainers as well as the benefits of use in training the operational public order officers. These aids are widely available and evidently used on an ‘ad hoc’ basis by a number of trainers. The integration of such support into the psychomotor training regime for public order policing would be beneficial for the trainers and the trainees.

## **CHAPTER FIVE**

This chapter presents the conclusions and recommendations from the portfolio. It highlights the originality and the contributions made in policing and education. It then offers an indication of further research than could be developed from the presentation of this body of work.

### **Conclusions and Recommendations**

This thesis is presented by portfolio with three linked projects making up the overall submission.

The aim was to examine and critically analyse the learning, development and knowledge transfer in the training of the Police Services in England and Wales.

All three projects have originality and have made significant contributions to police training and development. The immersive learning of project one, the cognitive co-compatibility of project two and the use of audio-visual aids delineated through project three.

The projects cover an extended time period and several different aspects of police training, linked together through the overlay of the taxonomies of learning initially developed by Bloom (1956). The projects cover all three taxonomic areas, affective, cognitive and psychomotor using of the varied and specialist training required by the Police Services.

It highlights and details the contributions to learning and development made by the author in three particular areas: Practice in terms of the activities undertaken or reflected on; Research including background, historical and the active research of project three; Policy and procedure in relation to training and training developments.

Practice – the educational practices of the CoP have changed considerably since the development of project one and continue to do. This is seen in the introduction of external HE qualifications for member of the Police Services in England and Wales, the mandating that all constables will be required to

be degree holders by 2020 (CoP 2017). However, there are still areas that this thesis has identified in relation to the dissemination of good practice, with many forces now designing and managing their own learning within the guidelines set by the CoP, which in most cases are not mandatory. There is a structured relationship to identified areas of HE, especially where there is joint or sponsored research taking place between the CoP and HE, but there are no mandated dissemination requirements. This approach could and should be more collegiate in nature which is a strong recommendation of this thesis.

Research – by its very nature research is applied in the most appropriate manner in the circumstances in which it is to be undertaken, in the main a decision taken by the researcher. However, some of the external constraints placed on the development of projects one and two, as described in the limitations section, required the research to be adapted to meet organisational needs rather than those of the researcher. This research although ‘purposive’ was focused on outcomes within a time constraint and therefore could not be an ‘in depth’ investigation as described by Clough and Nutbrown (2002). The activities were based on the most expert use of a research tool, 93% (Gorad and Taylor, 2004. p 128) in the form of interviews. The development of training on sound research is essential but needs to be balanced against the requirements of the organisation. It is recommended that more structured pro-active stance be taken in relation to course development rather than the reactive situation placed upon the first two projects. The third project, however, was conducted under considerably different constraints. The researcher identified the most appropriate social

science data gathering technique for the examination of the training. The use of qualitative interviews with practitioners produced a wealth of data. This research has identified that there is scope for the improvement both in the contextual understanding of the training and the delivery of the psychomotor training of police officers. This can be achieved through the structured and integrated use of audio-visual support.

Gorad and Taylor (2004) identify that critical analysis of the research undertaken from a researcher perspective in terms of previous expert knowledge particularly the phases of the cascade training, may have enhanced the data collection. This thesis supports a recommendation that there be consideration given to the use of all three types of audio-visual support examined in the research in the training of police officers to deal with situations of public disorder.

Policy and procedure – Although the relationship between HE and the CoP has developed as outlined in the second paragraph of this section the situation in relation to retention and dissemination of CoP innovations and data is still unclear. There are legal requirements in relation to the retention of certain documentation and other data that are complied with by the service. There is a strong recommendation that a cataloguing and archiving system be devised and implemented in relation to all the activities of the CoP. The police service, unlike the military does not record many of the activities and innovations of the service. The military have records of all operations since 1945 in the National Archive, this is clearly not the situation with the police.

The limitations in relation to the thesis have been outlined and are used to support the recommendations in relation to the retention of data and the dissemination of good practice.

As the limitations required the use of reflection in the first two projects, the consideration of the methodology and subsequent data collection has drawn attention to the issue of 'informed consent' inside a disciplined and hierarchical organisation. The respondents in these projects were serving members of the organisation which raises the question of the respondent's perception of consent? Did the officers think or believe that engagement was required of them? This supports a recommendation in relation to further research around the issue of informed consent in hierarchical disciplined institutions.

The efficacy of immersive learning, especially in areas of affective learning, has been researched and evidenced (Allison and Crego, 2008). With the development of technology especially in the areas of virtual reality (VR) and the use of VR in education: VR provides an experience anchor to the instruction. With VR, learners are inspired to discover for themselves. Students have an opportunity to learn by doing things rather by reading a book (Babich, 2018). However, in most instances the learner is placed with their own virtual reality, in several areas of police training, especially public order, there is a need to be immersed as a group and be able to interact with the other group members. This area of immersive learning development is again worthy of further research.

There has clearly been innovation and contribution to educational advancement shown in this thesis. The early development of student



engagement in 'real life' scenario training later developed as immersive learning, was not disseminated by the police service but has been seen to have significant benefits for critical incident management training.

The initiation and delivery of multi-agency training which has been used at the highest level of police training in England and Wales through the SCC.

The well evidenced recommendations in relation to the audio-visual support material to be used in the arena of public order training especially in terms of the understanding of the context of the training for the trainees.

### **Future Research and Development**

Looking at the significant contributions made by this thesis there is still scope for the educational philosophies introduced to be researched and expanded.

The delivery of immersive learning is well established both in the police service and HE. However, there is still scope for the development of such training and development to include the physical aspects of the 'immersion' that was used during the training of the PSU commanders

There has been considerable development of the concept of 'cognitive co-compatibility', particularly in relation to multi-agency emergency response.

However, at a strategic level outside of the requirements to manage a critical incident there is scope for development especially with more and more multi-agency legislation and requirements being placed on the Police Service and all other public services.

This is an issue not only of regional and national strategic importance. It also now takes on an international aspect with the changes in relationships between policing organisations in Europe and world-wide following the finalisation of Brexit.

Establishment and standardisation of audio-visual aids for public order training should be developed.

The use of virtual reality (VR) in police public order training is an area that should be investigated. VR is currently used both in police training and in police related HE institutions. However, VR presents some very interesting and challenging issues in relation to the training of the individual as opposed to the training of the team and should be progressed wherever possible.

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## **APPENDIX 1**

### **Curriculum document – Police Support Unit Commander's Course.**

## **Introduction Package**

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### **Police Support Unit Commanders' Course**

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## **INTRODUCTION**

*"It is essential that personnel with the appropriate qualities and expertise are employed in **all** command positions if incidents of public disorder are to be brought to a speedy and satisfactory conclusion. "*

ACPO Guide  
to Public Order  
Policing

The course is modular in design and in full consists of four phases:

1. PSU Training
2. Introduction Package
3. Three Day Regional Course
4. Post Training Seminar

Welcome to the Police Support Unit Commanders' Course Phase Two Introduction Package. The package is more of an update/re-familiarisation and should be seen as such. To have reached this package you should have either attended Phase One of the modular course or be fully Common Minimum Standard (CMS) trained. The amount of time required will be dependent upon you as an individual, but it is important that you read this package. The course has been designed to fulfil identified training needs of officers between PSU officer and Bronze commander. (The Bronze commander is a part of the Public Order Command Structure. This structure will be the subject of a course session.) It will give you an opportunity to develop a wide range of your skills that are transferable to other areas of police work.

## **PERSONAL CONCERNS**

You should now take a short time to identify your personal concerns and be in a position to raise them at the appropriate time during the course.

## **ROLE OF THE PSU COMMANDER**

The role of the commander of a PSU in a public disorder situation is the control and deployment of his/her PSU in line with the objectives set by the Bronze commander. The manoeuvres undertaken to achieve the objectives are a matter for the commander and therefore a full understanding of both the manoeuvres and their implementation is essential, both in the areas of commands and specific manoeuvres

## **PUBLIC ORDER WORDS OF COMMAND**

<b>Common Minimum Standard</b>	<b>Command</b>
1. Reinforced cordon. cordon form.	Reinforced
2. Free running shield line.	Running line form
3. Three-sided box. 2/3 stack left/right.	Three side box form - unit
4. Mixed Shield Dispersal Units.	[Objective given] shields advance.

- |    |   |                              |
|----|---|------------------------------|
| 5. | Deployment from Vehicles.   | No words of command.         |
| 6. | Room entry/violent person.  | Shields advance.             |
| 7  | Formation only.   | No words of command.         |
| 8  | Entry/clearance of open spaces.<br>advances - arrest teams advance. | Shield cordon form - shields |
| 9  | Fast Entry Arrest Teams   | Arrest teams advance.        |
| 10 | Open Landings.  | Shields advance.             |

You may wish to refer to the Public Order Tactical Trainers' Manual which is available at the Public Order Training Department

It is important that you adhere to these words of command as they are **nationally** agreed and would be used in 'mutual aid' situations. You will be issued with a laminated aide memoire on the course. You should be familiar with these and the resulting manoeuvres from Phase One or previous training.

### **FITNESS**

As a fully participating member of a PSU, a reasonable level of fitness is essential, both for yourself and the officers under your command. If you have not recently participated in Public Order training you should enquire with either your Public Order Training Department, Force PTI, or use the liaison number for your course trainer and if necessary, check/enhance your fitness level. Your fitness is **your** responsibility.



## **RELEVANT LEGISLATION**

Relevant legislation is appended and should be read bearing in mind:

### **Section 3 of the Criminal Law Act 1967**

"A PERSON MAY USE **SUCH FORCE AS IS REASONABLE IN THE CIRCUMSTANCES** IN THE PREVENTION OF CRIME, OR IN EFFECTING OR ASSISTING IN THE LAWFUL ARREST OF OFFENDERS OR SUSPECTED OFFENDERS

### **and Section 117 of the Police and Criminal Evidence Act 1987**

WHERE ANY PROVISION OF THIS ACT -

10(1). CONFERS A POWER ON A

CONSTABLE AND

10(2). DOES NOT PROVIDE THAT THE POWER MAY

ONLY BE EXERCISED WITH THE CONSENT OF

SOME PERSON, OTHER THAN A POLICE

OFFICER,

THE OFFICER MAY USE **REASONABLE FORCE**, IF

NECESSARY, IN THE EXERCISE OF THE POWER.

The legislation appended is by no means exhaustive and should not be seen as the only legislation available but is considered pertinent to the wide variety of situations where PSUs are deployed.

Having read the appended legislation, you will have completed the introduction package. It is hoped that the package has been of assistance to you.

## **LEGISLATION - TRAINER NOTES**

It is envisaged that the legislation appended would be selected by the training departments and be relevant to the most current situation in being at the time of the course, e.g. at Newbury legislation relevant to the 'eco warriors'.

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West Midlands Police.

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## **RATIONALE**

The design of the PSU Commanders' Course and its implementation is aimed at addressing an identified training need for sergeants and inspectors involved as members of a Police Support Unit (PSU). In each PSU the inspector commands the unit with a nominated sergeant ready to deputise when necessary. Recent experience has highlighted the need for the PSU commander/supervisor to have more training than PSU members in order to enhance the function of the PSU.

The inspector would make tactical implementation decisions having been given a task or objective by a senior rank. Using his/her PSU [18 constables, 3 sergeants], he/she would use the manoeuvres considered most appropriate to achieve the objective. The inspector would not only have to fully understand the manoeuvres available, and the commands used to implement the manoeuvres, but also the way in which the PSU fits within the overall scenario and the other tactical options available such as the use of mounted officers and other specialists.

This course is designed to prepare an officer for the duty of PSU commander. This is in line with the recommendations made by Lord Scarman following the inner-city riots and by Lord Justice Taylor following the Hillsborough disaster.

The officers nominated to attend must be either a PSU commander or sergeant.

The course is designed to be delivered in four phases:

Phase One Training centre, two days' training to Common Minimum Standards (CMS) for officers with little or no PSU experience.

Phase two Introduction package

Phase three Training centre, three days developing the roles and functions of the PSU supervisor/commander.

Phase four Post training seminar, one day following in-force training.

Both phases one and four are purely optional both in usage and in the amount of time devoted to the phase. The achieving of the aims of the phases is the purpose and both are open to local flexibility. There is no specific legislation in phase two this being a matter again for local needs and current topically and the course will not become dated by links with specific legislation.

The phase three timetable and session plans may be adopted to local/regional needs in line with the training ethos of the police service.

## **AIMS AND OBJECTIVES**

### OVERALL AIM

The aim of the course is to **enable** an officer to perform the role of PSU supervisor/commander to a standard that the PSU could be used in a mutual aid situation.

## **PHASE ONE - TWO DAY (IN FORCE)**

### AIM

To prepare an officer to be a member of a PSU and be able to use all current foot and shield manoeuvres and equipment.

### OBJECTIVES

- ◆ Explain use and maintenance of personal kit.
- ◆ Implement all PSU foot manoeuvres when instructed.
- ◆ Implement all PSU shield manoeuvres when instructed.

This phase is meant for the officer who has little or no Public Order training or experience and is designed to be left out of the programme when appropriate.

## **PHASE TWO - INTRODUCTION PACKAGE**

### AIM

To update officers' knowledge of relevant Public Order legislation, procedure and PSU manoeuvres.

### OBJECTIVES

- ◆ Summarise the relevant Public Order legislation with associated police powers.

Explain and identify current Public Order foot and shield manoeuvres/words of command and recognise to which tactic they apply.

### **PHASE THREE - THREE DAY**

(IN FORCE) (TWO DAYS CLASS/ONE DAY SITE)

#### AIM

To prepare an officer to command a PSU during training and throughout simulated public disorder exercises.

#### OBJECTIVES

- ◆ Identify the stages of public disorder.
- ◆ Outline the command structure up to Bronze, Silver & Gold.
- ◆ Summarise tactical options available within given parameters.
- ◆ Demonstrate briefing and debriefing skills.
- ◆ Evaluate stress levels in others and self.
- ◆ Command PSU g1vmg tactical commands during training scenarios (Tabletop Exercise).
- ◆ Command PSU during simulated public disorder making tactical decisions in relation to specified objectives.
- ◆ Display leadership ability appropriate to the command of a PSU.

### **PHASE FOUR**

(ONE DAY CLASSROOM)

#### AIM

- ◆ To assist in the evaluation of the PSU Commanders' Course.

#### OBJECTIVES

- ◆ Contribute to plenary debrief relating to peer and self-learning, giving examples where appropriate.
- ◆ Complete post course questionnaire

## **CONTENT AND STRUCTURE**

### PHASE ONE (TWO DAYS)

This phase will take place at a Public Order training site and is intended as a means of introducing officers with little or no Public Order experience to the tactics currently used. This phase is therefore optional. If you have no experience, it is not optional. This phase should be covered by sending of officer on the scheduled PSU training in his/her force.

### PHASE TWO (INTRODUCTION PACKAGE)

- ◆ Relevant Public Order legislation.
- ◆ Personal concerns, fitness, role of PSU commander.
- ◆ Public Order tactics and relevant words of command.

### PHASE THREE (THREE DAYS)

The first two days of this phase will take place at a regional training centre and will be classroom-based. The third day will be centred at a Public Order training site.

### PHASE FOUR (ONE DAY)

This phase will take place at regional training centres involving the students in a structured debrief of the training and course.



## DAY ONE - PHASE ONE

This is an outline programme only for the purpose of course structure continuity.

Student reception and administration

*Coffee*

Needs, concerns and expectations (NCE) followed by introductions.  
Checking - Introduction package - awareness of relevant commands

Issue of kit - storage and checking  
Shield familiarisation.  
Violent and deranged person scenario

*Lunch*

Foot cordons  
Shield manoeuvres - forming cordon/officer down/withdrawing.  
Free running line

## DAY TWO

Junctions - stacking and wheeling.

*Coffee*

Mixed Shield Manoeuvres  
Deployment from vehicle

*Lunch*

Prison tactics

*Tea*

Petrol reception

Debrief of two days at which time all officers concerned should have achieved the level of Common Minimum Standard (CMS).

There are no scenario structures or proposed lesson plans in relation to Phase One. It is envisaged that should an officer need to attend Phase One, then it would be optimal for that officer to attend the Public Order training that is already conducted within that officer's force/region to achieve CMS.

PHASE THREE (Optimum 6/8 students)

**DAY ONE**

Students arrive - administration.

*Coffee*

Course outline and programme

Introductions

Needs, concerns, expectations

Brief overview and introduction package update if necessary

Lunch

Command structure and authorisation levels -Stages  
of a riot Specialist tactics available

*Tea*

Briefing exercise

Outline of briefing principles and each student given a short briefing to deliver.

**DAY TWO**

Stress and support services available.

*Coffee*

First Aid/Injuries/Health & Safety  
Evidence gathering

*Lunch*

Tabletop public disorder scenario that continues after tea  
and concludes as necessary.

Debrief - individual student tutorial.

## DAY THREE

The students are deployed with PSUs on the second day of force PSU training and used as PSU commanders at incidents. The students are withdrawn and debriefed following each scenario, being replaced by another student. This is done on a rolling basis through as many scenarios as possible.

Lunch will be provided on site.

Course debrief and closure.

## **PHASE FOUR**

The students should be involved in the structured debrief of the PSU training in which they are involved on Day Three of Phase Three and any points raised should be clarified. A questionnaire will then be completed.

## SESSION OUTLINES

### PHASE THREE DAY ONE -

#### SESSION ONE

##### Introductions

The students in either dyads or triads will interview each other for a period of approximately five minutes and obtain sufficient information to introduce partner(s) to the remainder of the class.

#### SESSION TWO

##### Needs, Concerns and Expectations

The group will be split into triads and asked to cover needs, concerns and expectations. The group is then reformed into three groups with each group having one person from each triad. Each group will then produce a flipchart of either NEEDS/CONCERNS or EXPECTATIONS.

#### SESSION THREE

##### Debriefing of the introduction package

The students should be asked what they had gained from the IP and the opportunity offered to clarify any points raised in relation to either legislation, tactics or Health and Safety

## SESSION FOUR

### Introduction to Command Structure

Three Groups - each of the three groups is given one of the command roles to research and explain to the other two groups.

Presentation by each group and plenary debrief.

[The presence of a Command Level Public Order Trainer may be of assistance in this session.]

## SESSION FIVE

### Stages of a Riot

OHP or pre-prepared flipchart of stages of a riot.

Didactic input by trainers as to indicators on the 'riot curve' and via plenary session associate activities of rioters with the stages of a riot

## SESSION SIX

### Specialist Tactics Available

Board blast:

*"What specialist tactics are available -  
with emphasis on the force represented  
by each student.*

The link is then made back to Session Four by the trainer in relation to authorisation levels • for the deployment/use of specialist/special tactics.

[Flexibility should be available at the time and should there be any queries in relation to the actual tactical deployment of officers that cannot be immediately answered, consideration could be given to group research of use of knowledge-based group work for clarification.]

## SESSION SEVEN

### Briefing

Introduction of the principles of briefing using IIMAC. (A handout may be appropriate.)-

One group should then be tasked to prepare a briefing, e.g. 'Bronze' commander to PSU inspectors [[link to roles of Bronze Session 4](#)].

Two members of the group to whom the briefing was given are then asked to brief their respective PSU; these being represented by the other students split into two groups. Any differences should be highlighted, especially in the areas of objectives and tactical clarity. [Video feedback should be considered.]

## DAY TWO

### SESSION EIGHT

#### Stress

The session is intended to heighten the PSU commander's awareness of stress and its effect on officers. The indicators of stress and stress-related disorders should be highlighted, together with the support services available, i.e. counselling and post-traumatic stress disorder support.

[Consider specialist trainer input/handout re contact numbers - it should also be highlighted that PSU commanders will find themselves under stress at different levels and self-awareness is important.]

### SESSION NINE

#### First Aid / Health and Safety

Two groups:

1. Research and present duties of PSU medics.
2. Research and present Health and Safety implications for PSU commanders.

### SESSION TEN

#### Evidence gathering

Individual tasks to students to indicate the questions that they have in relation to evidence gathering teams.

Round robin to highlight point and plenary debrief of items raised by the students.

Present a short film of a public disorder incident, during which the students are asked to highlight the evidential points seen. This to be followed by a plenary debrief of possible evidence gathering that could be/has been

achieved. Discussion on the importance of this evidence for post incident arrests -v- incident arrest and officer depletion from PSU strength.

## SESSION ELEVEN

Tabletop disorder scenario

A large tabletop is used (Sandford from OSPRE). The trainer taking the role of 'Bronze' will deploy the PSU commanders with objectives. The students will be required to make the relevant manoeuvres and record them as the incident progresses - [the use of helmets/radios should be considered]. The session should be video recorded. Plenary debrief at the session's conclusion.

## DAY THREE

## SESSION TWELVE

The students will be deployed as PSU commanders being replaced and debriefed 'on site' by the trainer(s) following each session. The students should be allowed to command the PSU through as many scenarios as possible throughout the day.



## TEACHING OUTLINES \_ PHASE THREE

### SESSION ONE (a)

#### SUBJECT

Background and gestalt.

#### Method

Didactic presentation of the background and rationale behind the commanders' course. An area that needs addressing in terms of overall training:

- PSU members are currently trained to nationally agreed CMS.
- PSU commanders have no national course.
- Bronze commanders currently trained on Bronze/Silver Course.
- Silver commanders currently trained on Bronze/Silver Course

followed by the ethos of the course in line with the programme set out and (if applicable) officer selection for the course.

Questions answered.

### SESSION ONE (b)

#### SUBJECT

Student introductions.

#### Method

The students are split into pairs or groups of three, dependent upon the number of students on the course. They should be tasked to interview their partner or another group member to elicit background/service details. [There will be no compulsion to provide personal information.] The preferred form of address of that person should be included together with reasons for course attendance.

## SESSION TWO

### SUBJECT

Needs, concerns, expectations.

### Method

Students asked to individually think of their needs (written) then grouped into pairs and a plenary flipchart to be prepared for each of the three dyads, the content of each to be addressed during the session.

## SESSION THREE

### SUBJECT

Debriefing of the introduction package

### Method

The students should be asked what they had gained from the IP and the opportunity offered to clarify any points raised in relation to either legislation, tactics or Health and Safety

## SESSION FOUR

### SUBJECT

Introduction to command structure

### Method

Three Groups - each of the three groups is given one of the command roles to research and explain to the other two groups.

Presentation by each group and plenary debrief.

[The presence of a Command Level Public Order Trainer may be of assistance in this session.]

## SESSION FIVE

### SUBJECT

Stages of a Riot

### Method

OHP or pre-prepared flipchart of stages of a riot.

Didactic input by trainers as to indicators on the 'riot curve' and via plenary session associate activities of rioters with the stages of a riot

## SESSION SIX

Specialist Tactics Available

### Method

Board blast:

*"What specialist tactics are available" with emphasis on the force represented by each student.*

The link is then made back to Session Four by the trainer in relation to authorisation levels • for the deployment/use of specialist/special tactics.

[Flexibility should be available at the time and should there be any queries in relation to the actual tactical deployment of officers that cannot be immediately answered, consideration could be given to group research of use of knowledge-based group work for clarification.]

## SESSION SEVEN

### SUBJECT

Briefing

Method

Introduction of the principles of briefing using IIMAC. (A handout may be appropriate.)

One group should then be tasked to prepare a briefing, e.g. 'Bronze' commander to PSU inspectors [[link to roles of Bronze Session 4](#)].

Two members of the group to whom the briefing was given are then asked to brief their respective PSU; these being represented by the other students split into two groups. Any differences should be highlighted, especially in the areas of objectives and tactical clarity. [Video feedback should be considered.]

## SESSION EIGHT

### SUBJECT

Stress

### Method

The session is intended to heighten the PSU commander's awareness of stress and its effect on officers. The indicators of stress and stress-related disorders should be highlighted, together with the support services available, i.e. counselling and post-traumatic stress disorder support.

[Consider specialist trainer input/handout re contact numbers - it should also be highlighted that PSU commanders will find themselves under stress at different levels and self-awareness is important.]

## SESSION NINE

### SUBJECT

First Aid / Health and Safety

### Method

Two groups:

1. Research and present duties of PSU medic.
2. Research and present Health and Safety implications for PSU commanders.

## SESSION TEN

### SUBJECT

Evidence gathering

### Method

Individual tasks to students to indicate the questions that they have in relation to evidence gathering teams.

Round robin to highlight point and plenary debrief of items raised by the students.

Short film of a public disorder incident, during which the students are asked to highlight the evidential points seen. This to be followed by a plenary debrief of possible evidence gathering that could be/has been achieved. Discussion on the importance of this evidence for post incident arrests - v- incident arrest and officer depletion from PSU strength.

## SESSION ELEVEN

### SUBJECT

Disorder scenario.

### Method

A large tabletop is used (Sandford from OSPRE). The trainer taking the role of 'Bronze' will deploy the PSU commanders with objectives. The students will be required to make the relevant manoeuvres and record them as the incident progresses - [the use of helmets/radios should be considered]. The session should be video recorded.

Plenary debrief at the session conclusion.

## SESSION TWELVE

### SUBJECT

Training exercise

### Method

The students will be deployed as PSU commanders being replaced and debriefed 'on site' by the trainer(s) following each session. The students should be allowed to command the PSU through as many scenarios as possible throughout the day. Command log records will be kept.

### **ASSESSMENT PROCEDURES**

**There will be continual assessment of the students throughout the course.**

The main area of knowledge will be that of the Public Order words of command and tactics that can be safely used. Students will be tested and assessed during the tabletop exercise on Day Two of Phase Three using the assessment sheet provided.

Each student will have an individual tutorial following the last session of Day Two, prior to taking command of the PSU in training on Day Three

### **QUALITY ASSURANCE & EVALUATION**

The pilot course will be monitored by both the training designer and an evaluation officer. Each student, at the conclusion of the course, will be asked to complete a questionnaire in relation to the course covering each of the phase, applicable to that particular student (Phase One optional).

The evaluation officer will prepare an evaluation report in line with National Police Training guidelines.

## **COURSE MANAGEMENT**

The course is designed to be delivered by officers who are the holders of a current Public Order Tactical Trainers' Certificate.

The venue should be appropriate to the phase, either at a regional training site or in the regional classroom training facilities for the appropriate area.

During Phase Two, the Introduction Phase, students should be provided with support by the use of a trainer's contact telephone number and the name of the present PSU commander who should be notified of the student's impending attendance on the course and perform a 'mentor' role if capable of doing so.

All administrative matters will be dealt with by the regional training administration in areas such as travel, accommodation, abstraction, provision of kit etc.

## **RESOURCES AND STAFFING**

Prior to the course running there will be a planning liaison meeting between the deliverers of the two-day PSU training (Phase One) and the Phase Three trainers if these are different officers. There will also be a meeting with the officer who will be initially running the PSU scenario training, prior to the arrival of the command student. [The training is of two days' duration and therefore the PSU commander trainers will not initially be involved in that training.] These meetings will be chaired by the regional public order training co-ordinator.

### **Phase One**

The course will require the use of a Public Order training site with sufficient trainers and safety officers for the training of CMS.

### **Phase Two**

Introduction package - only resource implication is the production and distribution of the package.



### Phase Three

This will require the use of a regional classroom and teaching facilities in terms of video recording and playback, flipcharts, OHP etc. Special needs will be the full-scale map of Sandford PSU serial indicators and person-to-person radio headsets for the tabletop exercise. The use of the Public Order training site as at Phase One.

### Phase Four

No resource implications. Will be part of a normal training debrief.

# **X I X**

## **Services Limited**

Security Sector Training and Evaluation  
Consultants

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To whom it may concern

My name is Leonard Gill I am currently the director of XI X services limited which specialises in training and evaluating security sector institutions and bodies around the world new sentence XIX services has worked in the UK Europe the Balkans the Middle East West and East Africa and South Asia evaluating the effectiveness of security sector institutions and both designing and delivering training to several administrations police armed forces and criminal justice bodies.

Between 1994 and 2000 I was a serving senior Merseyside Police officer seconded to national police training (NPT) in Harrogate North Yorkshire. NPT Harrogate at that time was responsible for developing designing and evaluating training solutions for all police

forces in England and Wales with regard to recruit junior and middle management and specialist training including police response to public disorder at all levels from the operational level through to senior strategic command.

At that time my post was designated head of training design and evaluation and I headed a mixed team of seconded police officers and specialist Civil servants charged with undertaking training needs analysis (TNA) designing training solutions piloting training solutions in collaboration with the association of Chief Police officers (ACPO) and police authorities and subsequently conducting audits and formative evaluations within police forces.

Between March 1995 and April 1997, I managed Mr. Stewart twig as a seconded police inspector from the South Wales Police Service. Mr TWIGG was specifically responsible for the development of Police responses to public disorder. He was my representative to the ACPO committees responsible for this portfolio and held regular discussions with those ACPO representatives designated in this area. Mr TWIGG was responsible for agreeing and conducting TNAs associated with this portfolio which ranged from the development of personal safety matters for operational Police officers, through to Police strategic responses at "Gold", "Silver" and "Bronze" levels and the management of Major Sporting Events involving Police officers at all levels up to and including Chief Superintendent. Mr TWIGG was also responsible under my direct supervision for design and subsequent ongoing evaluation of training solutions within the portfolio whilst

seconded to NPT up until his return to South Wales Police in April 1997.

During this period (1996/7), Mr TWIGG was required to conduct specification negotiations with Assistant Chief Constable (ACC) GREAVES of South Wales Police, then acting as the ACPO portfolio holder in respect of the management of public disorder. Mr TWIGG was solely responsible for the interface with this officer acting with my authority. The requirement of ACPO on behalf of the Police service was the design of a Police Support Unit (PSU) Commanders Course intended to train middle ranking officers to control and lead PSUs when managing public disorder in England and Wales.

Mr TWIGG conducted a large-scale TNA including data from around England and Wales and in addition within Northern Ireland with the then Royal Ulster Constabulary (RUC) and a considerable amount of desk top research. Mr TWIGG managed resources on my behalf from NPT and from ACPO designated Police Forces to gather and analyse relevant data and subsequently produced a training course for PSU commanders which went through a series of design stages including piloting in the South Wales Police Area which was supervised and managed by Mr TWIGG with support from myself and ACC GREAVES.

The course was initially evaluated and adopted following accreditation by NPT and by ACPO and adopted as practice by all Police Forces within England and Wales. The course was listed as a regional finalist (North East England Region 1997) in the National Training Awards. Since its adoption the course has been audited on a

number of occasions and until 2000 was considered fit for purpose and an exemplar of good course design within ACPO and NPT.

Yours faithfully

**Leonard GILL (Director XIX Services Ltd)**

To whom it may concern

I was employed as a police officer in the South Wales Police from 1973 to 2004, being promoted to the rank of inspector in 1984.

I was qualified as a public order training and worked regularly with the South Wales Police public order training department. One of the roles I undertook as a public order trainer was the training of officers to take command of public disorder situations.

During the time I was engaged in public order commander training I worked closely with Inspector Stuart Twigg who was also qualified to deliver public order commander training. During the spring of 1996, we were detailed to deliver a 'pilot' police support unit (PSU) commander' course at police HQ Bridgend.

Inspector Twigg was at this time seconded to National Police Training and had designed and developed a Police Support Unit commander's course.

Inspector Twigg and I co-facilitated this training course.

As part of this facilitation, a specific session was delivered in relation to leadership and command decision-making under stress.

The students were required to wear the full protective equipment that is issued to police officers to deal with situations of public disorder and run the short distance in order to simulate the physical exertion that would take place if operationally deployed with a PSU. The students were then placed in an area with a large screen and shown video footage of the

Broadwater farm riots of 1982, during which Constable Keith Blakelock was murdered. As the video was being shown, the

original recordings from the command room were played to the students through their radio headsets.

The students were then individually removed and required to make decisions in relation to policing of public disorder.

The students were then thoroughly debriefed highlighting the effects that decision making under stress was influenced by the officers' values and attitudes and the consequences of the values attitudes and emotions on decisions that they made.

This was in line with the ethos of national police training at the time, which commonly used the phrase 'training for reality'.

I maintained my engagement in policing training throughout my service and although at the time I was unaware of what is now referred to as 'immersive learning' this session devised by Inspector Twigg was clearly immersive learning.

The feedback from the students regarding the course and particularly the leadership / decision making session was very good.

As the public order trainer at command level I found this pilot course and in particular the immersive learning session, innovative and developmental. It provided the students with a very good understanding of the impact values and attitudes could have on their decision- making in such situations.

P J M Davies

## **APPENDIX 2**

### **Curriculum document - Community Partnership courses.**

<b><u>Contents</u></b>	<b><u>Page</u></b>
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Rationale

Aims and Objectives

Content and Structure

Session Outlines

Lesson Plans

Trainer Notes

Assessment procedures

Resources

Module Management



## **Rationale**

The design and implementation of Strategic Community Partnerships module is aimed at addressing the training needs of members of the Basic Command Units (or equivalent support department) in negotiating and strategically managing multi-agency partnerships with statutory partners, in line with legislative requirements; other statutory agencies; voluntary and non-governmental organisations. This will be in line with the national Competency Framework and the National Occupational standards.

This will be facilitated to a multi-agency course. An entry requirement for the police staff attending will be to be accompanied by a member of staff of another agency with which they work on a regular basis at the same authority level as themselves.

Entry to the course should be either via the intermediate CDRP course or evidenced CPD to the appropriate level in line with the national framework. There will be no formal assessment during the course, however students are encouraged to record evidence in support of their own continued professional development.

## **Aims and Objectives**

### **Aim**

This module focuses on managing and monitoring the effectiveness of the partnerships between police, key local agencies and the community in reducing crime and disorder and improving neighbourhood safety.

## **Objectives**

- ▶ Describe how to manage partnership agreements that address local community and agency needs and contribute to the reduction of crime and disorder
- ▶ State the importance of identifying, developing and sustaining effective working relationships with the local community representatives and agency stakeholders.
- ▶ Identify how allocate of appropriate finance and resources to implement the strategy
- ▶ List other agencies' responsibilities, accountabilities and values and use this understanding to achieve win-win outcomes through effective consultation and negotiation.

## **Content and Structure**

The duration of the module will be three days of classroom-based activity with a specific link to the activities undertaken in (or evidenced via CPD) the intermediate course relating to Crime and Disorder Reduction Partnerships. The module may and should be delivered on a regional basis dependent upon customer needs.

Co-facilitation with a member of the training staff from the Home Office Crime Reduction College at Easingwold has been negotiated and will commence in 2004.

## **Day One**

Student reception and administration together with introductions and Concerns Needs and expectation of students

Coffee

Input from a Home Office representative in relation to the government strategy and proposed developments in the partnerships arena, followed by a structured debrief identifying issues that will have an impact or bearing on the strategic role of the police service.

The speaker should be invited to stay for lunch and facilities provided for interaction between the students and speaker in this less formal setting.

Lunch

Structured input from a senior police officer with experience in the negotiating, developing and managing of strategic partnerships. Highlighting the benefits, possible benefits, pitfalls and possible pitfalls supported with relevant examples.

Tea

A de-brief should then take place to develop the issues raised by the speaker. The speaker should be invited to stay for the buffet that evening providing for interaction between the students and speaker in this less formal setting.

A presentation in relation to data cleansing is provided by 'infoshare' a data tracking and cleansing company that has and is used by forces throughout the country in relation to providing accurate data for strategic planning purposes.

Following a reasonable break, the delegates are required to attend a short

evening presentation relating to the Regional Government office secondees', which outlines the roles and responsibilities of the seconded officer and the support they can offer at a strategic level. This is followed by a buffet evening meal at which the seconded officers who will have direct interaction with the delegates attend providing a semi-structured environment for discussion and networking.

The delegates are required to study during the evening a task being provided in relation to data usage and sharing.

### **Day Two**

De-brief of day one together with facilitator led highlighting of 'workplace related learning from the first day and clarification of any issues raised by the students.

Followed by a de-brief of the task given to the delegated the previous evening

Coffee

Structured input from a senior local authority officer (deputy CEO or CEO of a reasonably sized local authority with experience in the negotiating, developing and managing of strategic partnerships. Highlighting the benefits, possible benefits, pitfalls and possible pitfalls supported with relevant examples.

The speaker should be invited to stay for lunch and facilities provided for interaction between the students and speaker in this less formal setting.

Lunch

Case study and group work / presentations

Tea

Case study and group work / presentations

Evening meal

The delegates are required to study during the evening, a task being provided in relation to the report published on the death of Victoria Colimbie.

### **Day Three**

De-brief of day two together with facilitator led highlighting of 'workplace related learning from the first day and clarification of any issues raised by the students.

Followed by a de-brief of the task given to the delegates the previous evening

Structured input from a senior voluntary sector officer currently the NSPCC, (level of deputy CEO or CEO of a national or multi county organisation with experience in the negotiating, developing and managing of strategic partnerships). Highlighting the benefits, possible benefits, pitfalls and possible pitfalls supported with relevant examples.

The speaker should be invited to stay for lunch and facilities provided for interaction between the students and speaker in this less formal setting.

Coffee

Structured input from a senior police officer involved in the management of the 'Tower' project in Lancashire. The project has been running for two years and is highlighted as good practice by both the PSU and the HMIC.

The speaker should be invited to stay for lunch and facilities provided for

interaction between the students and speaker in this less formal setting.

Lunch

Module de-brief and closure.

Day One

Module name: Strategic community Partnerships

Lesson developed by Stuart Twigg

Subject Introductions and administration

Duration: approx. 70mins

Aim: Cover necessary administrative and health and safety matters

Allow students to undertake structured introductions of their partners to the other member of the group.

Give an overview of the contents of the module and contextualise the three days in relation to the stated learning aims and objectives

Module name: Strategic community Partnerships

Lesson developed by Gordon Faulkner and Stuart Twigg

Subject The role of the Home Office

Duration: approx. 50mins

Aim: To inform the students of the current developments within the home office and allow them the opportunity to input to the development process and ask questions directly of the Home Office.

Module name: Strategic community Partnerships

Lesson developed by Bob McAlister and Stuart Twigg

Subject   The Police perspective  
Duration:    approx. 100mins  
Aim:         To give the students the 'police perspective' in relation to strategic community partnership working

Module name:   Strategic community Partnerships  
Lesson developed by                                 Pamela Mitchell - Infoshare  
Subject   Making sense of data  
Duration:    approx. 50mins  
Aim:         To give the students the possibilities in relation to data collection and sharing together with the legal and legislative requirements and standards.

Task sheet

### **Evening Exercise**

*From the speakers you have heard today, consider the information in relation to the work you are currently undertaking and please answer the following questions.*

*Whilst the questions are about your own situation, there will be a feedback session tomorrow and an opportunity to discuss any issues or questions that occur to you from this exercise.*

Identify an area of work where improved, integrated, cross agency data collection would assist you in strategic planning and/or service delivery?

What would be the two main advantages of more integrated data collection?

Which agencies would you wish to involve in this work? (Please list as many as you think of)

For the first two agencies on your list, how might you go about encouraging them to participate in multi-agency data collection?

For the last two agencies on your list, how might you go about encouraging them to participate in multi-agency data collection?

What might the advantages be of involving voluntary agencies in this work?

How would you go about involving voluntary agencies or other groups and grass roots projects in this work?

#### Liaison meeting Evening Day One

A buffet evening meal is provided for the delegates and the appropriate regional government office seconded police officers are invited to attend.

A short presentation is made by one of the seconded officers and this is followed by informal group discussions in relation to current issues and initiatives taking place within the regional areas of the module delegates.

The discussion is on an informal basis the room provided being sufficiently large to accommodate the delegate and the regional seconded officers.



## Day Two

Module name: Strategic community Partnerships

Lesson developed by Stuart Twigg

Subject Work place related learning and development

Duration: approx. 20mins

Aim: To link to the use of learning logs (if used by the delegates) and to elicit and re-enforce 'work place related leaning' from the previous days' sessions.

Module name: Strategic community Partnerships

Lesson developed by Stuart Twigg

Subject Evening exercise day one

Duration: approx. 20mins

Aim: De-brief the exercise given to the student at the conclusion of day one in relation to data sharing

Module name: Strategic community Partnerships

Lesson developed by Julia Wickson and Stuart Twigg

Subject The Local Authority perspective

Duration: approx. 100mins

Aim: To give the students the 'local authority perspective' in relation to strategic community partnership working

Module name: Strategic community Partnerships

Lesson developed by Stuart Twigg

Subject Case study exercise

Duration: approx. 20mins

Aim: Understanding of the multi agencies strategic working from the perspective of other agencies, involved in the area of multi-agency work dealing with Domestic Violence.

### **Case study day 2**

Deanshire is a large county with one major urban area covered by a unitary authority and three district councils with a mix of urban densely, populated areas and rural, sparsely populated areas.

There is a very active crime and disorder reduction partnership (CDRP) in the unitary authority and they have been particularly successful in securing local, national and European funding for initiatives.

The CDRP's in the other districts seem to be active but they have experienced difficulties securing funding, even though their needs and deprivation levels are not that different from those of the unitary authority.

One of the CDRP's is not coterminous with the police boundaries and it spans two Basic Command Units.

Currently there is a domestic violence forum in the unitary authority that seems to be working well. It is a practitioner based forum chaired by an independent chair.

Two of the CDRP's have regular working party meetings to deal with violent crime and this includes discussion around domestic violence. It is not a

domestic violence forum but a discussion of crime and includes the main voluntary agencies involved in addressing domestic violence.

The other CDRP wants to set up a local domestic violence forum, but it is unsure how it would link in with the other groups, forums and the wider strategic agenda.

There was a county-wide domestic violence forum that was meeting up until six months ago. It included representatives from all the CDRP and acted as a forum to share information and then feedback. However, due to difficulties within the group, it was decided that this forum should be suspended.

Some people question the need for a county domestic violence forum, believing the local approach is sufficient. Others consider the county forum provides the overview and critical strategic focus for the work, particularly where agencies are working across all the boundaries.

There is a social services department for the unitary authority and a social services department for the rest of the county.

Deanshire police cover the entire county.

The Probation service also cover the entire county of Deanshire.

There is a Deanshire health authority where there are three Primary Care Trusts.

There is a county-wide area child protection committee and a county-wide vulnerable adult protection committee. These seem to be working well but in isolation, with no senior group to report to.

A meeting has been called to discuss the structures to support effective work to address domestic violence. However, before the meeting you wish

to gain the views of some colleagues and to develop better understanding of the issues.

There are a few questions you wish to discuss.

Case study Follow up

You now wish to gain a better understanding of the views of other stakeholders involved in addressing domestic violence. Although you work with some of them regularly, you wish to think through several questions and how they might respond to them. There is a need to be prepared to answer their concerns and be able to see their perspective on issues.

### **Questions to gain a wider perspective**

*You are senior practitioner with management responsibility for the CDRP, please discuss the following questions to gain a better understanding of the issues facing other agencies:*

From the perspective of other stakeholders<sup>1</sup> where might they see domestic violence fitting into the existing strategic frameworks and what might the reasons be for this fit?

What issues are there for agencies that work across all the areas, (like the police, probation service, health, victim support) and those that are confined to the unitary authority?

How might these issues be best managed to facilitate sharing of good practice and working across boundaries?

*Some voluntary agencies consider that domestic violence is only on the agenda due to increased pressure to improve responses to child protection issues and that domestic violence, where there are no children involved is being marginalised.*

How might domestic violence groups effectively interact with other groups, such as the Area Child Protection Committee and the Vulnerable Adults Protection Committee, which have a county wide remit?

*Another concern from some agencies, both voluntary and statutory, is the data that is being collected on domestic violence. Whilst the data being collected by the police has improved in its accuracy, it only captures a partial number of cases. Not every case of domestic violence or person experiencing domestic violence reports it to the police. There is a recognised need to develop improved data collection and data sharing.*

What issues may the different agencies have in developing a more consistent approach to data collection and data sharing? (You may find it helpful to think about the agencies in categories, such as voluntary and statutory, etc.)

How might these issues be addressed individually as agencies and as members of a partnership?

What approaches might you wish to see being developed?

Strategic community partnerships

### **Task sheet**

You have been provided with a copy of the 'Victoria Colimbie' Inquiry summary and recommendations

Please review the document with your partner from your workplace and highlight an area that will impact upon your multi agency work and how this could / will be introduced.

Be prepared to present your findings to the other students.

### Day Three

Module name: Strategic community Partnerships

Lesson developed by Stuart Twigg

Subject Evening exercise day two

Duration: approx. 20mins

Aim: De-brief the exercise given to the student at the conclusion of day one in relation to the review of the summary and recommendations of the Laming report into the death of Victoria Colimbie.

Module name: Strategic community Partnerships

Lesson developed by Kevin Gibbs (NSPCC) and Stuart Twigg

Subject Role of the voluntary sector

Duration: approx. 1 hr 20mins

Aim: To give the student the voluntary sector perspective of SCP through the work of the NSPCC using the current working of the Woman's safety unit at Cardiff.

Module name: Strategic community Partnerships

Lesson developed by Stuart Twigg

Subject Course closure and de-brief

Duration: approx. 50mins

Aim: De-brief of the module and feedback from the delegates.

## **National Police Leadership Faculty**

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### **Module Title**

STRATEGIC COMMUNITY PARTNERSHIPS

**Duration** 3 days

### **Aim**

This module focuses on managing and monitoring the effectiveness of the partnerships between police, key local agencies and the community in reducing crime and disorder and improving neighbourhood safety.

### **Objectives**

By the end of this module the participants will be able to:-

Describe how to manage partnership agreements that address local community and agency needs and contribute to the reduction of crime and disorder

State the importance of identifying, developing and sustaining effective working relationships with the local community representatives and agency stakeholders.

Identify how allocate of appropriate finance and resources to implement the strategy

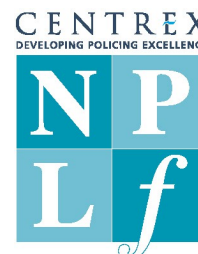
List other agencies' responsibilities, accountabilities and values and use this understanding to achieve win-win outcomes through effective consultation and negotiation.

Who should attend?

Members of BCU senior management teams who have responsibility for creating strategic community partnerships in a multi-agency environment in order to reduce crime and disorder and improve community safety.



**National Police Leadership Faculty**



In the following questions, we are seeking to identify the training needs of senior officers, moving from tactical planning and implementation of policy to the development of strategies, specifically in the context of multi-agency and partnership working with senior executives from crime reduction and community safety partnership agencies.

Honest appraisal of your needs will help greatly in determining the course content and delivery methods employed. Since this questionnaire has been electronically delivered and tracked, it will be attributable to the named recipient, but you have our assurance of the complete confidentiality of your personal responses. The data will be anonymously aggregated and only non-attributable, generic conclusions will be taken into open forum.

**Please consider the following competence statements in the context of the needs of managers required to fulfil the activities described in the National Competency Framework activity statements:**

BCU Commander activity 130;

Manages partnership agreements, which address local community and agency needs and contribute to the reduction of crime and disorder.

and

ACPO activity 945;

Actively seek, develops and maintain productive relationships with a wide range of partners to facilitate crime reduction and enhance community safety.

How sure are you that your policies, strategies and performance will bear favourable scrutiny by Government agencies (E.g. Home Office PSU, HMIC, Audit Commission etc.) in connection with the following areas of managerial competence?

Please rate the statements on a scale of **1 – 5, where 1 = unsure and 5 = very sure.**

Please also write any concise, relevant comments related to your perception of personal or generic training needs in the area of the specific competence referred to.

		Unsure - Very sure				
<b>Competence – output</b>	<b>NOS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
“The promotion of peoples’ equality, diversity and rights.” (Remember: in connection with partnership working at strategic	1A2					
Any comments related to your perception of training needs in this area?						

		Unsure – Very sure				
<b>Competence – output</b>	<b>NOS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
“Enable groups, communities and organisations to address issues which affect community safety	1B3					
Any comments related to your perception of training needs in this area?						

		Unsure – Very sure				
<b>Competence – output</b>	<b>NOS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
“Enable workers and agencies to work collaboratively.”	4H1					
Any comments related to your perception of training needs in this area?						

		Unsure – Very sure				
<b>Competence – output</b>	<b>NOS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
“Assess, negotiate and secure sources of funding.”  (Remember: in connection with partnership working at strategic	4A6					
Any comments related to your perception of training needs in this area?						

		Unsure – Very sure				
<b>Competence – output</b>	<b>NOS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
“Establish, maintain and use relationships with the media to explain and promote the agency	4F2					
Any comments related to your perception of training needs in this area?						

		Unsure – Very sure				
<b>Competence – output</b>	<b>NOS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
“Establish strategies to guide the work of your organisation.” (Remember: in connection with partnership working at strategic	4A1					
Any comments related to your perception of training needs in this area?						

		Unsure – Very sure				
<b>Competence – output</b>	<b>NOS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p>“Evaluate, prioritise and review demands for services.”</p> <p>(Remember: in connection with partnership working at strategic</p>	1B2					
Any comments related to your perception of training needs in this area?						

		Unsure – Very sure				
<b>Competence – output</b>	<b>NOS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p>“Set and manage local media strategies.”</p> <p>(Remember: in connection with</p>	4F1					
Any comments related to your perception of training needs in this area?						

		Unsure – Very sure				
<b>Competence – output</b>	<b>NOS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
“Manage change in organisational activities.” (Remember: in connection	4A3					
Any comments related to your perception of training needs in this area?						

		Unsure – Very sure				
<b>Competence – output</b>	<b>NOS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
“Evaluate and improve organisational performance.” (Remember: in connection with partnership working at	4A2					
Any comments related to your perception of training needs in this area?						

		Unsure – Very sure				
<b>Competence – output</b>	<b>NOS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
“Develop one’s own knowledge and practice.”  (Remember: in connection	4C2					
Any comments related to your perception of training needs in this area?						

		Unsure – Very sure				
<b>Competence – output</b>	<b>NOS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
“Chair and participate in meetings.”  (Remember: in connection	4D4					
Any comments related to your perception of training needs in this area?						

Please add any constructive and developmental comments you may have in terms of what you would like to see addressed in a course for BCU commander’s, focussed on multi-agency and partnership working.

Thank you for your time and consideration in this matter. Your comments will be of direct value in developing this vital aspect of BCU work.



To whom it may concern

Between the period of 4<sup>th</sup> February 2002 and 22<sup>nd</sup> November 2005 I was employed at the National Police Leadership Centre at the Police Staff College, Bramshill There I led the team who devised, wrote and delivered the Senior Police Leadership Development Programme (SLOP) and one of my staff was Mr. Stuart Twigg. Each member of the team was asked to write, create, develop and deliver a module of the programme and Stuart was very keen to introduce a new and innovative approach to Community Partnerships.

The SLDP is a national programme aimed at police officers of ranks between Chief Inspector and Chief Superintendent and police staff equivalents. The programme it replaced was aimed at police officers only and the team were determined to create a more inclusive programme.

Stuart took this inclusion to an improved level when he designed the Community Partnership module, for which he was responsible, by introducing a requirement that police employees would attend the programme with a non-police participant from a partner organisation. This added a richness of diversity and experience that all participants benefitted from and received highly favourable feedback, both from participants and HMIC inspections.

This innovative approach was later integrated into a module of the Strategic Command Course (SCC); the obligatory programme for officers wanting to progress to Assistant Chief Constable and above.

When managing the Community Partnerships programme, Stuart introduced delivering this together with a non-police associate facilitator; Mr. Terry Smith. Terry was an experienced facilitator with a commercial background, which introduced a different and valuable dynamic to the programme. Stuart had already created a case study that formed the basis of this module and this was continually reviewed and added to during the time he was managing this module.

Due to the relevant learning outcomes and method of delivery, it would be fair to say that the reputation of this module spread and it became one of the most popular modules to attend.

**A Wingrove.                      Director Blue Lion Coaching**

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**Development of SLDP II Strategic Community Partnerships Module and subsequent transfer of some of the principles to the Strategic Command Course.**

I worked with Stuart Twigg on the redevelopment of the Senior Leadership Development Programme II on or around 2005 - 2007. During that period Stuart was specifically developing a module called Strategic Community Partnerships (SCC) which was aimed primarily at Chief Superintendents who were aspiring to Chief Officer Rank and who were seeking further professional development. Under Stuarts innovative approach the course required that the senior police officers who attended must bring one of their strategic non police colleagues who worked in a partner agency with them. The aim was that they would develop a shared understanding of a multi-agency problem which could be developed during the course. The learning would then be transferred back to their place of work and implemented back in the Basic Command Unit (BCU) or Borough where they based.

After Stuart left Bramshill in 2007 I moved role and became course manger and co-designer for the Strategic Command Course (SCC). The SCC is the most senior policing course in the UK and aims to develop and prepare a select group of Chief Superintendents to become Assistant Chief Constables in provincial forces or Commanders in the Metropolitan Police. I was part of a small design team for the sec and from 2007 - 2012 and during this time we transferred the idea of encouraging closer working relationships with external partner agencies from the SCP to the sec.

Consequently, we developed a consultancy based intervention whereby delegates on the sec had to work on a specific question set by a Chief Constable and in order to do that they were required to visit the host force for up to one week and engage with both internal departments within the force as well as external partner agencies. Typically, these might include social services, police

authorities (which in turn were replaced by Police and Crime Commissioners) local authorities and drug action teams. This process encouraged senior police officers to engage with external partners during their visits and work together to assist the Chief Constable sponsor by devising realistic solutions to their particular consultancy question. This approach became very popular with both the sec participants and also the sponsoring Chief Constables from all over the UK who were being provided with a free consultancy service by small groups of highly motivated and capable individuals.

### **Note on access to archive data within the College of Policing**

During my final year at Bramshill (2012) I was asked to access archive data from the Strategic Command Courses that had been run at the college around 2003 - 2005 as part of an ongoing enquiry which has since been concluded. At the time it became apparent that due to the changes in the status of the college from National Police Training to Centrex to the National Police Improvement Agency to the College of Policing, much of the archive from that period had been destroyed or deleted. This included both hard copy material as well as electronic. My understanding of the reasons for this were twofold; first electronic records were deleted due to restrictions on carrying data over from one organisation to the next. Second there was a 5 or 7 year time limit on how long hard copy documentation had to be retained. The change in the requirement to keep documentation from 7 to 5 years occurred sometime during that period.

Simon Knapman BSc (Hons), MEd, MSc.

### **APPENDIX 3.**

#### **Transcribed record of interviews in relation to cascade training of public order tactics from the Police Service of Northern Ireland.**

The interviewers' questions have been italicized and highlighted in yellow to assist the reader.

#### **Interview with respondent 1**

Interview with respondent 1, public order trainer, in relation to attendance at the police service of Northern Ireland, for the purposes of cascade training of the police service of Northern Ireland public order tactics to the forces of Dyfed Powys, South Wales and Gwent.

*Before we start can I just check before we start that you are happy to be interviewed in relation to this research and that the data will be dealt with confidentially and your anonymity protected where possible and that you understand you can stop at any time?*

Answer – yes, no problem.

*Question - Could you explain to me how offices including yourself were selected to undertake this role?*

Answer - we had a list of officers were involved in deployments to Northern Ireland in 2013 for the G8 deployment and for the marching season mutually deployments remove those individuals who had carried out the training at Longmoor in Hampshire. So, it wasn't reinventing the wheel as such the officers involved had an insight into the tactics involved offices some of those guys are no longer involved in public order. They were put on the list and then some work was done regionally but basically previously having been involved in public order to be honest. Some individuals who

were not really suited for the training we were going to carry out one lad

six-foot four and 19 stone physically well-suited but didn't enjoy his deployment to Northern Ireland. So, we went with experience and those who wanted to do it.

*Question - how were you selected to go as the trainer?*

Answer - well basically in our little unit here there is me as a public order CBRN trainer another trainer and public order and another trainer and that leads on Taser. The PSU lead wasn't available at the time, so the inspector asked me if I'd like to go. Firstly, will be willing to take on the role and then go over to the training at Steeple barracks which I was because I really enjoyed going over there.

*Question - so you have been selected and you are going what preplanning and preparation was prior to your deployment including any pre-learning or distance learning that you had to do?*

Answer - basically what I've done is I've gone on to the college policing website where they have the B3 tactics to Northern Ireland models and I printed them off and looked at them and refresh myself as obviously I carried out the training down in Longmoor a couple years ago and it's just a case of, well I been doing public order and over about 10 years basically the tactics are very similar but different if that makes sense it's just a case of refreshing your knowledge and then getting yourself ready to get on with it. As for planning going over the actual training that was done by the inspector at South Wales police.

*Question - so as part of this prep apart from the stuff you printed off were you given any hand-outs or any AV stuff videos audio or visual aids?*

Answer - not so many videos I know I was sent a lesson plans from the inspector over at PSNI and a few other bits and bobs from them and then it was a case of a bit of U-tube searching which is a great tool.

*Question - and you did that yourself, did you?*

Answer - absolutely. We use U-tube hell of a lot for Taser Hazmat stuff U-tube is a great tool for us it really is.

*Question - I understand also that when you arrived on the first day in PSNI you were given some support material?*

Answer - yes, we were given some support material manuals that sort of thing I'm basically a layout of what we were going to be doing previous to what we would be doing to get yourself ready for the next day.

*Question before we actually get into Northern Ireland stuff as there were officers identified from South Wales and Dyfed Powys to pre-deployment meetings pre-deployment conferences?*

Answer - we had one or two meetings I knew the trainer from Dyfed Powys anyway she was on my Land Rover back in the marching season in 2013 so I knew her personally I'd never met the South Wales trainer before but we a couple of chats exchanged e-mails and phone calls probably that's where we get most of our knowledge working with our peers. You know what your needs fears expectations of what you expect what you need. Talking about it rather than having it cascaded down.

*Question a quick one I missed earlier. Your academic training qualifications?*



Answer - police wise or other -nothing higher than GCSEs a national public order trainer since 2004 national CBRN instructor national Taser instructor and I teach officer safety training

*Question - in terms of when you got there on Monday did they provide you with any other support material?*

Answer - other than not that I can think of whether they gave us another manual on top of what we already had I'm not sure.

*Question - can you just run with the sequence for the Monday Tuesday Wednesday?*

Answer - what we basically did once we arrived they placed us in our accommodation which was excellent Hilton very nice accommodation in PSNI there are obviously the security concerns we were told not talking job in the bar no uniform to be worn to from the hotel (explanation re PSU kit) the next day then is basically taken us as students through all the difference tactics well not all the different tactics were some tactics we couldn't do water cannon tactics AAP runs that sort of thing in a very very basic PSNI tactics bit of a walk-through talk through just to get the SP on it I suppose just a bit of a refresher

*Question - Yes, so from your previous deployment you mean?*

Answer - Yes.

*Question - during that walk-through talk through what seemed very much hands-on, or were there visual aids and or videos used?*

Answer - we didn't use videos as such however when we did the vehicle deployment lesson it's very hard to do that without first doing either a PowerPoint or a whiteboard to basically visualise how the vehicles and

deployed in the lines or line abreast because there are so many different vehicle tactics they use over there in PSNI. Basically it's good to see something on a NOBO board or a wall and then you can go outside and have a little look at how the vehicles are positioned. To do it off the cuff without that first little bit of visual lesson it can be very very hard to get your head around it because there's so much involved. So, what the guys did the trainers is they sat us down in the classroom and they had the magnetised laminated cards and they just move them about on the board and showed us exactly what we might be expected to do which was good.

*Question - but there were no videos or footage that had been captured, a bit like your U-tube stuff, used?*

Answer - no.

*Question -so spent most of the day doing that. What was the debrief focused on?*

Answer - the debriefing was focused on mainly what we were going to be doing the next day. Obviously, we were given specific lessons that we were expected to teach their level II guys that were coming the next day. It's a bit different over there in that their level II guys only get one days training a year. Whereas our guys get four. I think the rationale behind that is because they've got such a big TSG over there. So, if there's anything pretentious and marches that need level 1 policing then they've got lots and lots of TSG officers, it's their bread-and-butter that's my thoughts behind it anyway. The level 2: came the next day and what we were basically doing was setting out who was doing what to basically take the level 2 guys through on our own as the trainers will obviously the PSNI guys helping us and assisting

us should we need a little bit of International rescue if you like with a couple of little tactics but it was we were basically told this is your day you run it and that will give us the experience then to cascade it down when we get back to the regions.

*Question - and how did that go?*

Answer - very good yeah very good in fact. I would have liked to have done a little bit of work with the water cannon because the guys that we trained especially the South Wales guys have never ever seen a water cannon and it is a lot involved in it. It is quite a dangerous tactic in that if you get your timing wrong if you stand out in front of the water cannon and the cannon is on and it hits your shield that's your shoulder dislocated. And a couple of little things like that could probably have been brought in because ultimately if we did get deployed this year for the marching season that water cannon is going to be in play on nearly everything they do over there because they like the distance. So, there could be an issue where we might be sending public order officers over to Northern Ireland without experiencing water cannon and I wouldn't like it for it to be their first experience outside the Ardoyne shopfronts with a water cannon an inch from their backside which is what happens. So, I probably would have liked to have done that

*Question - a bit like horses over here if they haven't been trained to work with them?*

Answer - exactly like the officers because we haven't got a mounted section do not get a lot of exposure to horses yet we have Newport County play Portsmouth and Bristol Rovers and that sort of thing really good day for public order policing and we bring in horses but the guys have never trained

with them so there's a little bit of you know we try to train for reality yet we're not giving these officers enough exposure to the tools that we can use.

*Question I understand also that it is not an eight-hour training day over there?*

Answer - over there no what they basically do and something that I liked they basically teach the guys all their tactics and lessons in the day and then for a little bit of a consolidation exercise if you like they will have one PSU versus another PSU one will be cops one will be rioter's half time swap over and go again. Something I am trying to bring into Gwent because we tend to train too many PSUs together at any one time and it makes it a lot harder for the trainers it makes it more training resource intensive and I would particularly like to do to trim ours down to just have two PSUs training. This would take a few more days granted but it would probably have a little more extraction from division maybe I don't know but I liked the way they did it over there. Ultimately, they have got more PSUs than anybody else in the country but they only train two at a time and I think the quality of the training was better because of that.

*Question - were their senior officers involved in the training?*

Answer - no I didn't see any.

*Question - of the training that you delivered the following your initial tranche of revision any video footage taken or used in relation to either the training all the debriefing?*

Answer - no none at all.

*Question - what would your views be on that?*

Answer - I'm all for it because ultimately if especially as a trainer who trains trainers if you're going to debrief a trainer and say listen then there's no argument. It's something we've taken into teaser training if I take an officer in for an assessed scenario will use GoPro so that if there are any arguments you've got the footage on our 'go pro' so we can get a trainer to have a little look at the footage to answer the question. So, I think little things like that would be a massive benefit especially for debriefing

*Question - go pro is your body worn?*

Answer - yes.

*Question (summary) so you go out to there have your training you then deliver the training your debriefed of you on the training day. The feedback was in relation to?*

Answer - not a massive amount of feedback if I'm honest I think all they were after was our ability to deliver PSNI tactics. Not so much the quality of those tactics but the fact that we were delivering the PSNI tactics and everybody 12 I think it was the 12 trainers there were no issues with any of the trainers they were all happy with them. Whether the quality was there was no feedback for that they were just happy that we could do what we could do basically.

*Question for as long as you had the tactics, right?*

Answer - yes because ultimately if you are training the wrong tactics come a live deployment there's going to be a problem

*Question - absolutely yeah. So back the following day?*

Answer - yes, we were back the next day yes.

(Short discussion about the financial issues in policing at the current time)

*Question - are what materials did you come back with in relation to your responsibilities to cascade of this training to your officers?*

Answer – only what had been originally given us and I got together with the other two, it was a little bit hijacked if I'm honest, in that regionally we should only ever deploy four PSUs, that is our regional commitment to the police service of Northern Ireland and they wanted four PSUs trained that is the maximum we will never send any more than four which is some sort of agreement at the strategic level. However, I believe that South Wales decided that they wanted everybody trained which is a little bit goes against what we were asked to do in the first place. So, we are now expected to train 10 PSUs plus a Gwent PSU and Dyfed PSU. So, we ended up training 12 or 13 PSUs in the police service of Northern Ireland tactics which wasn't required. If I'm honest it made it very hard to train that amount, and I mean we could only come down on Thursday or Friday and we ended up training six PSUs on one day in these tactics and it was far too much.

*Question - clearly not in line with the numbers required by the PSNI?*

Answer - well no and I spoke to Reg about it and he said well it's out of my hands so someone right at the top level must've said rather than take a small group of officers and deploy those to Northern Ireland we will have a big group of officers and we can pick and choose and lessen the burden, which is great organisationally but for us as trainers I think it's spoilt it a little bit. I was a little bit well, we put a lot of work into it going over to Northern Ireland for that

(Short discussion in relation to the decision-making process for the training of all South Wales PSUs)

*Question - can I just take you back a stage. You go to Northern Ireland's you come back I understand that you and two others trained your trainers before they trained the PSUs the cascade system can you explain that cascade system to me?*

Answer - well basically what we've done basically is got the regional trainers together one of my guys from Gwent about 12 South Wales police I'm not sure about Dyfed I think they brought one or two up. and what we were basically doing was exactly what the guys did to us over in PSNI going through all the tactics at a slightly slower pace when you can sort of pick brains can say right how would you know deliver this lesson? So, we give them the lesson and then point out the pitfalls and the developmental bits and bobs that I would pick out if I was teaching that lesson to level II officers and at the same time the trainers are asking me Question - s about the way I'm delivering so that they can then pass that on to the guys the level II guys that they will be training.

*Question - I want to just play with that for little bit if you don't mind. So how many Gwent officers did you bring along to the cascade training requirements for the trainers. So, you went over you came back how many of your guys were in the group of trainers that were trained to deliver these tactics? And again, how many Dyfed Powys?*

Answer - I don't think there were any from Dyfed Powys

*Question - so many in total were trained?*

Answer - 12 or 13

*Question - so?*

Answer – two plus myself.

*Question - so you're talking about training 10 or 11 S. Wales offices as opposed to just one from Gwent and none from Dyfed Powys. So, the DP trainer was going to do Dyfed you and the other officer were going to do Gwent and then you have South Wales with 10 officers?*

Answer - because they decided they would train everybody they then need to train up. Because their training basically. PSNI training was going to be a bolt on to level II training because you have got to be level II compliant to go to the PSNI. What South Wales did was decided they would not do level 2 training they would do the PSNI tactics instead which again did not sit very well with me because ultimately, they will have trained 10 PSUs or 12 PSUs in Northern Ireland tactics but now their level 2 compliance is out do you see where I'm coming from?

*Absolutely.*

Answer - I could not get my head around what they were trying to achieve whether it was a moneymaking process where they could probably see, hang on a sec we can send maybe four PSUs to Northern Ireland and get the mutual aid back for that rather than just sending 2 I don't know. Maybe that's me being a bit silly I don't know but it just didn't, I think it was a bit of a mishmash. Because my guys did their level II training that week and then the ones we picked to do the PSNI tactics would go down later in the week and do it as a bolt on. So, I suppose that their public order heads are already on all they've got to now, and the majority of people we have sent from Gwent were the support group and level one. With just a couple of level 2 to boost it up to 25. So, most of the guys were trainers anyway.



(Short discussion about organisational issues which impacted upon but were ancillary to the main issue of the training of the tactics)

*Question - can I just take you back into the training. Just for clarification you train the officers you did the cascade training for officers from Gwent Dyfed Powys and South Wales but again there was no video or audio or visual stuff used, and the training was not recorded?*

Answer - no.

*Question - so?*

Interruption again I don't think that down at St Athan the facility wasn't there and we certainly didn't have the time to do anything like that.

(Short discussion about attendance at the training at St Athan by myself)

*Question - So, in general the training when well within the constraints that you have described to me and the bits and pieces that went on in relation to it*

Answer - yes.

*Question - what I'm particularly looking at is the support and knowledge transfer issue in relation to the use of video and or AV support. So, on that particular point tell me how you checked that the officers who were training and the PSU officers who were being trained had picked up what you were delivering?*

Answer - well basically it comes down to your lesson being explained and demonstrated and practice and it's the practice bit, if you can get the guys to do a bit of a simple to complex drill whereby a little bit of walk-through talk through the tactic if they are starting to get it you can up the pace a little bit put a little bit more pressure on them so that they get it a bit more and then your next practice then maybe introduce some blocks maybe

introduce rioters and if they are really looking good you can bring them into a consolidation exercise. It's all a case of checking how good your officers are doing through that process. If they are not getting it at the start then you have got to go back and say why are we not getting it what are the issues we are having, who can see the problems. It's all about getting them to give you the answers at the end of the day. Basically, other than filming them or watching videos it was the only way we could do it. It's exactly the same when we do our training up here other than our teaser training when we record the assessments the only way we can do that is by the trainers watching the individuals doing the tactic if they are getting the tactic right then we don't flog a dead horse we don't need to all that does is everybody gets demotivated. If they are getting it right then we move on if they are not then we go back and practice it again and do a bit of fault finding where are the issues where are we going wrong, I'm not doing this he's not doing that. Right let's do it now let's have another go. If then it's right happy days.

Great

*I'm just going to summarise what you told me about PSNI. So two others and yourself are selected for obvious reasons in your case and get a bit of a briefing a pre-brief you get the beef three tactics and you download it and you look at a bit of You Tube stuff you have pre-deployment meetings with all go over there and you're met you have a briefing from the PSNI along with the other officers who have been selected from whatever force you are then given a day's training by the PSNI in relation to the tactics although you yourself have previous experience of being actually deployed into Northern Ireland following that day you then you were allowed under the*

*supervision of the PSNI trainers to deliver training to their level II they watch your level II training and apart from the fact that you're told you got the tactics right they don't seem to be too concerned about your style of delivery as long as you've got the tactics right that's fine. The only videos you watch are the ones you looked for yourself. None of it was videoed or taped or fed back to in any way like that and the only sort of AV stuff was the magnetic board cards in relation to the vehicle tactics and that was the only thing that was used?*

Answer - yes.

*Then you come back here you have a meeting again preplanning lesson planning with the other two you then train another 12 trainers most of whom are from South Wales because of the organisational requirements in relation to the cascade is going to take place those trainers with yourselves then deliver the cascade training to the officers who attend at St Athan.*

*Again, no recording or no use of video or AV?*

Answer - that's right.

*Question - what I would like you to do now is give me your opinion on two issues. Firstly, the use of video footage from a training aspect in relation to public order training especially enhancement of skills and transfer of knowledge?*

Answer - I can go back to when we did our Longmore training with the PSNI first lesson we did with water cannon was watching a video of somebody getting it wrong and if you actually see the video of somebody getting it wrong and the PSNI trainers saying as a result of what's just happened that guy has just broken his shoulder everybody switches on

straight away instead of rather going out there and thinking we've never seen a water cannon before it looks like a big fire engine okay you're switched on straight away and I think that act of seeing the video was massive. I would like to think that if we had the facility for doing it here, I know we do it a lot with teaser training, but if we could do it with public order training look at the developmental issues if we had a PSU going forward doing something that wasn't right and then stopping it and saying right what can we do and then getting the guys to give a view I think that would be very very good. Also, our actual scenario training that we do downstairs videoing that is massive it basically shows the commander's what we're doing gives them an insight into their silver, and training and bronze command training and also gives a good perspective because we could film it from height it would give a good perspective of how that tactic is actually working as a whole instead of just being stuck behind a shield and getting blocks chucked at you. So, video yes, I think there is a big future for video in training, definitely.

*Question - the three aspects I'd like your opinion are first real-time news - based footage if you like for training?*

Answer - yes okay news based footage I think it would have to be filtered first of all with my police head on some things in the media don't always portray us as doing the right thing so obviously if we are going to play video footage we need to look at it first and make sure it's the right video footage for us but I've got no problem with real-time media footage.

*Question - secondly structured or constructed policing video where you are making the video specifically to show how to do a tactic rather than video*

*somebody training so we are not actually saying this is a situation what we're saying is hold the shield in this particular manner correctly we are going to show you holding the shield correctly. A police directed video if you like?*

Answer - a good idea a good thing for that would be we are CBRN training next week and we are using the scene barriers you've seen down at Ninian Park South Wales police use them quite a bit now what I want to do when I'm training next week I want to video one of the guys getting the barriers out so that I can then show it to the guys before they put all their silly kit on a respirator and send them off to go and do that task. PowerPoints are great, but it is not moving footage like a 'picture paints 1000 words' so if you can watch the video of somebody actually doing you know actually deploying to a scene then I think it would be a lot easier for the learning if they could have that footage before they actually do the practical's and get their hands on.

*Question - and the final piece of video footage and I'm thinking of is real-time police captured video as opposed to news captured video. So, you are not directing it you not telling the people do this or do that I want to show the guys or girls how this is done or that this done, this is happening this is real, but we've got someone on video. A bit like using EGT to film things. What do you think that?*

Answer - would that be the sort of thing the same as body worn cameras actual footage of arrest or would that it be something slightly different.?

*Question - moving away from evidence so were not looking at the policing activity in terms of evidence so what we're looking at is training knowledge transfer?*

Answer - I still think training knowledge transfer but actual video footage the one that is big in my mind is the guy with the knife outside Buckingham Palace now we use that a lot of the teaser training because it shows distance and distance with teaser is key the first police officer turns up he is too close he deploys the teaser but doesn't get the muscular incapacitation another guy comes back has got the right distance and shocks him. That forms a big part of our teaser training because it is excellent in showing it shows a short distance and a long distance and you can actually see it. Now that real-time footage is brilliant

*Question - that sort of thing comes from the News Department what I was thinking of was if you actually wanted now to show forming a cordon we could film it and make sure it's absolutely spot on but what we'll do is next time we go out just to reinforce things we'll film it as their doing it for real may be under pressure maybe. Because when you are directing it you can say, 'cut' and okay you stand by there, okay roll cameras again as opposed to?*

Answer - we have to train for reality at the end of the day everything is gold standard and you know and I know that never ever happens when you're out on the streets such as Stokes Croft a couple of years ago running line form it wasn't all nice and pretty it was just get out of the van fill the gap do it now bins on fire and horses all over the place missiles coming in and it doesn't look pretty but it gets, it achieves your objective and I think to a

certain extent filming somebody doing it perfectly in training is okay don't get me wrong it is good but actual video footage of somebody under pressure in a riot situation or a big disorder situation is far better for the guys with their learning because it switches them on better and it shows them that year great we do the gold standard stuff but it's not always going to be like that.

*Question - so directed piece to show people who hadn't done it before how it should be done?*

Answer - a directed piece for somebody who had not done public order tactics before would be good, but the reality of the situation is better. I think what you could do there is this is a public order trainer this is how you do a single belt cordon right. This is a public order trainer in the middle of protest in Birmingham all hell is breaking loose and we have to put a single belt cordon on quick and then look at the two differences because there is a massive learning curve there.

*Last question I'm looking at things now in terms of reflective practice what would your opinion be of using video or AV stuff in relation to your PSNI cascade training?*

Answer - I would love to see it definitely. It would be a big benefit a big benefit definitely because it does it switches the guys on and I know the guys over in PSNI when we did the longer more thing did it with water cannons and it did make a difference definitely.

## **Interview with respondent 2**

Tuesday 31<sup>st</sup> March 2015

I just need to check before we start that you are happy to be interviewed in relation to this research and that the data will be dealt with confidentially and your anonymity protected where possible and that you understand you can stop at any time?

Answer – yes OK.

*Question - I understand that you have recently been to the police service of Northern Ireland in order to learn how to train officers from the UK in Northern Ireland tactics?*

Answer - yes that is correct.

*Question - I wonder if you could explain to me how A officers were selected to undertake this role and B what preplanning there was prior to your deployment to Northern Ireland?*

Answer - in relation to myself I can only say that selection was by the inspector who asked me whether I'd be prepared to go to Northern Ireland as one of the is one of the senior public order trainers here, so we see I said yes in order to further my knowledge and experience and work of my colleagues over there. I was selected by just being asked in relation to preplanning then we were contacted by the PSNI police officers one of the commander's over there whose name escapes me who gave his details then of the actual training days we were to go over on a Sunday be trained on the Monday by their trainers then on the Tuesday we actually we actually did it we would divvied up different training roles and we taught their public



order officers in various tactics whilst being sort of watched by their senior public order trainers and then we came back on the Wednesday. Pre-planning they sent us the tactics, B3 tactics, by e-mail and asked us to have a peruse of those I was also sent some other further tactics from another trainer, the officer from Dyfed Powys because she been over there before and she sent me some B1 and B2 tactics which linked then with the B3 tactics. So, we were able to have a look through and when we got to Northern Ireland, they actually gave us further booklets for us to have a look at on the Monday night because we had the teachers on the Tuesday and any further assistance that we required was no problem whatsoever they were as good as gold to be honest.

*Question - as part of this briefing were any handouts power points or audio-visual aid is used?*

Answer - yes when we first turned up on the Monday the pre-grief was the health and safety pre-brief in relation to the site obviously they carry guns and we don't so they went through that God stringently as you would then all the dos and don'ts in relation to it and that was fire PowerPoint as well we would then be taken through again via PowerPoint some of the tactics and they showed us a couple of videos that have passed disorder which have occurred over the years they were just fleeting shots really they weren't for animated areas we talked through then obviously all the safety boats of practice what they said the safety issues were what equipment we should be wearing our attire and obviously site safety. There were other briefings then throughout the day in relation to vehicle tactics which was I would say probably one of the most important tactics because obviously

they're using live vehicles on-site so we went through a stringent pre-brief for that and also I don't know what's the best thing to call it like stick runs on the board are due nought I mean stick on vehicles and they'd move them around and then they would show us how the tactics would work on the whiteboard type thing before going out then and doing them as a practice round run.

*Question - so in terms of pre-deployment stuff all that you have just outlined was done on the Monday you arrive there with the PSNI?*

Answer - yes.

*Question - so prior to deployment did they send you anything apart from the B3 tactics and the stuff you got from Dyfed Powys so did they send you any videos or any PowerPoint to look at before you went there?*

Answer - no.

*Question - this is clearly a regional collaboration between yourselves Dyfed Powys and Gwent?*

Answer - yes.

*Question - did the three of you gets together before you deployed?*

Answer - not physically we spoke over the phone several times as I had sorted out all the transport arrangements, we were making sure that we were all aware of where we were meeting up and going as a unit then really. The only other discussions then really were with Dyfed Powys officer when she sent me the other stuff information really the other manuals which were good to have a look at.

*Question - you answer this a little bit with your selection, but can you clarify that you are the most academically qualified of the senior public order trainers in South Wales?*

Answer - I would say one of them yes as I got the Cert Ed probably along with one other who has Cert Ed but again, I'm a public order trainer and I've been a trainer in other disciplines others sort of aspects of operational training for the last 17 years.

*Question - so we've covered the area there of pre-deployment training and there was a little bit of distance learning in terms of what they sent you. And this magnetic whiteboard could you just elaborate on that a little bit?*

Answer - the vehicle tactics are usually with five townies Tang ease these being the Land Rover type vehicles that use for their public order or disorder what they do is put the five Tang ease up then you have used unit behind each tac unit which is made up of three officers +1 driver and a sergeant and they use this to show us the tactic of vehicle deployment so that's deploying from vehicles how they stand outside the vehicles how they get out of the vehicles how the vehicles situate themselves so you could physically see the trainer showing show it on the board and then talk through it and that gave us time then to ask any questions why'd you do this widely deployed from the vehicles this way and so on and so forth so was a good visual sort of sort of aid prior to us then going out and doing a live so at least we had, you can read in a book, but I would say reading and then doing it are two different things so it was a good visual aid prior to us going out and doing it live.

*Question - okay so you taught on a Monday clarification you were taught on a Monday and then and then you taught on the Tuesday?*

Answer - yes.

*Question - how did that go?*

Answer - yeah great after the Monday training it was names in a hat or numbers in a hat I should say, you just picked up a number and your teacher was pulled out they then gave you all course materials and gave us another hour they said look where here as your resource are you all happy with your teaches and stuff like that. So, they gave us manuals I had a printout of one of the tactics I had to do because it wasn't actually in the manual, the tactic I was doing, it was an add-on which they were putting in the manual one of my tactics was called bounce. So, they photocopied some material from me in relation to that we had already gone through it in the day but to trainer made sure I was comfortable with it. We were given those then and on the Monday night when we went back to the hotel I spent a couple of hours then just prepping for my actual teach and just making sure that I was happy with the actual tactics and linking into other tactics as well because you need to know what the other tactics are and why you actually used the bounce tactic.

*Question - so what sort of debrief did you have following your delivery?*

Answer - yeah I had a debrief from the trainer more or less the trainer was just saying that was a good teach in relation to he picked me up on should it be the serial sergeant or should it be the commander actually giving the commands for the balance bounce I taught it as per the manual and that would mean the serial sergeant but he said yes sometimes some of the

commander's like to take control of the tactic even though the manual says this particular thing operationally it can be sometimes different where the commander will shout for the balance instead of the serial sergeant bounce bounce bounce even though it wasn't in the manual I can understand where he was coming from operationally. Other feedback was clear and concise no issues and to report the students the actual unit especially as Ireland had just beaten England at the Rugby and told us in no uncertain terms that they were coming to the millennium Stadium to beat Wales and they didn't! The trainer we had with this had his phone on us at certain periods and he would when we have a little break say to us will look at this disorder and he was getting his stuff from YouTube and saying to us this was in such and such a place Ardoyne and that type of stuff place and he'd be showing us and we done a couple of tactics and he said to us now look at this live and how it works and it was really fab for him to do that and it was his own phone you know just flexing in and out of different disorder. I suppose until you're really in it is a different kettle of fish and all trainers had been in serious disorder over there as well be and that was good because their knowledge and experience was second to none.

*Question - while we're on that point was that any use of video debriefing of video of the training as it took place?*

Answer - no. On the day, we did our training there was an evidence gathering course or an evidence gathering refresher course and they did take a lot of footage, but we didn't view any of the material.

*Question - debrief following your deployment that evening highlighting any issue and then straight back all year over year over year over here?*

Answer - yeah.

*Question - not eight hours a day then?*

Answer - the second day was 12 hours the training day was actually 9 till 9 which was good actually because they did all the tactics in the day and then we had a night-time riot and then from about seven o'clock when it was dark so made it all more realistic.

*Question - and again there were no videos taken that of that?*

Answer - again EGT were working and they would have had video footage, but they didn't show us well and we probably won't have time to view it.

*Question - would that e.g. T video footage be helpful to you with your cascade training?*

Answer - there is a possibility depending on what they caught really, I suppose yeah it wouldn't have hurt and again if we could use that as a medium to learn prior to us going out and doing the tactics it would give officers and insight into it.

*Question - so you come back the aim being again correct me if I go wrong the three of you would then cascade this training to all already qualified public order trainers who would then deliver it to officers who may be deployed into PSNI?*

Answer - yes.

*Question - so what was the time between your return and the delivery?*

Answer - right we came back on the 6<sup>th</sup> March we then got together myself the three of us I think it was about 15<sup>th</sup> March and went through all the

tactics as a trio and divvied up teaches prior to us less then teaching our tactical trainers on 21<sup>st</sup> March a week or so later (short discussion data identified as 23<sup>rd</sup>).

*Question - so what did your pre-cascade training planning involved?*

Answer - it involved just making sure that we were all happy with all the actual tactics that we had been taught. We then divvied up different teachers for the actual trainers so between the three of us we split the sessions that we could actually manage so say if there were 12 sessions I would do four the DP trainer would do four and the Gwent trainer would do for. We then did a syndicate note which I've given you a copy of with all the tactics on the and we look at our timings as well because the PSNI said we had roughly 8 hours to train the units, so we developed our times from there. Then we did is a regional public order training rationale and actual course timetable taking into consideration stuff like admin on the techniques cordons and timings for that. What PSUs would be turning up on what locations we will be using them at the pick her stone site in St Athan. It was great then on Monday the 23rd we were at Pakistan and we were able to train the trainers at the site at which the PSUs were going to be for the rest of the week which was fab because they got the general overview of the site even though we had used Pakistan before we knew then where would we would be divvying up training and the areas the PSUs would be using. So that was prior to us going on that it was on the Friday before the Monday we went down and actually did the training.

*Question - how much time did you spend in the classroom with the trainers and how much time on site?*

Answer - classroom was probably about 30 min discussion with the trainers they were all given the notes then. They had been all e-mails of the B3 tactics in relation to, on the PDF, prior to us actually going on the Monday and doing the training handouts were given the syndicate numbers all the tactics the timetables were given to them and then we just had a basic chat on what had been handed out and the best thing for us to do then was to get cracking on the tactics showing them what to do. And as I said what we did then was divvied up all the different tactics and we took it in turns then running the actual training day for the trainers.

*Question - so you sent them distance learning material in terms of handouts and e-mails including B3 tactics you had been taught?*

Answer - yes.

*Question - how long before the training day did that material go out?*

Answer - roughly about a week before.

*Question - in that block of stuff that you sent them was there any poll points or audio-visual stuff?*

Answer - no.

*Question - when you went to the training site with your trainers now. Debrief of the DLP was done in the classroom or on-site?*

Answer - in the classroom.

*Question - okay and then the rest of the day was on the site going through the tactics?*

Answer - yes.

*Question - again as we discussed what the PSNI were any videos taken only lead video debriefs conducted with them?*



Answer - no.

*Question - so all day going through all the tactics. Without looking away training issues were because very experienced that. Conclusions the day was a training debrief?*

Answer - yes. It can be honest did it was stop and start date which was great because we are all trainers so we are all sort of pretty switched on cookies if anybody had any issues we would stop the training and say right okay and they would ask what the issue was and we would try and think of questions well the trainers were trying to think of questions that students would ask. Why are we doing this? why is this tactic used? when would it be used? so those type of things. So, it was a good trainer day to be honest feedback was excellent they all loved it and I think a lot of liked it because it was something new it's training something different and it's not the norm and it keeps you energised then as well. At the end of the day then after the debrief they were all happy with handouts that we had given them they were then divvied up for training then that week in syndicates. So, we have at least three trainers per unit of serial in that then those trainers would get together and they would have the tactics sheet and they would divvy up the teaches you know who would be teaching what. That would be for the first day if we could keep them together for the next day then they would just change their teachers, so everybody got different teachers but the trouble we have we don't have the same trainers every day because of operational commitments so we had to bring other trainers in.

*Question - was there any cascade training evaluation did you do any happy sheets with them or debriefs?*

Answer - no.

*Question - and on their first delivery as in after you had trained them on the 23rd they went to drain on the 24 did anybody from the initially trained trio go to view their training in relation to their delivery on the first day?*

Answer - what you are saying is, were any of the three trainers there on the first day they delivered the training-no.

*Question - right remain focused and I'm looking at now is in terms of overall what do you think was done well in both camps. So, what was done well when you went to PSNI and what was done well in the cascade training?*

Answer - PSNI was very well organised I'd been over there before and again it was exactly the same accommodation and transport no issues they were all very friendly which is nice is always a nice welcome over there. The training I thought was excellent it was very professional and well-paced as well because it is new tactics for us. Like I said even though you can read it in a book until you actually do it then it comes together then and it was at a pace that if we wanted to stop the training and ask any questions, we could do it at any time which was fab. They would actually explain as they were going through why the tactics were used because they had the knowledge of actually using them live it was great then. When they divvied up the tasks then for the end of the day everybody was happy everyone knew what they were doing there wasn't any issues there was training material as I said given to us and we were given a couple of hours in the night then the plan and prepare for our teachers the next day. So, there were no problems whatsoever. The teacher the next day was found. I had

Belfast city police they were all really good we had a mixture of officers who done it for a number of years and we had about five or six probably knew officers as well and again no problems whatsoever they partner are stuck with people like lots of experience and that seemed to work as well. It was a great day's training as I said we did 12 hours which ended up in a riot. Again, this was all well organised safety brief school or as petrol was being used etc. etc. Coming back over to here they. . .

*Question - Can I stop you just staying with those issues is there anything you think could have been done a little bit better?*

Answer - I suppose we did see a couple of videos the best ones I saw were on the trainer's mobile phone when he was showing some areas there are possibly would have been nice to have footage may be like in a montage of different riot situations from Northern Ireland so would be nice to possibly have that footage. And from us from a trainer point of view for us to have that information and justice to see how nasty violent or differing issues that they have to deal with over their so what we have here and then showing that to our trainers I think would have been great I think showing it to our students that is our PSUs would have been invaluable because I don't think they realise the difference in the issues they generally get to the difference in the issues we get here. I appreciate London was a biggie ferrous and those that went there would say exactly the same it was nasty but I think then all over in Ireland when they do get the rights it is different and their officers were saying exactly the same over there they won't stop it's not just pushing the Shields will go on for hours and hours it's a total different thing and obviously that weaponry all there is different to overhear as well so

yeah videos I think would have been good and showing the tactics that the police would have been using from an evidence gathering theme.

Thanks very much.

As I said when we got back, we got together the three trainers probably about 10 days after we come back to divvy up the training which was adequate, we had a day to do that and I thought that was enough in that time we were able to do the syndicates put together the course rationale and build up around the days training. Personally, then the training day on the 23rd for the trainers could have been two days I think as we've already said about having videos and I think going through it probably in a bit more detail about what we were taught over their even though we got quite a lot of it in on that training day before you knew it the day was over when you are left thinking or I could add another couple of hours on this. The trainers actually fed that back to us as well. They said we could have done with another day training on this. Probably from the point of view we did it we can attend the second day and they could have taught us as a mini PSU and then we could have sort of streamlined it because the first time they got to train it live was the day after with live students. Suffer me thinking back on that we need extra day. As for the training as it went the feedback from the PSUs has been excellent. From a video point of view of is the videoing it we did video some of the tactics on Thursday because we were running an evidence gathering course, so we do have some footage of the tactics that we were actually training. PSNI sent over an officer on the Wednesday and Thursday and he said it was excellent and he's done a report I haven't seen the report yet but to the effect that he was walking

around the site and the Wednesday going to the different teachers and every trainer was teaching the same thing which in his point of view is invaluable and totally up there.

*One last question*

*In terms of your training and I know you're aware of the video that's been made in relation to mounted tactics what would be your opinion of that sort of video for this sort of cascade training?*

Answer - I think any of the sort of learning material is good. I think from point of view that if we're not going to be training these tactics now for another two years' officers are going to forget so why not if we were to put a video together or whether PSNI could put a video together it wouldn't hurt to show to show officers on the next training session that wouldn't be about PSNI that would not be about PSNI but just say remember these. And I would suggest maybe utilising some of the tactics in the training we do further on because they will forget them. So, I think that video would be good

### **Interview with respondent 3**

The interview was conducted on Thursday, 25 June at Dyfed Powys police headquarters.

Can I just check before we start that you are happy to be interviewed in relation to this public order training research and that the data will be dealt with confidentially and your anonymity protected where possible and that you understand you can stop at any time?

Answer – yes.

*Question - I understand that you were recently deployed to the police service of Northern Ireland in relation to training of trainers for Northern Ireland public order tactics?*

Answer - that's right yes.

*Question - can you tell me how you were selected to actually go?*

Answer - when the initial training well two years ago when they came to Longmore, I was one of the officers that was actually allocated from Dyfed Powys to go and assist them in training British well UK then officers to go over to Northern Ireland for the G8 in preparation for that it was just needed somebody to go.

*Question - and very quickly if you could tell me your public order training experience and qualifications.*

Answer - I am a rural beat officer in Crymach but I also carry a role of public order officer and I've done that since I was 18 months in service which is probably back in 2001 or something like that and then I became public order

training in 2004 and then came to be a tactical adviser in 2008 and that's to the current day so I get called in for public order training when required which is every six months.

*Question - great thanks very much. Okay I understand also that this was a regional collaboration involving both South Wales and Gwent.?*

Answer - yes.

*Question - and you were deployed with the other two?*

Answer - that's correct yes.

*Question - I also understand that prior to your deployment you liaised with both of the others in relation to it is that right?*

Answer - before attending the (interruption) question before attending Northern Ireland, yes before we went we sort of got together to obviously.

*Question - could you explain what you had what materials you were given and what you did in relation to preparation?*

Answer - from my side because I knew what I was expecting going because obviously, I had been involved two years ago, but the other two trainers hadn't been so I already had the manual from the previous training we were given or rather we found the B3 on POLKA and we printed that off so it was just those things we got very little I think send forward to us as far as I recall from PSNI. At that point.

*Question - okay was there any distance learning requirement from the PSNI?*

Answer - no I don't think there was no I don't think we did know we were just sent what was happening and we were given the manual.

*Question - no instructions to read particular sections? (that's a very leading question that).*

Answer - possibly I can't remember to be honest I really can't. I can't remember the e-mail. No.

*Question - an important aspect is, were you sent any audio-visual aids or any video in relation to this?*

Answer - no not my recollection no, no video no.

*Question - okay. So, you were deployed to Northern Ireland could you talk me through the three days you spent their please?*

Answer - Yep we obviously arrived there on the first day we were taken to the hotel and then back over to the training centre, steeple, we then were talked through what was going to happen over the next few days and we were given a briefing etc. The following day then we turned up and then we actually went through the tactics that we would be expected to train within our B3 package to our own forces so that was given by their trainers and we then acted as the students and then we then trained the following day the PSNI PSU as trainers and then we were looked at and I think we were given various tactics and if we wanted to do more than that, but you were allocated the one tactic to actually teach. They were happy then to see that we had gripped the actual tactic and then if you wanted to do more you could.

*Question - okay good. Can I take you back to day one when you are the student and the PSNI are teaching you? What support material if any was used by the PSNI to deliver the training to you?*



Answer - right most of it was actual the doing in fairness. Obviously, they talked through all of that and broke it all down and we ran through it so that to me is the best form of learning and then that I think there was the vehicle tactics was one where that was used it was metal vehicles on a whiteboard and they moved it around showing us prior to going out to actually doing the vehicle tactics live.

*Question – magnetic?*

Answer - yes magnetic cars on a board.

*Question - yes so during that delivery from the PSNI to you were there any AV or video footage used?*

Answer - no not of that training.

*Question - okay good. On the day that you delivered it, so now this is the second day. The day you were delivering to the PSNI level II guys. How did you deliver whatever tactic you were supposed to do?*

Answer - mine was all to do with getting them out on the ground and talking them through the tactic and then handing it over to them to actually do the tactic.

*Question - so explanation demonstration activity?*

Answer - yes.

*Question - did you at any time use any AV or video footage.?*

Answer - no I didn't no.

*Question - in relation to training your officers?*

Answer - no it was all out on the ground.

*Question - okay good. So, you've done the training on both days I'm assuming there was a debrief?*

Answer - yes. Yes, we had a debrief on ours just to make sure we were happy with what that was the day before we were going with what we were allocated and then any issues and then on the second day then yeah it was just feedback to us on how we have delivered that, that was quite brief on the ground and then back in at the end of the day for any questions as to anything that we needed from them before we went home.

*Question - okay good. Any video footage taken or used in either of those?*

Answer - I did actually take a video but that was me, that wasn't part of our package that we were bringing back with a B3 it was there like violent person type scenario in what was called the horseshoe and I actually took video of that because well that was just for us just to sort of see it again at a later stage because it looked like good little tactic we could possibly bring back to our own forces to use but that was the only part that I actually did but they didn't supply us with any footage I just took that.

*Question - so you have taken your own video of the tactics being used in Northern Ireland in anticipation of may be using that tactic back in the UK?*

Answer - yeah I. I've shown it to my colleagues here I don't know if it's something I think that some have actually taken it on board and actually recreated that.

*Question – one of the trainers uses it for his Taser and his VDP stuff ?*

Answer - yeah, I took the footage and sent it to him, so he could show what he wanted to set up and that's what they've done up there. But we certainly haven't adopted it here.

*Question - okay. So, you finish your training in the PSNI, what quality assurance was in place, what did they do to make sure that you are acceptable to them?*

Answer - well it was that briefing the debrief and them constantly watching you throughout the day in what you actually did so yeah so there was no.

*Question - observational quality assurance.*

Answer - yes, I think so there was no written you know you did this that or the other written down and walked away with it there was none of that it was all yeah verbal.

*Question - so you finish training in the PSNI the ultimate aim being that you will come back to South Wales, and I mean South Wales as in the geographical sense, so in order to cascade this training. So, could you explain to me what happened when you get back with the other two, how that training was planned in relation to the delivery of the cascade training to the regional officers in the South Wales area.*

Answer - yep. We got together again as trainers to sit down to sort of see how we were going to set up the actual planning. A lot of things were put in place that we had no power over because that was I think South Wales were organising the actual regional training so a lot of things had been put in place that we couldn't change but as far as setting up the plan of the you know how the lessons were going to run and everything else that was down to me and the other two. So, we sat down one day and sorted that out. That was then sent and approved by everybody and then the following well just prior to the actual training itself we went up and we trained all other officers trainers that were going to be assisting us during that training because we

were looking at 4 to 6 PSUs in a day. So, most of them were South Wales because I think at that point South Wales were doing their training as part of this B3 and Gwent and Dyfed supplied others. So, we did the PSU train the trainers day and then are we had PSUs and they were trained for three days.

*Can I just summarise that? You were deployed to Northern Ireland you go with the other two trainers you were trained by the PSNI you then come back and you organise training for current qualified public order trainers in the region. You delivered to them the training that you received in Northern Ireland as a result of which they then, with you in a quality assurance supervision role (CL - yeah, we were there all three trainers were there on the day) while they, they being the trainers from the region that you had trained that didn't go to Northern Ireland but were trained by you deliver these tactics to the level II officers from the southern Wales region.*

Answer - yes.

*Question - good. Excellent. Okay. Throughout all that planning and delivery did you use any video or audio-visual aids.*

Answer - no.

*Question - okay.*

Answer - do you want a reason why.

*Question - yes.*

Answer - I think the facilities we didn't have the facility to do it. We looked at an option of the whiteboard and getting sticky cars and stuff as far as that goes it wasn't practical not at the location we were at not for the numbers we were training and as far as video and stuff like that it wasn't

again the location didn't suit numbers of police officers that were turning up that day it just wouldn't have suited within the eight-hour training window that we had.

*Question - okay. From your previous comments in relation to the fact that you you've used or you videoed tactics being used what is your opinion of the use of video and or AV?*

Answer - I think it's great me personally there is nothing wrong with it because I am one, you look you learn and then you do. So, I like to see if somebody is explaining to me just in words it doesn't always fall into place until I actually see something. Once I have seen it, I'm happy and I think that there is a lot of people within public order that feel more comfortable seeing it being done first and then actually doing it you can actually explain it, but they don't actually do it and till they understand and it's been demonstrated, the demonstration side of it.

*Question - yeah. Public order is very psychomotor in its nature anyway*

Answer - yeah.

*Question - but it's the planting of the seed in relation to what you were supposed to be doing that starts it off.*

Answer - yeah let's have a go at that now so I am a great believer in visual aids as far as video goes but it's not always able in public order training because of the locations we train at.

*Question - we've actually got this through this a lot quicker as I have a good idea of what you're going to say about the logistics. There are three aspects alone would like now you was a public order trainer to give me your opinion on with background reasoning if you could. I'm looking at three particular*

*areas of video, the first is news footage, the second is constructed video and the third is live non-evidential footage. So, news footage, you can pick it up of any, it's obviously in the public domain you don't have control the context of it but what is your opinion of the use of news footage in public order training.*

Answer - because well my thing of news footage is obviously it doesn't always show what happened before or what happened after so you see that bad clip of a cop doing something wrong or a member of the public doing something but you don't see what happened before so by showing that to police officers it does sort of height and there I believe into saying right this is what could happen to you if you do something wrong or if you don't follow the guidelines of things you could be caught on that bit there and that's the bit that's going to be showing on Newsweek. It's a way of showing them that you need to be professional at all times that's my thought on news footage I don't know if that's right or wrong.

*Question - there is no right or wrong with this because news tends not to pick up the good things.*

Answer - they always make. News is going to sell if it's boring they want the exciting part and that's the part that unfortunately quite often, you know, it's like if an officer takes a strike at someone that is exciting because that is because an officer takes a strike at a member of the public but it doesn't show the fact that that member of the public has pushed that officer 3, 4 or five times and has been barging at them so again if you can justify that then this is what you are likely to see on the news and that's what I always sort of feel.

*Question - good. Constructed video. Constructive video is you actually making the video, so it is a bit like, have you seen the National mounted video.*

Answer - no.

*Question - the West Yorkshire or maybe South Yorkshire. One of the Yorkshire forces has made a mounted video.*

Answer - know I haven't seen that one.

*Question - it shows where the horses stand and how the commands are, how the commands come in and the command you hear and with the PSU in front of them.*

Answer - okay yeah yeah.

*Question - my experience is that the PSUs won't wait for the command break they just want to get out of the way. But they've actually constructed so they have directed it they have taken the frames where people stand. So, if you want to construct a video say of getting at the back of an armoured Land Rover then you would say right you stand at first you stand by here and they would be filming this as you do it.*

Answer - all right.

*Question - so it's constructed you are showing the demonstrating part of the whole thing is being done on video so what would your opinion be of that sort of thing in public order.*

Answer - as I said I think I covered that just before I think those type of videos are great because it, you can explain what the tactic is and then you can demonstrate it on video because I think one of the things that we did in the G8 training was the water cannon because it was a dangerous bit of kit

people are likely to get run over if they didn't do as they were told etc. They actually talked through the water cannon tactics with us all in class they then showed footage of how the water cannon was going to look like and then of course we went out then and did the actual tactics, so I think it's a great bit of videoing that type of thing.

*Question - good. And the last area I want to look at is police gathered live footage. Not EGT because EGT if you bring in EGT stuff it introduces all the sub-judice issues and you will end up critiquing somebody else's activity that's being used in court so we're looking to avoid that. So, what I'm looking at is maybe, it's all very well choreographing thing and controlling a public order tactic you know you stand there etc. but it doesn't really look like that when you actually deploy. So, using footage that's taken of an actual deployment that's not particularly of evidential value.*

Answer - oh yeah, I see.

*Question - for example you're going to teach vehicle deployment okay.*

Answer - yes.

*Question - so you will teach vehicle deployments you might have a constructive video but with that the vehicles will be lined up on a road you get to the multitude stand them in file you'd form running line you move forward you would be the talking them through it all the time then you'd given over to the sergeants and inspector and watch them do it. But when it comes to it if they are deployed in Carmarthen high Street what does it really look like you know when the adrenaline is up when people are screaming and shouting when the background noises tremendous when it's*



*dark. So, it's not constructive video which real time video but it's not evidential it would be for training purposes.*

Answer - so say it was picked up from CCTV and one of us had gone and downloaded it and brought it back and brought it into class and said right then guys have a look at this and you feel about that. I think that is a fantastic tool as far as debriefing and what can go wrong so and it sort of shows how can I say yeah, it's that I would say is all down the line of the debriefing or learning or what if something had gone wrong in that bit of footage where did it go wrong how can we improve on that in the future and things like that so.

*Question - so you would see that as highlighting areas for development.*

Answer - yes, yes, I would say so

*Question - as opposed to teaching what I'm looking at is the difference between debriefing and using that to actually teach somebody.*

Answer - well if you teaching someone is showing that bit of video you would ask all your thoughts on that.

*Question - I'm trying to demarcate the difference between debriefing a deployment and teaching a tactic. So, you said I'd use that as a debriefing tool which means bringing that the PSU in that already doing it.*

Answer - so taking that clip and putting it in a training environment if you were doing that in the actual training environment, you'd be showing that tactic to them and asking their thoughts on it and seeing. Yea you'd be trying to get out of the class what are your thoughts on that to start with and that would show what can go wrong and how we can improve it I think that it.

*Question - so when you get to actually do it you can see what the difference is.*

*Answer - its learn by mistakes yeah, I think it's probably the way I would describe that.*

*Question - that's presupposing that actually made a mistake when they did it mind.*

*Answer - well yes.*

*Question - if it did it perfectly what type of training tool would be*

*Answer - with a wooden would it you've already shown that in a constructive way so what's the point in showing them that a perfectly done one*

*Question - if you had a perfectly done one would you need to construct one*

*Answer - no*

*Question - there is a difference and is about what you are trying to achieve in terms of the students' knowledge and how it has been transferred*

*Answer - yes*

*Question - I can see what you're saying you can highlight to them the pitfalls of the things that could or did go wrong as opposed to the constructed one in which nothing is going to go wrong*

*That's great thank you very much indeed is there anything else you would like to say in relation to the use of a video in relation to knowledge and skills transfer*

*Answer - It is a fantastic tool unfortunately you can't always put in the public order with public order training.*

#### **Interview with respondent 4**

Interview with respondent 4 at Rumney police station

Can I just check before we start that you are happy to be interviewed in relation to this research and that the data will be dealt with confidentially and your anonymity protected where possible and that you understand you can stop at any time?

Answer - -- yes that's fine

*Question - firstly could you introduce yourself and give them a background in relation to your public order training*

Answer - certainly yes, I've been a public order officer pretty much all of my service now and has been involved in the delivery of public order training for approximately 7 years and recently qualified as a public order tactical adviser. My previous experience involved level I PSU etc.

*Question - good thank you. I understand that you were recently involved in cascade training of the tactics of the police service of Northern Ireland*

Answer - that is correct yes

*Question - this was done by officers who attended Northern Ireland and then came back and trained officers in South Wales after they had been trained by the PSNI*

Answer - yes

*Question - you were a member of the section of officers who were trained following the initial training is returned from Northern Ireland*

Answer - that's correct yes

*Question - could you please explain to me how that training was conducted?*

Answer - yes certainly the training took place at RAF St Athan utilising one of the old hangers and roadways. It was delivered by the other trainers you mentioned, the Gwent officer was the trainer who taught me I know Gwent trainer from previous joint operations. The training consisted of a brief overview using e-mail giving an outline of what was to be covered in terms of the topic areas. On the day of training there was a meet and greet with the trainers in a classroom environment where we were told the reason behind the cascade training. We then went out and went through a series of foot drills, basically simple to complex starting with the cordon work and building to the vehicle tactics and then how to be deployed from the vehicles which is what we went through at the end of the day

*Question - Were you given apart from the initial e-mail any pre-reads in relation to this training?*

Answer - no

*Question - prior to or during the briefing was they use of any video or audio-visual aids in relation to the training. What I'm talking about there is their use in the briefings before you went out to do the training*

Answer - no

*Question - in terms of the manual in relation to the PSNI tactics. Were you given, or did you have access to that?*

Answer - I was yes, I have already got the PSNI manual from previous deployments, but it wasn't handed out on the day. The Gwent trainer and the other trainers had a copy in their possession which they used to make sure we were doing the right things from the book.

*Question - not so you have the briefing at the start of the day you move out into actually doing drills. Could you talk me through the drills for the day? I'm interested in how it was taught rather than the content of the drills themselves.*

Answer - yes certainly. It started off as I said earlier using the model simple to complex. We started off with the general set up the PSU which differs from our normal mainland tactics in terms of the number of officers and the number of serials. The PSNI have four or maybe five cereals compared to our three. So, the officers were set up in their serials and then they were stacked on the roadside, so everybody could appreciate visually how the setup was made, so than when we linked in later that day to vehicle deployments you knew which serial you were in and which officers should be with you. You will end deployed and then later on shown how to link into the other serials. So, it started off with foot cordons then to shield tactics and eventually building up to the more complicated tactics with the vehicles.

*Question - right. Was the use of any PowerPoint and or board work that is use a whiteboard or magnetic board to explain the disposition of officers or vehicles prior to the show and tell part of the training.*

Answer - no. It was literally just the trainer explaining it and then all out on foot on the roadside again verbally conveying the tactics. Saying where he wanted set officers may be a little bit of manual handling to make sure the officers were in the correct position.

*Question - and very much. That sort of training went on for the rest of the day*

Answer - yes

*Question - in terms of stopping and debriefing.*

Answer - every topic area. So, for example the PSU formation once that was done there was a debrief to ensure that that was understood. Then if we had a revisit, it through the day it showed in officers understood. So effectively using them as building blocks through the scenarios building up to the exercise at the end of the day.

*Question - good. In terms of both the quality assurance and evaluation of the training, apart from the trainers who had been trained in Northern Ireland I understand there were PSNI officers present to make sure that the tactics were as required.*

Answer - yes.

Question - they were happy with the way things went.

Answer - yes, they were and some of them puts were invaluable in relation to the real-time experience they brought with them rather than the tabletop type stuff. When we went we were being trained in relation to how the PSUs were set up they could relate that back for us to operational deployments which obviously gives you that input, whereas in fairness, and no criticism of them the trainers from South Wales who went out to the PSNI were only able to relate and relay the training from the training grounds but without any operational background as to how it works in Northern Ireland.

*Question - so there was no operational training context from the officers who were trained in the PSNI*

Answer - yes

*Question - so in relation to the way you were trained was there any significant difference to the way in which you trained the officers you were being trained to train*

Answer - I would like to say no based on obviously our intention to replicate as best we can what we had been taught, but obviously when the training takes place, there are greater numbers and this might provide greater stimulus whereas from the people who were training us point of view we are automatically critiquing and assessing not only the training but the delivery and thinking about how we would deliver the training ourselves, whereas our students are for want of a better word sponges or just absorbing the information we're giving. We also have the environmental stimulus to make it a more realistic and where possible reinforce the learning.

*Question - good. So, in essence the way in which it was delivered, show and tell, was replicated when you delivered your training to your students that is the officers who were the end receivers of this training.*

Answer - yes very much

*Question - so throughout the final session of training that you delivered was the use of any video or audio-visual PowerPoint or the training aids*

Answer - not only the actual physical exertion of doing the tactics and the environmental stimulus provided by the trainers.

*Question - notwithstanding that that type of training where mostly psychomotor training is involved doing is more impactful than watching.*

Answer - yes to the old adage adults learn by doing I suppose.

*Question - I would like to come back to the comment you made about context and the fact that the trainers who were training you were not in a position to contextualise that training in the same way as the evaluators could. Bearing that in comment in mind I'm going to ask you about the use of different types of training / facilitation aids.*

Answer - okay.

*Question - so what is your opinion of the use of audio-visual aids in this type of training.*

Answer - I think there are invaluable when you are outside of the environment or don't have the impact factors to actually allow the students to consider the environment in which they're going to be policing. What I mean by that is obviously with audio-visual impact you can show real-world scenarios that the student and then appreciate, whereas when the students are being instructed (talked to) by the trainers they don't get that appreciation in what is effectively a learning environment, it helps them to appreciate why they're doing the tactics they are doing and I think that that is important.

*Question - that particular issue is, I would suggest you, without being too leading important in areas such as petrol bombing which students are put through in order to contextualise the positions, they may find themselves in.*

Answer - yes absolutely

*Question - I'm now going to ask you about the use of three specific types of audio-visual aid or videos whatever you like to call it in public order training.*



Answer - okay.

*Question - there are in essence three types of material that you could use, there is open source material such as the stuff news agencies use the BBC or ITV or CNN any news agency really who are actually filming incidents on the street, clearly evident in the case of Northern Ireland but for policing in general in terms of policing disorder which is obviously a high-level news event and therefore there is a lot of open source material. What is your view on the use of open-source material in terms of a training aid.*

Answer - the difficulty with open-source material is obviously the bias of the media I think would probably be the best phrase in terms that they are not always Filming the Tactic that is being employed and it is sometimes more about either the incident, getting the best shots, or maybe political reporting conveying different messages. So, it is, it does have its benefits don't get me wrong especially in terms of contextualising and allowing the students to envisage the environment the environment they may be working in and why they are doing that training, but it does need to be controlled and not just a clip or a newspaper report with it. If the editing process is done properly before it is put into the learning material to ensure that it is actually there for the purpose of explaining maybe this is a foot drill this is how it would look then you show then the visual imagery, that relates to a real-world situation, so they could put themselves at the scene. This would give them some context rather than just running around the derelict building on a public order training site. There are definite benefits to that, but I think that the negative side of it could be over egging certain situations and you lose the learning impetus.

*Question - so if I could summarise you are looking at identifying a particular type of open-source material that would be aligned to the specific learning objectives you are focusing on for that aspect of the training.*

*Answer - yes absolutely.*

*Question - the second type is police captured video. So, we're talking about here, bearing in mind there will be some evidential caveats, you not going to use stuff that would be sub-judice or from specific evidence gathering teams who tends to focus on a particular activity or person. For instance, when Cardiff city are playing in maybe C matches the mobile CCTV's deployed and is their scanning throughout as opposed to just focusing on evidence gathering, obviously unless it is something to gather evidence on. It is used as a scanner as well as in evidence gathering tool. So, what would be your view one using material that had been gathered maybe will scanning the crowd or video captured not particularly evidence just captured whilst watching the crowd.*

*Answer - yes, I think it is a good reflection of the open source media because you would have in essence in this scenario perhaps open source material may be being uploaded the social media whereas the police would generally be filming from a protected area, so with the two images together as a source of learning material it would give the 360 environment really, so I think linked in with some open source material that would be a good input. Maybe again from the police point of view like with the open-source material it would very much depend on the tactic you were looking at. If it was scanning it may show the bigger picture, but it could detract from training a specific tactic, for instance if you've got water cannon deployed*

to your right-hand side it would tend to distract the students from what you're trying to teach because there something more exciting happening for want of a better phrase.

*Question - do you think that might actually be the link to reality, if you do have a cordon of officers and there is a real water cannon to their right they might be slightly distracted by that anyway.*

Answer - yes absolutely. But if the aims and objectives of the lesson are for instance just do vehicle deployments and the water cannon is a separate subject area then he could detract from what you are actually trying to teach. If it was the water cannon topic and you are looking at the deployment of the cereals with the water cannon, then absolutely really relevant and that could be used.

However, you do have to be careful not to overload the students

*Question - so can I just summarise that. What I think you're saying is it's fine to use it to contextualise it but if you are using it as some sort of learning vehicle then it needs to be more focused on the learning objectives rather than giving the overall context.*

Answer - yes.

*Question - and finally the final type of video that might be used would be police constructed video. So, there is a mounted tactic video made by one of the Yorkshire forces that shows on video all the mounted tactics including the mounted words of command. South Wales probably wouldn't have any or as much call to use it as some other forces because they have a mounted section. But it's an example of constructed video so if you wanted to show somebody how to form a shield cordon you could actually film it being done*

*and show them this is how you stand this is where you stand. The video is constructed by you with a specific aim in mind. What would be your views on that?*

Answer - they have their benefits, as you mentioned with the horses specifically a lot of forces do not have that resource to deploy when training so by using that medium of the video it gives a good perspective to the learner of what the horses can do, albeit that's a mile away from an actual horse running up behind you and the appreciation of how much ground they can cover, that perspective is clearly very important and until you actually done that you don't always appreciate from just watching a video the possible problems around deployment with horses, their jitteriness the excrement etc. etc. So, yes, they are very good and do have benefits are of limited use again looking at the specifics of what is trying to be achieved. Certainly, for mutual aid just an officer is going to an area where horses are deployed for an operation then they are going to need to know and in that case, something is better than nothing. I appreciated that medium is a good way of making sure that officers have been updated and possibly up skilled as best as is possible without it being the real thing. However, to counter the argument we do not create a real riot when we do PSU training and yet the overall aim is to deploy officers into riot situations, so it's a case of balancing things off the objectives and the learning are there so that when and if they are deployed, we've done our best to prepare them for those circumstances.

*Question - so in essence you can see benefit in the use of any or all of those types of video in supplementing public order training.*

Answer - yes, I wouldn't be wholly reliant on them to deliver any entire lesson. Hypothetically if you were to imagine having every tactic on video you would just sit PSU down in the classroom and they would never have to go out and you could just go through every part of the B-2 manual and educate a PSU officer without them ever picking a shield up, I think that would be dangerous in terms of their appreciation of being a PSU officer, but that's extreme, I think if we try to cater carefully for what we're trying to achieve with the use of the videos then yes they are very beneficial.

*Question - so if I give you an example in terms of, we'll stick with the cascade training, and that the officers that you will eventually trained in those PSNI tactics had the day before being given a specific video explaining and showing them what the expectations were in relation to their behaviour, such as how to get into the vehicle how to get out of the vehicle where to stand and where to go, would that have been beneficial in relation to the training that you will eventually delivered.*

Answer - yes, I would say overall yes. That's based on a number of variables such as factors to do with your officer's experience of the public order arena, but overall for the unit, yes, I do believe that would be beneficial.

*Question - obviously with the caveat that that you would have to get them all to watch it in the first place, which is clearly another issue.*

Answer - they do use medium is no such as Ncalt, sometimes they Ncalt people to death, but maybe there is some way through that medium to do pre-requisite viewing before the training course, a video explaining some of the tactics short sharp and to the *point*.

*Question - there are lots of connotations such as just one training turning up an hour before the training and running them through the video for example. But overall your opinion of using audio-visual aids in public order training would be?*

Answer - its aid it can be very beneficial as long as it tailored appropriately to the training requirements.

*Question - that's great thank you very much of you any other comments.*

Answer - and not really well in hindsight having done the cascade training and having delivered it certainly the use of those mediums would have assisted obviously, you use what you've got available to you at the time, but yes it would have helped.

## **Interview with respondent 5**

Bridgend police station 5th November 2015.

Can I just check before we start that you are happy to be interviewed in relation to this research and that the data will be dealt with confidentially and your anonymity protected where possible and that you understand you can stop at any time?

Answer - yes.

*Question - firstly could you please give me a bit of background in relation to your public order training and experience.*

Answer - I have been a public order trainer since 1998 I qualified as a public order trainer in Manchester and I recently undertook a public order bronze course and am not qualified as a public order command trainer.

*Question - great thank you very much. I understand that you were one of the officers who were trained in the tactics of the police service of Northern Ireland by officers who'd been to Northern Ireland at RAF St Athan earlier in the year.*

Answer - yes that's correct.

*Question - I wonder if you could give me an overview of that training from the time that you were selected to undertake it up to and including the time it took place, please.*

Answer - okay. Well initially we were provided with a pre-read that included diagrams of the training that we would be undertaking, and we were expected to go through the pre-read prior to attending the training. It was quite informative in terms of the diagrams and instructions. So that was the initial part. The training itself was undertaken in St Athan by as you had

said the three trainers who went to Northern Ireland. There were approximately 12 officers being taught on the day. So, there were sufficient trainers per student. I include myself as a student obviously.

*Question - thanks very much. Could you now tell me the structure of the day please, from arrival just to run me through the day please.*

Answer - certainly. when we got a headquarters, there was a kit check in relation to PPE. We were then asked if we had an opportunity to look at pre-reads and if we had any questions in relation to them. That was done in a very informal manner, but it was done. We were all then transported to St Athan. When we got there, we were divided up into teams and whilst the teaching was done altogether the actual instructions, when I say the teaching was done together what I mean is the expectations and perceived outcomes were explained to the group and we were taken off then in teams of about four officers wearing the tactic was explained and then we came back together after we had done a walk-through. Sorry explanation, walk-through, and then we would go through the tactic in its entirety.

*Question - thank you very much. During that time, that is the delivery day, was they use of any magnetic boards, whiteboards, video or audio-visual aids.*

Answer - the only aids that we had were the pre-reads which were fully explained, I found them quite informative and coupled again with the verbal instructions and the demonstrations the trainers gave it fitted into place, so I can't recall as having any no they weren't any videos or anything like that.

*Question - in essence psychomotor training. That is explanation demonstration and activity.*



Answer - yes.

*Question - so that system ran through the day. How was the training evaluated then for the day?*

Answer - it was from the trainers themselves it was a case of verbal feedback if anybody had an issue with it, we would go back over the actual commands in relation to the tactics one by one and that is how it was tested. If we didn't understand it fully, we would go through it again and the ones who had any issues with it, being trainers, would say something which was quite good for us. I can only speak for myself, but I had a clear understanding coming from there. I was fully aware of the expectations and it certainly met from my perspective the learning outcomes. For myself I have a clear understanding of the tactics that I was going to be expected to teach the following week. There were a couple of issues that were raised the following week, but I don't want to jump ahead but I'm sure you get that in any environment when you are teaching new things.

*Question - so last question about your section of training in terms of the cascade. Obviously, the equipment and the circumstances under which the police service of Northern Ireland operate is slightly different from the mainland UK. How, if at all, and was that contextualised to you during the training that you undertook?*

Answer - yes that's a very good point. The type of vehicles that was an issue, the majority of the tactics were quite straightforward and quite easy to understand and it was just a different way of doing that all. We are used to doing mainland tactics but the main differences the vehicle deployments and the members that is how we number up etc. The cereals are totally

different, they are six and one sergeant on the mainland and with the PSNI tactics you have three per serial which can be somewhat confusing. We overcome that by actually doing it you know walking through it initially and then actually doing it. The problems that arose were because they use Land Rover's (they call them pigs) and I think they can only fit a maximum of six in the back and they use that the vehicle pretty much as a shield, as we would do with the PSU vehicles when we do the vehicle exit tactic, but they tend to use the pigs as more of a tool than we do with our vehicles and the fact that you cannot get as many individuals in the pig, so that was difficult to understand initially, I don't mean difficult you have to use a little bit of imagination because we didn't have any Land Rover's to train with.

*Question - good okay. Thank you very much. If I can summarise you received the training its evaluated and everybody is happy that you are delivering the training that is required to the standard that is required. I understand that there were PSNI officers observing the training for quality assurance purposes. You went on then to deliver that training to currently serving PSU officers in South Wales.*

Answer - yes.

*Question - okay good. Could you know talk me through that training please how the training was run with the PSU officers.*

Answer - yes sure. Again, the PSUs turn up in the morning they are all told to bring their full kit, and we do then the kit check in an injury check. This is done prior to any training commencing then we start off with a warmup come back and we explain what the purpose of the day is going to be, the timetable for the day and we then go through the tactics. Prior to that each

trainer will be allocated the officers that they are going to be training or the tactics they are going to be training. For example, I may be just teaching vehicle deployment for the day, but I will teach all the PSUs that tactic or the other option is that the trainer stays with a PSU all-day and go through all the tactics with that PSU. I think that day it was intermittent because all of us wanted get experience of teaching as many of the new tactics as we could, so I think on this occasion we stayed with the PSUs.

*Question - there are two questions in relation to that firstly were there any magnetic boards whiteboards or video used in that training*

Answer - no

*Question - and secondly how was that training contextualised to the officers who were now receiving that training from you in relation to particularly the use of the pigs (Land Rover's) for instance.*

Answer - right okay I think this is something you may have to check with Reg but I'm pretty sure that the PSU commanders were sent the tactics again as a pre-read. I can't fully remember that but certainly how I recall teaching that is by having the pre-reads with me, so I can that is a comfort blanket to fall back on and also with the diagrams that were there should be explanation need to be expanded, if people weren't getting it, then I could show them with a diagram. But certainly, the way I did it was I went from simple to complex, they were new tactics, from your own experience you know with the old tactics the majority of people have done them on numerous occasions and we only go through the entire simple to complex if there are new officers but on the whole because of the training, when they come on level II PSUs they've already had some training. But this is a totally

different type of training they were going through I think they understood the context vehicle deployment it's just the difference as you highlighted is the difference with the vehicles so that was just walk and talk through and then we tried to simulate it as best we could with the use of the police vans as best as we could.

*Question - in terms of context as we are all aware the situation in Northern Ireland is somewhat different and the threat level is raised especially in relation to the use of the PSNI different types of control measures particularly AEPs and water cannon. How was that brought into the training in relation to officers who probably wouldn't have been in that sort of situation.*

Answer - yeah good question. That was talked through the water cannon scenario was talked through because that's a very effective tool the use of Northern Ireland and we don't use it on the mainland. (Short discussion on the possibility of a water cannon being present during training) but certainly we talked through the pig scenario and most certainly talked through the water cannon. There was certainly an explanation about the use of water cannon such as how long it can go on for in terms of the capacity of the vehicle, the amount of water in there, when it would be used and what the requirements of the PSU would be if the water cannon was deployed.

*Question - but there was no actual hands-on stuff with water cannon.*

Answer - no there wasn't.

*Question - and there was no use of the video or anything like that in terms of contextualising the cascade training.*

Answer - no, no there wasn't.

*Question - great thank you very much. I'm going to change tack ever so slightly and I'm going to ask you about your views on the use of audio-visual training aids in relation to public order training.*

*Answer - I think they're a fantastic tool.*

*Question - looking at three particular types of video-open source video such as that recorded by the BBC or ITN or any other news agency or you Tube effectively anybody can get to see it, then there are police collected videos such as CCTV evidence gathering units' stuff like that where the police collect it but it is real time and recorded live-the third type is police constructed video such as the national mounted tactics video, this is choreographed constructed and directed by the police. So, in terms of the use of those we will start with open source, what would you see, if any, the use of open-source video in public order training.*

*Answer - sorry I interjected before you would finished your question, I think it's a fantastic tool especially the open source that tends to be used then during demonstrations and it shows the tactics usually work and if you want to go and look at the riots a couple of years ago we had running lines shields were used, there were vehicle tactics on occasions and it can increase confidence in the students when they can see that the shields do offer a lot of protection as well as the other equipment. The downside is that sometimes as we know ourselves being involved operationally the tactics that we use are quite rigid in terms of following the common minimum standard and sometimes its needs must and we have to change away from the tactics that have been taught to deal with what's in front of us so that could be a negative I suppose, but on the whole, I see it as a positive thing.*

The other possible negative is that the public may get to know all of the tactics I say the public the general public are not the issue but the minority who want to cause injury or damage may see how we do things and they could have or build up counter tactics for them but again that's in a much wider context. As a learning tool, I see anything like that is a positive.

*Question - so if you were thinking about, as we talked about contextualisation for the PSNI training, do you think that the use of live time video showing the students the water cannon in use would enhance the training, more than a bit of a leading question I know.*

Answer - yes definitely I was going to go onto that anyway I would say anything that shows the equipment being used can only be a positive, unless it's being used incorrectly, but then again that can be used as a positive in terms of learning how not to do it. So, it is all positive for me. The learning outcomes are that they are seeing how the tactic is being used and how that bit of kit is being used

*Question - and secondly the use of police captured video. With the open-source video, it tends to be something that the BBC or ITV or Al Jazeera can put on the news as sort of 'wow look at this' rather than the stuff that the police have captured themselves obviously bearing in mind of sub judice issue. I'm thinking about maybe the CCTV van outside a football match where you can actually align the CCTV to a decision log being made by a senior officer. What would you think of using video of that nature.*

Answer - again that's positive I fully accept what you say about the sub-judice side of things but on the whole the best form of training support that I can think of is seeing tactics being used in a live situation whether they

actually work or not you were still going to get the learning from it. So if it is CCTV evidence and not only that but the students engage more with stuff like that again if I'm being shown something, I can relate it to the bronze public order course I've just attended demonstrations avoid people were kept in a particular place and the tactics used to keep people within that bubble seeing that done via the video of a live job brings the training home to you and reinforces the training and keeps the student engaged as well as opposed to just talking and walking through it.

*Question - excellent thank you. And the last one police constructed video where the police actually direct what goes on, have you seen the CMS one.*

Answer - there is an Ncalt package on public order training, that's got a place as well, the only problem with that being that it is very manufactured however for the explanation itself on how the tactic is to be used and the clear instructions on it is quite positive, the negative side to that is having the students actually sit there through it and making sure it's done there are some compliance issues with it.

*Question - yes, I thoroughly understand that. Just to top and tail that one if I give you a scenario. 'You are sent to RAF St Athan to do the cascade training and at the time of the briefing before you did the training you were shown a 10 or 15 min video of disorder in Northern Ireland. What would your opinion be of the contextualisation of the training doing that?'*

Answer - I think it would certainly have more student participation and what I mean by that is the students would be more switched on because when you have seen a live situation as we know you can have training to complement that live situation you tend to get more from buy in from the

students I think it is human nature if you are being shown CCTV of an incident and then you and you're going to be trained to combat that incident it tends to bring the realism of the situation home to and together with an explanation of why that tactic and used for me showing a video like that is more beneficial especially in relation to the training outcomes.

*Question - thank you very much that's it*



## **Interview with respondent 6**

Police headquarters Bridgend Thursday sixth of October 2015.

Can I just check before we start that you are happy to be interviewed in relation to this research and that the data will be dealt with confidentially and your anonymity protected where possible and that you understand you can stop at any time?

Answer – yes that's OK.

*Question - could you please give me some background in relation to your public order training qualifications.*

Answer - okay I've been a police officer for 10 years for nine of those I was a member of the PSU over eight as a medic. My training in relation to becoming a public order trainer I've been a public order trainer for five years I qualified as a trainer in force here in Bridgend. Following that I organised the 2012 spring training which ran at St Athan and have been involved in public order training ever since.

*Question - I understand that you were recently involved in the cascade training of PSUs in relation to PSNI tactics from officers who attended Northern Ireland for training. The cascade down to officers here in South Wales.*

Answer - yes

*Question - how were you selected to undertake that role.*

Answer - as I was a full-time trainer in the training Department it naturally fell upon us to take the role of cascading the training down to officers on division.

*Question - can you please talk me through how the tactics were transferred from the three officers who went to Northern Ireland to you. What I'm looking at is, how we were notified what did you get before the training, what the training consisted of how it was delivered and also evaluated or quality assured.*

Answer - from the beginning then. We were notified by e-mail of a certain date when we were to be attending Waterton where we would then go onto St Athan and have the PSNI tactics delivered to us for us to cascade on. We were made aware prior to your arrival of kit requirements and the timings throughout the day. When we arrived at the site the three officers who had been to Northern Ireland took it in turns to take us through each individual tactic, using simple to complex, as a unit. So, they ran it as though we were the officers on the training day with the three officers as the trainers. Once we completed all of the tactics, we then took it in turns in pairs to deliver each of the individual tactics again using the simple to complex model so that the quality assurance was there that we were delivering to the standard that they had received the training in Northern Ireland.

*Question - Before you actually did the training were you provided with any support material and or audio or audio-visual background or training material?*

Answer - I was lucky I had attended the training in the Northern Ireland tactics couple of years earlier, so I already had a good basic understanding

or knowledge of what the tactics were and I know there were a couple other people in that position. I can't recall if we were given any documentation prior to but straightaway afterwards we were given then the manual. I think the thought process probably was that they would like to see us, those with no base knowledge at all, how they would be receptive to the training.

*Question - thank you in relation to the training itself, what was that briefing and what medium was used to deliver the briefing.*

Answer - due to the low numbers there wasn't really any need for any loudhailers or anything like that, but we were given the schedule and the safety brief. The briefing then was just an outline of the day, what it entailed and the fact that later on we would be required to deliver some of the training.

*Question - in relation to the briefing, safety having been covered, the tactics themselves; work any visual aids whiteboards, magnetic boards, videos or anything of that nature used to explain the tactics to you before you delivered them.*

Answer - no.

*Question - so it was basically show and tell.*

Answer - it was explain and demonstrate imitate and practice.

*Question - I'm really interested in is the method in which it was transferred to you.*

Answer - it was monkey see monkey do.

*Question - bog standard public order training then.*

Answer - yes.

*Question - so throughout the training was any of it recorded in anyway, was anything done to capture that knowledge is to enable you to pass it on and or to debrief with.*

Answer - I don't recall any recording being made in relation to any audio-visual and we discussed it in full as we were debriefing it highlighting points for when we were going to deliver it.

*Question - so everybody was making their own notes about it.*

Answer - yes.

*Question - okay. In terms of the quality assurance or evaluation how was it debriefed at the end of the day.*

Answer - after each individual officer or pair of officers had conducted their own little teach in relation to that specific aspect of the training there was a debrief by the trainers and then saw the 360° feedback by the students who were all trainers highlighting points that went well and things that could be done to develop. We were given the tactic to deliver but because we were all qualified public order trainers we did it in our own style as long as the point of the tactic recovered that's all that was really important at that stage. It was all very similar though.

*Question - and then you went on to deliver the training to the students at the South Wales police, the PSU officers.*

Answer - yes.

*Question - so was there any difference between the way was delivered to you and the way you delivered it in terms of the use of video or audio-visual aids or any other training aid.*

Answer - know there was nothing like that there was no additional material that was available to provide to the students, so it was in effect a mirror image of how it was delivered to us but obviously with a lot more students.

*Question - is in terms of pre-training knowledge you mentioned that you had background in these tactics because you been to Northern Ireland before. So, in terms of your background knowledge that made your understanding and assimilation easier for you.*

Answer - yes oh yes.

*Question - what I'd like to move into now is looking at three particular areas of for the use of video or video audio aids. So, none of that was used during that training of the cascade of the PSNI tactics, you run the tactics in written form and some laminated command cards but nothing other than that.*

*Video in terms of training comes in three main types open source, stuff such as the BBC or any other news agency do, footage gathered by the police service from where evidence gathering teams from CCTV that they control and the third area is then constructed video, that is video that the police have made themselves, they make a video of some tactics. Have you seen or are you aware of the video of the national mounted tactics?*

Answer - no.

*Question - there is a video that's been produced by one of the Yorkshire forces identifying all the tactics and showing people the tactics that undertaken by a mounted section. If it wouldn't be as useful to the source because they have a mounted section but forces such as the repose and Gwent who don't have a mounted section they therefore don't have access to the facility and I was one of the reasons it was made if you have an work*

*with horses and nobody waits for the PSU commander the shout break everybody's looking over their shoulder, but the officer knew beforehand what the tactic was what they were trying to do, I see how much The boss gives me before he shouts break, you could make a difference. So, the constructed video for the police, the evidence gathered video but not particularly when used for evidence and the open-source stuff. None of that was used during your training.*

Answer - no.

*Question - however I would like now your opinion of the use of those particular types of video in public order training. So, what would your opinion be of the use of footage from the BBC or ITV or Al Jazeera or whoever in public order training, if you think about that the PSNI stuff there are hours and hours and hours of news footage of what happens what has happened in Northern Ireland, bearing in mind that your training takes place in a hangar in St Athan in South Wales.*

Answer - I think for me personally I'm a visual and kinetic learner I don't favour much learning through reading so I like to see things and then practice them and develop my learning in that manner so personally in my own opinion I think it is very beneficial and the feedback by the occasional courses on which we've used open source and sometimes constructed video has been very positive the learners seem to get a lot from that because before going into that scenario or situation they are not going in cold so perhaps that increases a little bit of confidence, they might have a mental blueprints to which they can apply themselves. So, I think these things are the way forward, I don't think they should take the place of the

practical element of public order training but definitely there is some sort of pre-requisite or pre-cursor to receiving the training I think that would be more than beneficial.

*Question - okay thank you. We've covered open source what about stuff that police control bearing in mind the issues of sub-judice, what would your opinion be of using maybe EGT stuff all the CCTV van is deployed outside Cardiff city picks up tons of stuff, but also allows you was a trainer to identify what was going on at the time because you have a timeline, you haven't got a timeline with most open source material, but with the CCTV you know who was in charge when what they were saying what the objectives were and the consequences of that. So, what is your opinion of using that material.*

Answer - I think it is very useful both for planning and preparing the training and for the delivery as well because as you view this sort of footage which is real you can identify perhaps learning gaps or areas where the tactics may not have been implemented as per the training, and without getting the rationale from the commander's sergeants or individual officers you can't really say exactly what is going on in that situation because you are not there, but by identifying perhaps those training needs then those issues can be applied practically to the training in the future. By showing the students the video that can reinforce the training as well and give them that realism.

*Question - thirdly then the constructed video. The PSNI tactics at different to CMS in a lot of instances because of the heightened threat faced in Northern Ireland and the way in which the vehicles are used in a different*

*manner over the water and the extra tactics they have in relation to baton gunners and use of water cannon. So was all those tactics are slightly different what would your opinion be of constructed video for training and as we discussed in relation to the mounted video, and we don't have armoured Land Rover's over here and it's probable that PSU officers over here have only seen water cannon on the telly. So, what would your opinion be of the use of such a constructive video.*

Answer - definitely beneficial I know that several teams do constructed video for other types of training yes, it's really beneficial in my opinion to be able to see the tactic performed from a lot of different angles you can get an appreciation of the 360° view especially an appreciation of what is going on around you which you don't get when you're stuck on the frontline. To see it all come together visually prior to the training I think will give you an appreciation of not only your role but the role of the sergeants and the commander's.

*Question - so in terms of if you could and we are talking about the cascade training now, what would you include and how would you do it.*

Answer - I think if we were to run it again or maybe even other types of training in the future, I think perhaps a pre-training video of perhaps the marching season using live footage and from EGT CCTV I think it would just give that realism especially in relation to the threat. We don't have that sort of threat on the mainland that having been said you never know we had some serious riots a few years ago. One of the problems we face is the police officers turn up to mandatory training with a negative attitude they



don't really want to be there which is quite shocking to me, a lot of everyday officers see it as a chore, training and I don't think they take away as much as they could if they had a full appreciation of what the potential is out there. I think if they had that highlighted to them initially, they would turn up to training a little more switched on a bit more willing to learn and a bit more enthused about the training.

*Question - thank you, good. Is there anything else you would like to say about the use of audio-visual aids in public order training?*

Answer - I think if we're going to move forward not just us the other 43 forces, we have to embrace the technological age and be able to use all these different mediums which is clearly to our benefit. It's a good thing but the fact that we will have to physically apply these tactics on the ground will never go away from public order training. Nearly and consumers

## **Interview with respondent 6**

Rumney police station on Wednesday, 23 September 2015.

Can I just check before we start that you are happy to be interviewed in relation to this research and that the data will be dealt with confidentially and your anonymity protected where possible and that you understand you can stop at any time?

Answer - yes OK.

*Question - firstly could you give me a little bit of your background in relation to your public order training and qualifications you have in relation to it*

Answer - If we go back to the beginning, I joined South Wales police in October 2000 and after my probation I then joined the PSU and arm Harper was inspected at the time and slowly but surely became more embroiled in the public order obviously going to dealing with and being deployed on events. After a period of time the opportunity arose about six or seven years ago to do officer safety training that was the first step into the training scenario where I did the officer safety training course passed it and then that led onto doing the public order trainers course which was down about four years ago selections for that was they wanted officer safety trainers who were on the PSU and who then could deliver the public order training because you have already got the knowledge and the background because all were doing is expanding on officer safety training by now going into the public order arena. So, selection was as far as I am aware a discussion at headquarters.

*Question - I'll stop you there I don't need to know how you selected for that one what I would like you to explain to me if you know is why you were selected as a public order trainer to cascade the PSNI tactics.*

Answer - because I was a South Wales public order trainer who had been delivering public order training tactics as per the college or policing manual CMS over the last three or four years.

*Question - were all South Wales public order trainers trained.*

Answer - yes.

*Question - right.*

Answer - continued because we have 10 PSUs and you need to core of public order trainers, so the selection was and if you are a public order trainer you become a PSNI public order trainer. It just made common-sense to do that.

*Question - okay.*

Answer - continued so the selection was you're a trainer, so we all got trained.

*Question - so right I'll stop you there. Can you please explain to me the structure of the cascade training from the officers who went to PSNI to you?*

Answer - right the ones who went over trained us. First, we were sent e-mails and then booklets of the PSNI for us to then print off or just read so that we could get the tactics in their there was information on more or less what we would cover in depth just to have the knowledge. The command structure i.e. their command structure. the commands that are given and the differences of the South Wales police deployments CMS yes to what they train because we know it is quite different. So that was that and then

on the day we were taken by the trainers who then demonstrated it and then we participated imitated and participated and dealt with it and we were also then as it was being cascaded and as we were being trained we would then take over and deliver each part of it so that they were happy that we were delivering it to the standard required by PSNI.

*Question - so the first part of this training having been given the manuals that related to the PSNI deployments was just the trainers being trained in the tactics. Apart from the e-mail and the written instructions were there any other pre-reads use of audio-visual or videos sent to you prior to the training taking place.*

Answer - not that I can remember off the top of my head I can't remember anything being sent it was just the book. The visual was in the booklet because it would show you the tactics by using diagrams and pictures of how the line-up and how they move forward and takes the ground as is in the normal CMS manuals we have now because you can read it and understand it but you don't get a proper understanding of the tactic until you do it for real in the sense of training.

*Question - okay. So, in terms of the briefings that you were given and what was the structure that was explained to you, no first of all was there a pre-training briefing.*

Answer - well on the day in the morning before we started.

*Question - turn up on the day.*

Answer - yep turn up on the day and it went down the lines of you know the way that the tactics obviously the safety issues of Northern Ireland whereas here yeah we get bottles and bricks but over there worst-case

scenario is they will shoot you and they will keep coming at you everything there is done in slow time whereas we are dynamic and we gain the ground and we move the protesters on sometimes obviously depending on the situation we may contain them although we don't use the word containment although we'll keep them in a location, with Northern Ireland because of the hatred and the partition lines of sort of Protestant and Catholic everything is done in slow time and it is a slow process of gaining ground and a lot of the times they would say you would just go to a certain point and you would never go beyond it you would just hold. So that pre-training was told us that everything you know it is slow time patients it is discussion whereas a commander will give a command or disseminated to the sergeants or shout it to the PSU and you just get on and do it yeah but with them basically it's a chat for 5 min because they are not there to take ground as quickly as we do and the way they do that is they would have a little discussion and then they would come up and say in 5 min what we're going to do is we are going to move forward 10 feet because if you broke their rules unwritten rules that exist in Northern Ireland and you went beyond the demarcation line like you went into the Falls Road when you should not have you took a right when you promised to take a left it just erupts and violence gets even more. So, it is basically everything is done through talk mediation and discussion and that's the way we were told. So, we had to emphasise and tell the troops that everything we do is on a slow time basis. Question - you mentioned the fact that the environment is somewhat different that the threat levels are increased significantly in relation to PSNI.

*Question - Was any of that reinforced with you using audio-visual aids or video footage.*

Answer - no I can't remember I can't remember any videos going up because we did it in St Athan, I can't remember any videos being shown. I think it was just all training.

*Question - I should have been there on the day you were being trained but I was there the following day and there was no video shown then.*

Answer - what did happen was that the PSNI who were there stood up and had a chat just to try and reinforce the issues but there was no audio video and I think that one thing came back is that the officers did not realise what the dangers were and a simple one to say is when they take the ground they take the middle of the road whereas we take building line to building line as you are well aware they would take the middle and then put the Land Rover's on the sides whereas we would if it was a big road and there was a bit of a threat what we would do is just cascade more troops in to fill the road they don't they just take the middle and the big one is that the Shields must touch where sometimes where quite happy with leaving gaps you know leave an inch And as a commander you would say yeah not a problem one of the things with them is you must not leave a gap because what they will do is they will see there is a gap and they will shoot through shotguns ball bearings at you and then shoot for the gaps to get you and officers would say well this seems a bit petty you know so the reinforcement it had to be reinforced to us and then we had a really reinforce it. The other ones we did where there was the danger of somebody pulling a gun out and what they had to do about throwing of bombs and we had flash bangs and we

had different things we could do like show a gun so yeah so that was how it was cascaded to us and that is how we had to cascade it but the only learning is actually being out there and being involved in it to realise how dangerous it really is.

*Question - so no AV no videos what about the use of any sort of visual aids. So, you said in the book about these diagrams as there are in the CMS manual was any of that transferred to whiteboards or flipcharts*

Answer - the way we did it is that some of the commands and some of the things were put onto A4 sheets which were laminated so that we could carry it so that we could remember all the commands and stuff I personally did a couple of extras because when the commander's came these bronzes and chiefs I could give them each one of these so I'd pull them to one side and say look at this. When we done the training, you're going to go ahead but here look. Because it is a visual aid of exactly what was required and it made perfect sense to say when you go forward because it shows it to them in black and white let alone that we have shown it and discussed it but now I am giving them something and some of them took it with them in case they ever get deployed to PSNI.

*Question - Just to recap your selection was purely by the fact that every South Wales training was trained. The three officers who went to Northern Ireland came and trained you at St Athan for one day. There was also an interdiction in relation to the quality of the training by officers from the PSNI*

Answer - Definitely they spent a day or two just making sure that everything that was taught was up to standard and if it was not and they would say if it was, they were happy.

*Question - so your training lasted for how long.*

Answer – one day.

*Question - in terms of hours.*

Answer - so in an eight or nine hour day probably about six hours.

*Question - and there was no use of video or AV but in terms of support there were laminated command cards.*

Answer - yes.

*Question - in terms of the delivery, the venue would lend itself to the use of a video.*

Answer - you know St Athan, so you know that we have the hangers and all the running around the end of one of the hangers is that sort of classroom well when it lends itself not really there are no tables and chairs nothing was set up, so it wouldn't be perfect. We could use the hanger's students could sit on the floor even stand up it has been done but it's not the most comfortable or the best, but you could put a laptop say with a projector and screen which you could use.

*Question - okay so on the basis that it wasn't perfect what would you personally do to improve the knowledge transfer in relation to the training that you were receiving.*

Answer - I suppose we could have done a day's classroom input where we go over it again when we look at the manuals may be scanned on the computer. If the PSNI chap on the day was saying about going on to YouTube and look at the PSNI in riot it clearly shows you the tactics you know what I mean and the visual is more, you get more from that impactive visual stuff all the stuff being thrown the way they set up and the line-up.



Sometimes all they do is just put the Land Rover's in front with them behind. So that is good. But then you got the money. But maybe one day in the classroom and one day of actually doing it because then they could have used flipcharts, whiteboards paper you know this is how it goes this is how they set up. It would be a better structure. I'm sure that is what they would have liked to have done anyway but I think we were just given a day.

*Question - what evaluation of your training was done if any?*

Answer - right we had to go through well we were nominated to teach tactics at different times and then we would teach the other trainers. So, you have the trainers looking at us and we would be.

*Question - can I stop you there. I'm not looking at the testing of your technique how was the training evaluated. For instance, did you have a happy sheet at the end of the day or was there a debrief in relation to how it worked?*

Answer - not really it was just a visual and verbal thing done at the end of the day with sort of yes well done thank you that's fine or no it wasn't. Nothing more than that and at the end of the day it big debrief with everybody of how they thought it went.

*Question - a big hot wash at the end?*

Answer - yes that's what they did.

*Question - right and what I want to do with you now is just ask your opinion of three particular areas in terms of assisting in public order tactical training. We're not talking about commands training we are sticking with tactical training. There are basically three types of video or audio-visual aid that can be used for public order training. There is open-source material just go*

*onto YouTube see what is being shown or whatever the BBC or ITV are showing or for that matter any other news agency. Then there are police captured videos such as EGT's and suchlike, bearing in mind that some issues there maybe sub-judice and then there is a third area which would be police structured video such as the video that exists for the current national mounted tactics made by the West Yorkshire police. So those three types the open source-interruption by interviewee who states the ones we have captured or the ones we have put together-I say yes. so, in terms of you as a public order trainer firstly the viability in your opinion of open-source use such as the stuff the BBC has in terms of training public order tactics and how if at all it would have been viable with the tactics from Northern Ireland?*

Answer- is it viable yes, on the basis that us showing actual live incidents of how the tactics are done can only reinforce the learning of the students to see if they are deployed what they may expect. It would put them in the right frame of mind definitely switch them on. When you're going to get the learning from the tactics you can see the command and control and you are going to see how these people are reacting and all I can say is in my 15 years every time I have charged gone forward on somebody in this country they have always retreated and I think most will say the same yet with the PSNI it appears they don't. They will go forward and the crowd will not go back they will hold their ground. So, on the open source to show the differences absolutely it is, pick the right clip with the right tactic being displayed by the officers get an open view you can't have a closed view I would suggest because that would be the tunnel vision just picking up that

that spot you need to see the whole picture. Just picking up one little section because you know you can take a photograph of one thing that looks dreadful yet you would open up the whole camera and see the whole picture and then you can understand that in context it is spot on, but when you take that small picture can be taken out of context which is what the media do an awful lot of the time not just to do with the police but with anything. So, with regards to the open source is it suitable the answer is definitely yes but you have to use it at the right time and in the right place.

*Question - okay good, what about police captured video?*

Answer - right you've got the evidential issues you're looking at obviously the EGT and they will focus just on one little thing. They start off large take a picture of the crowd to give the demeanour of the crowd which is fine but when it kicks off unless they go back further enough or pick a good spot, they sometimes clearly go for the person who is causing the problems, so you only get that person which is quite right that's what they're there for. If they've got the time, they will set the scene and an open pan so again possibly not as much as the open source but definitely has its merits and its points and could show the tactics being used.

*Question - can I ask you the question then in relation to say the use of mobile CCTV footage such as may be used to Cardiff city rather than the use of the EGT which has specific role in relation to evidence gathering?*

Answer - CCTV as a whole isn't it.

*Question - well you've got mobile CCTV which is controlled by the police rather than rather than the CCTV in some towns and cities. Now if you could what would be your opinion of meshing because with the open source you*

*don't know the timings and the exact locations but with police captured CCTV you know the timings and you can relate that directly to the commands and the objectives. What would your opinion be of the use of that?*

Answer - yes that would work is a lot going on now there is a lot and there are logistics and stuff and times and stuff so it wouldn't take a lot to figure out I don't know who or what the Silver commander's' thoughts were why he gave the commands from silver true bronze who then pass them on and that could show the PC on the frontline why the decisions are being made and give them the learning as well. So yeah, that definitely works and it's all good because if there is any learning you always debrief every incident at the end of the day so between yourselves and feedback and there's always a report a day or two later when everything has calmed down especially if it is gone well. Bristol city we've got one coming up now two years ago it was an absolute nightmare a dangerous situation where we got outmanoeuvred and outnumbered massively lots and lots of learning came about because of the isolation of officers and stuff and everything was taken and encompassed to do the learning. Yeah, absolutely you grab all the CCTV, and it shows the distance between officers when they were 2000 of them who were up for a fight and there was maybe 150 of us if that. So, you put it all into well you've got to use it all you can't just take snippets and you've got to use the good stuff you know what I mean for learning now.

*Question - and that would be the functional role of the trainer in this particular type a tactical training. Okay great and finally if we were looking*

*at police constructed video. Have you seen the CMS video it's probably slightly out of date by now, but they did make one and have you seen a mounted video?*

Answer - no.

*Question - if I just briefly tell you in relation to the video of the mounted the commands in relation to a cordon breaking for the PSU to allow them to come through. In my experience the PSU do not trust the PSU commander and continue to look behind when deployed with mounted officers, especially when they hear the sound of clippity clipitty cloppity clop?*

Answer - to keep an eye on half a ton of horse.

*Question - so in terms of that understanding what the commands are and how that situation works prior to being deployed with mounted officers what would you think of using police constructed video?*

Answer - you would do it yeah. Again, CMS is down to 2 days a year one day's training in the spring one days training in the autumn. You know this you were there. It makes perfect sense especially for the less experienced officers that if they had a day making it two days possibly a day of input it can't be just didactic it has to be a mixture of visual aids exercises open forums where you know you put a structure to the lesson and then you teach it you do the flipcharts and stuff you so on the day you don't have so much teaching to do they already have the basic knowledge and all you're doing then is just doing the fine tuning so they don't know what an open cordon is they do know what a closed cordon is they do know what a filter cordon is they do know what a wedge is because you have gone through it at length and the PSU has been taught and you can break that down in into

its bits. Yeah, two days would be great because you could really go into the finer details and then they've got the knowledge and the know-how and all you have to do is put it into practice. I mean it's easy to show the PSU. And how it set up so for the newbies' who haven't really got a clue you go simple to complex and the next day they can just do it can't they.

*Question - so can we extrapolate that slightly if it was not structured input by you, using polka or Ncalt or something like that is the delivery medium what would be your opinion of that?*

Answer - what using Ncalt (or polka or something like that) Ncalt has got its merits but you know that in Ncalt they get so many packages they'll switch on press go: go off and do something else come back and press go again really rarely if at all do they read what is in the package or I think one package was about two hours long everybody switched off after 10 min let alone the fact that when you read it's going to take two hours you've probably already switched off. You have to be sharpened to the point you can't do teaching online unless you're absolutely interested in the subject that you are looking at. So, it does have its merits there is some good stuff we like we did the Welsh awareness the other day bore da and whatever. Okay fine I got a tick in the box I know it shows it's been done but a lot of people are just not interested in that. Give me public order I would be very interested in that that's my forte.

*Question - I'll take you back one step now in as much as the PSU officers are all volunteers they all want to be there due think that would have an impact may be in relation to may be using POLKA and I'm not talking about*

*a three-hour video and I'm talking about maybe 15 min in total. Such as a five-minute clip here in a five-minute there?*

Answer - yes if you make it relevant and give them the hook to show them why then they will even the most cynical ones like me you've been around for 15 years who think they know it all, well you don't because tactics and commands change but if you hook them with something that is interesting yes, they will watch it. You will need to reinforce that because some of them you will never change.

## Interview with respondent 7

Monday 21st January 2023.

This is the interview of respondent 7 in relation to public order training in the South Wales Police.

*Q. Firstly can you confirm that you are doing this purely voluntarily and that you have seen and signed the consent forms in relation to this research.*

A. Yes

*Q. Thank you, firstly could you please give me a brief overview of your public order qualifications and experience.*

A. I can I completed my course, public order trainers course pretty much the piece sent can I tell you please a tidy my out go within the force was as the force needs a tactical important public safety so not only was I operation working 2007 till 18 when I moved across into operation training when I was there can delete public primary word was organising training for the first time



on the visual basis training also training trainers are delivering training courses for new public word rings

*Q. Great thanks very much, the research that I'm undertaking relates directly to the cascade training of South Wales offices not particularly the South Wales force, with officers from the region of South Wales in relation to the public order tactics of the police service of Northern Ireland I understand you were involved in that training is that correct?*

A. Yes

*Q. Could you give me your understanding of the requirements on this training at a strategic level*

A. yeah she said some conference with I think Pearson I super picking up solution resources in country prior to that see the events ticket what part of the national between programme White to be able to support operation for the G 7 conference which was a position and this continued from 2013 until just before I believe cool videos it was a national requirement every year South Wales Police were involved three cycles initial further cycles 2018 million four that it was number longer requirement for SW priests continue with the refresher training for decision we made to reach 2 West forces offices across to case 9 on how to get free quiet locations were better placed to get a mail quicker places as we told could do it after that date and then come fit so it's just this subset a long series disorder

*Q. thanks very much so in relation to these tactics could you give me an overview of your involvement a truly how you were trained in the tactics of*

*Northern Ireland particular looking at the methodology of the training not the tactics themselves.*

A. add bullet 13 see the Welsh region SW each force was asked we officers from the UK Chester four days we went up there to treat this course specifically the past aspects of the public order tactics because they are they do differ slightly so the methodology being that so we for two days students to understand and do not type students or we would deliver it to each other so we all the tactics were happy the four we instructor's but we had a piece that was enough to get assigned off to get to deliver it when we came back and then when we came back to the UK we resources cost 3 forces we sent all this information to PS tonight the training programme appears I would send instructed over county between what they told us and what we're past correct it's okay

*Q. Can I summarise that you were selected because your qualifications yeah with several other officers you were sent to the police service of Northern Ireland where for two days you were students of their tactics and then for another two days having reached a level that they considered appropriate for you to deliver their tactics you deliver their tactics to PSNI officers who are being refreshed on an annual basis I said as they do here under the tutillage of a PSNI public order training having completed that particular aspect of the training they were happy for you then to deliver them training back in South Wales. You returned to South Wales to do so but in order to maintain standardisation they sent an officer over from PSNI to make sure that the tactics that were being used in relation to the cascade were correct.*

A Yes

*Q Describe when you came back your training methodology in terms of the cascading of this training to the officers in South Wales*

A The whole contents and so forth were emailed which meant documentation free training The officers we used joined together talk first through the words of command, positioning and develop more questions for them So the officers who had been trained and selected came back to South Wales they identified the officers who were to be trained and could then be deployed to Northern Ireland. One trainer, prior to the delivery of the training of the officers suggested the commanders were given the words are command so that they were aware of the commands they would have to be using when they did the training . The following day this having been done they were brought to a training site and then walk and talk through they were shown by the trainers how to actually use the tactics that were being used in Northern Ireland. At the conclusion the officer from Northern Ireland with operational first hand knowledge who had emailed the commands and checked it was about it's good.

*Q thanks very much I'm particularly interested in any audio-visual support or the delivery that was given as part of the training package the PowerPoint presentation related directly to tactics in operation department then were there any video or audio video footage of training support material use other than that.*

A It was just a discussions I experienced you mentioned the contextualization of the training so and some of that was given by the PSNI officer who came over, the use of audio video audio or visual footage have been an advantage or it would have enhanced the training in terms of contextualization yeah yes I mean I mean if you want the ability do it and then show it the context of the version would be involved just as it's no because do it I think it helps, so if we could have had both aspects but either doing it is probably far far more learning from watching because you can watch something one dimension when you're doing it taking into account all the features you realise a combination of cognitive awareness and the cycle of training that you were undertaking would have been enhanced.

*Q yes, great thank you very much so in terms of the PSNI requirements the assessment of the training you date was it taken by local officer, yes Explain how were the tactics evaluated against the training requirements for South Wales.*

yes and we had the paperwork delivered because it was new we should have work what we delivered I'm sing some song as we can we do it give it to the commander any issues with the commands distances et cetera give it to the commander as do it again it was a cascade system of training where you went to Northern Ireland you were trained you would evaluate it against it and qualified to do this to South Wales where they were selected officers were selected from different forces to come for the PSG possibly going to go they were trained by you then the next stage of the cascade was their evaluation by you against the criteria that you were taught in Norman island and then the safety net if you like it is the officer from Northern Ireland overseeing to make

sure that the cascade system of training worked and was to stand the doubles required by

*Q thanks very much so you've touched on the fact that this was stopped in 2019 because the Home Office so how often was this training undertaken between the time you first started doing it?*

A I honestly I thought it was three years ago 2019 2020 and then we would expect to be going on longer because the Welsh region is required to annually train staff to be on standby, they were told the same thing.

*Q In your opinion now in terms of the delivery the training in your opinion was cascade training use effective in achieving the required objectives?*

A I know it's been closed by simply tactics officers understand they stop something That's but they don't and again depicts of reflective in terms of the questioning do you think it could have been tempted to training to it Navy stuff well what could it be I think today you can't expect one European 60 days you can't expect deploy operational competence so using I eat PowerPoints videos video could probably be a better option to ensure try it too physical training officers and one of the scratch bringing me maybe it's expensive paid much just the wheel force commanders on Spotify for the goods commands how to do this just an open discussion with some options will probably show it but those officers were far higher level one of training again to do 60 years against great so can I just he usually V PowerPoint videos supplementing the biannual training without going deeply into the cycle motor requirements of the training she was running round you could actually keep people's understanding their level of knowledge in relation to this and an appropriate level buy in dispersing

it with the short use of baby just to bring them up to speed run around absolutely great thanks very much so one last question is there anything else that you think is important or you would like to say about the training the cascade training particularly the methodology not the tactics obviously the methodology it was it was a bad way I think ticket financial part of debate taking exposed forcing exposure in hances by skill somebody understand it so if it wasn't a financial restriction for me Australia UK good you can come in the location certain exposure stop operation.

### **Interview with respondent 8**

*Q. Can you confirm that you are doing this purely voluntarily and that you have seen and signed the consent forms in relation to this research.*

A. Yes

*Q. Thank you. Could you first please give me a little bit of background into your qualifications and experience in public order training?*

A. I've been in police for 27 years now, so I've served with a couple of TSG's (Tactical Groups) as a Sergeant, and as an inspector, probably for a period of somewhere in the region of 15 years. Most of my stuff and during that time was as a qualified as a search advisor, search coordinator, working large scale events, and then I moved into public order training about four or five years ago and I'm currently working on my module 3 trainers certificate which will be completed in the next couple of months. I run, probably most of my time, on public order PSP first aid, evidence gathering, water cannon training command training dog training for the joint services CBRN. As well as method of entry.

So I manage all of those categories. I'm a NEBOSH risk assessor, which means I write the risk assessments for a lot of the training and sign off on them and trying to think what else?

*Q. I think that's sufficient thank you. Yeah, NEBOSH fantastic qualification don't tell anybody that I've got it.*

A. Well, I was made to do it and then I was very disappointed that passed all the exams because then as soon as he passed all exams, they handed me all the rest assessments. So I write on all the legal, legal stuff that comes in relation to training, anytime that people are injured or in any training at all. My whole background experience is all public order it's always been public order, public order and search and that's why when I applied for this job again it was a nice fit. The only thing they didn't get me was search.

*Q. Yeah.*

A. But I kind of would have liked it. But I was one of the four officers for Northern Ireland. We ran all the big events from G8 all the way through world police and fire games, so they at culture around all of those, a lot of those things. So it was, it's the area I feel really comfortable in, but it's somebody else has at the minute.

*Q. I'm sure you'll get it.*

A. Probably when there's a crisis, I know they asked me questions about it. Quite a lot on there wasn't answers around the training so. Oh yes, I'm also a security coordinator as well.

*Q. If you get anymore strings to your bow, it'll break.*



A. Yeah, I know. That's the thing they want value for money.

*Q. What is your understanding of the strategic requirements for the training of non PSNI officers in public order for Northern Ireland?*

A. Oh, that's the mutual aid officers. You're talking about them. So we as an organization examine what we require. Possibly being able to draw upon other forces for mutual aid. The key issue for mutual aid for us is the fact that our training differs from the rest of the UK police services. So they train a B2 package and we train a B3 essentially.

*Q. Yeah. So the Welsh Scottish English forces.*

A. What that means is their subunits are different. They use different vehicles. They use carriers, whereas we use Land Rovers and our subunits are more, our ratios are different. They work on a 1, 3 and 18. We work on, 1, 3 and 24. So in order to equip officers who come across here to deploy and our vehicles. What we do is we train a package that then equips them so that they can operate here. So it's almost like a transitional package. They know because we can't use carriers here at the minute, we put them out in carriers. I think the crowd would probably stop for a minute or two and wonder what's going on. And then all hell will break loose. So the training is designed to equip officers for that different operational environment. That is based on what the organization's strategically at a sort of ACC to Chief Constable level decide what they need or may need to draw upon for any given time. At one stage we were training 48 units, then we trained 62 because we thought Brexit was going to be an issue for us. And then after they re-examination and they decided to scale it back down to 21 units. That we are training at the minute.

*Q. That included South Wales and other mainland non PSNI units?*

A. Well, we the public order training department here, PS and I ran that training, so we brought, we brought trainers across on a train, the trainer package. So that meant that we liaise with NPOC in relation to what the requirement is how many units we're going to be in that then detailed how many trainers were going to come across within, arranged them in tranches. We run them generally in three or four tranches of trainers coming across. So then we I also liaise with.

Our travel, who basically they. Then they then book them in cadres and travel and we work with them public relations, we bring them across, we run them through our training package.

And they get the train. Some of our units who come in for training while they're here over the loose four days, and then we they go back when the training dates are set for the UK based units PSU to be trained, we're sent a list of the dates and we then send our trainers across the Q 8 quality. Sure that training and to help correct anything and to see if to just provide support to ensure that the training is done in the manner that we need it and answer any questions and assist.

*Q. What involvement did you have in?*

And they get the train. Some of our units who come in for training while they're here over the loose four days, and then we they go back when the training dates are set for the UK based units PSU to be trained, we're sent a list of the dates and we then send our trainers.

The other services and trainers have been here.

Q. *OK. Do you mind if I just summarize that?*

A. Yeah, yeah.

Q. *Trainers are sent to you, selected by their own forces, who are already qualified in public order training.*

A. Yes.

Q. *So do they have a reasonable idea what they're doing? Then you use a form of cascade training where your trainers train them, and then they are sent back to train their offices and their offices are then assessed in their ability to run your tactics by officers you send over. To make sure it's OK.*

A. Yes.

Q. *Is sort of system, yeah.*

A. That translator? It's almost like it's a trainer piece, but it's casket out because we can't. The cost of bringing all of the units across here to run through packs, to send them all back again, it's just it's not feasible.

Q. *Yeah.*

A. Yeah, not a viable option at all.

Q. *So. Do you know or were you involved in the delivery of the training to the South Wales Police officers who came over?*

A. it's changed recently because the because of the session to reduce to 21 trainers and.

Though it was a request for it to be more geographically linked to us, so empok selected, I think police Scotland and various services that were more sort of

geographically aligned to us for us to train. So I wasn't bored. I think the last time we trained the South Wales Trainer, police were just 2019 was it?

*Q. Yes. That's right*

A. Yeah. Through night. Yeah. I was here in 2019. We trained when we trained ourselves. We trained a lot of services across UK

*Q. I don't understand where they are coming from to be honest, because all my time in Northern Ireland seemed to if you were Welsh, you were treated somewhat differently than if you were English or Scottish.*

A. Yeah

*Q. But hey, who are we to question the strategy*

A. The biggest hit was. I think it's sort of aligns with that Northwest Group and we're gripped from a the TTWEG point of view, TTWEG, tactical training equipment group were sort of there's a northwest regional sort of grip and Scotland would be enough for us and some of the some of the Yorkshire Police services would be in that for us. So I think they want it was to align else with that and also then to have the fact that. If we train people from Sussex or from Kent or from Someone Like You know the response time and the lag as much longer, the distances are much longer. So I think that was the thinking around it.

*Q. Hmm yeah or can understand the finance and logistics taking precedence over sort of Community relations, if you like, in that sort of scenario and situations. So yeah, I used to sit on the national tactics training Working Equipment group from NPT when I worked in PT.*

A. Yeah This is where I've spoken to my trainers, so they use they use like they eat up model, they use some visual aids, some video, PowerPoint presentations as well. And then they actually explain and demonstrate tactics and run people through the title space likes the vehicle trolls. Vehicle trolls are very different for us.

Q. OK

A. And even some, even some of the foot drills, I mean it's because the, the, the different composition of the, the way the units set up. A lot of things. You've got the same basic principle of public order. But there's certain beds that are different, you know? So it's just a nuance, it's around that there, hence why we do that, we do classify as a B3 package.

Q. *Umm yeah, I also see we don't need to discuss the tactics, but it's the delivery bit. So there were you using PowerPoint presentations and then basically you are running them through it. So all the psychomotor was demonstrated. I think in a very basic terms they call it show, show and tell and they want.*

A. Well, people tend to absorb more. Even. Yeah. I mean, I've done. When I done police train before, you know, they they'll. They'll get a thing on the screen and then they'll show the vehicles and say the vehicles will move like this.

Q. *Yes absolutely*

A. That's all right, but actually doing it is the bed. It's like scenario trains always seems to be a better form of training. So whenever you actually whenever the people actually doing the thing, it's a little better.

*Q. In terms of that methodology, what was the frequency? Yeah. And or. Duration of the training. So how long? How often?*

A. Oh yeah, wait so the trainer was set to be delivered every two years. So it's a two year framework we ran into COVID in 2020.

*Q. Yep*

A. So TT, I got passed by that stage. And they wanted people to be public order in the credit within a three-year period. So we had that because we had COVID because movement was so restrictive, because we couldn't do the training that two years actually benefited us because we were able to then push it out and postpone it for a year and then ran it. And then run it last year. So we people still remain within accreditation, so, but it will revert back to two years. It will be of two years again. So it will be next year again.

*Q. I'll pick up on this later, but in terms of maintenance of skills, which there anything done in the COVID period.*

A. For the mutual aid training or for the for the officers who had been trained.

*Q. Yeah. For the officers who had been trained.*

A. No, we weren't able to do anything during that period. No, because I mean you see, it's do you see to get a travel approved here, every everything shut down to the extent and we maintained we maintain training here in certain key competencies every police service. Had definite issues. Public order was difficult for us, so we public order was suspended by our gold for our own training for it and then it was reengaged when I when I I made representations that we need to reengage this now. I was gonna be real operational difficulties

because whilst we have the full time, essentially what you would call PSNI, we would call TSG's which the 13 different units that are full time that's their role. But they do search and do other aspects. But so what are PSNI? We're starting our numbers are starting to drop are.

Q. Yes

A. They're all rebelling in relation to our districts and departments and what we could deploy our mutually commitments. We're gonna start being impacted because we have to maintain the 48 units before we can draw mutually aid. So there's all kinds of operational issues, but we were able to run this book training during that time for our own organization, but running training And the UK and SAN and trainers was just firstly impossible because to get travel authorization during that period had to go to a C level with a business case because I had to write a business case around purchasing dogs from West mids and you know you wanna see the detail that I had two in relation to it for me and I would say came down and I said and I respect a simple choice of you either have the dogs or you accept you don't have them. You know, and they said, OK, we need to tell them we need dogs. So they're the restrictions on travel meant that we weren't able to relate to do anything.

Q. *OK. Could you. That's great. Thank you. Could you just refresh your simulation to how the cascade training was assessed against the PSNI requirements, so who was sent and how often?*

A. Well, it's uh, needs mostly, most situations, you know, like very lucky over there. That's it. Yeah

Q. *Yeah*

A. It's still a fight for the money. It's never it's never a straightforward thing. You don't need candy. You have to you. You wouldn't believe the arguments you have to make you turn and say, wait well, OK. Well, then, except you're not gonna have that training. And then at that point, they go well, OK, we'll have to pay the money.

Q. *Yep*

A. And get the full story involved and see how much is gonna cost you when the litigation starts. Yeah. Yeah. So hey.

Q. *And so did you use a particular type of evaluation, or was it just the QA against the criteria for the learning objectives?*

A. Why I can if you want, if you want I can. I can check the detail against that if you want to see and send it to you.

Q. *That'll be good. That'll be great. Thank you.*

After the training that there, there were. debriefs, yeah.

A. *Yep*

Q. *Were any training methodology issues raised in the debriefs.*

A. No, no, nothing really. No, we, we, we examine our processes to make sure from my point of view. And we run training here. If there's any issues we deal with on the time, we're very supportive. We make sure that they know that all the welfare and they could tap into if there's any issues at all, if anybody, something happened to home and somebody had to. They were very supportive of all of that. There. We can arrange their travel and stuff. So for and always when I arrange training for people to come across here, I always want



to make sure that it's a good experience from them. So we always make sure that the hotel was good. If salaries were good, they were fad and you where they were doing and where they had to be. There's no confusion around it. So we anything we received by was always very positive from the trainers themselves. We then feed into improv and then we look at the cost and around. So the costs were all within acceptable levels we didn't have.

*Q. Yep*

A. Any issues around that our own authorities were very happy with it. And then pop where we're content, I think empac, I think that was an impact and I know they have a changeover stuff, but sometimes they think. People tend to overcomplicate things. We try to make. I try to make it very simple and straightforward.

*Q. That's good.*

A. So I was saying, OK, can we have them? Can you group them together so that we can have them all competency in airport so we can arrange the pick-ups because there's nothing worse than people standing at an airport waiting for an hour, 2 for pick up. So and we made sure that we had all the details so that when people are right we were just picking them up and get them to the hotel get them settled and getting their kit here and dealing with any issues because it's all about the experience you know.

*Q. No, absolutely, yeah. And it's yeah, logistics at let's say, the devil is in the detail.*

A. I'm sure I'll have to take that for you.

*Q. Last but one question. Are there any other issues that you'd like to raise in relation that you think are relevant or pertinent to the training delivery. In relation to the cascade training of other offices?*

A. I've looked, we've looked at different ways of delivering the training. We've looked at the possibility of sending our trainers across. For a slightly longer period and actually training the training in the service. Then because instead of bringing say 48 UK based trainers here we can send maybe 12 trainers there for a slightly longer period, but it's something that we just looked at but. I'm not sure it would have to be. The Coordination is probably going to be a lot more difficult because you what you're doing is you're trying to coordinate with eight different centres and say right during this time frame, because we've allowed training delivery to do. So when we leave all their demands, we've like say we've got 11 different areas to manage here within the department, so.

Absolutely but the park not there that would possibly would just costs because instead of having 48 people, but then the hotel for four days. It would be 12 trainers booked and the hotel for four days at different locations, you know, but I don't know whether there's benefiting or not. I mean, I think sometimes its benefiting people being here because we have the vehicles all here.

There's other stuff that we can show them here if we have something that evolves or new equipment, we've got the war cannon here. You know, whereas they're not freely accessible and other UK training locations, you know.

I think the contextualization of the training in situ is probably a hidden asset.

*Q. To the methodology used I would think because you can actually contextualize what you're doing and what you're talking about?*

A. Yeah. And then they get it, right with actual piece 9 units. Umm, clearly a benefit, yeah. Uh, perhaps an in terms contextualization, though.

*Q. The use of A V might enhance contextualization. What do you think?*

A. Yeah, I think so, I think. I don't I haven't really looked to change it. I think what we'll do is we'll probably just run the same package in a year's time because it just works and everybody, everybody sort of knows what we have to do and it's fairly stable. I think sometimes change. The second change isn't a good thing.

*Q. And can I ask you how the last set of three years has been.*

A. Unique, I suppose, cause none of us were around for the epidemic nearly 20 so.

*Q. Therefore there was a hiatus in training as you explained earlier. What would your view be or on the use of audio-visual films, clips, snippets of activity that is required by the PSU being sent to them during an extended hiatus in order to maintain their cognitive understanding of the tactics.?*

A. Well, what we did here was we created, we have a thing called classes learn, which is a platform which can be accessed by anybody and his individual to each officer. And it's a learning platform on that. For example for first aid I have an ad a three to five minute ad thing which teaches them how to use an ad doesn't mean that they don't do it when they come first aid training, it's there 24/7 accessible. We also have an i player and we put.

Yeah. On the iPlayer, we put our foot on our vehicle tactics onto it and it's accessible by every officer. So we're able to send that out and say, look before

you come public order training, you can refresh as and you can view it so you can spark that little bit of what they remember in relation to that. So I think it. I definitely think it is beneficial and we do we do utilize it to sort this thing with our own people. If we probably could have taken some of that off and sent it across the UK services not thinking about it but I would every different service had. They have their own issues around their own aspects of training, and that was all linked to what facilities they had and what they were able to utilize. We are here our training, we were trying to train in the gaps because we ended up with student officers here. We still managed to deliver as an organization somewhere in the region 350 student officers out to the wider organization during COVID, but that meant they were being displaced to a lot of different college sites. So I had a full course of students down here. So I had to look for the gaps for rooms, for facilities, for stuff to run training. I do think it's definitely beneficial and we do use it on our classes platform. We do use it for and other aspects of our training, our command training or CPR training. Our Jessup and it's good and it's set up such a way that there's knowledge checks at the end so that there is that there is a facility and availability. I don't think it's the be all and end all. I don't see it as being somewhere that you can sign post people to for additional self-directed.

*Q. Right.*

A. I don't know, like the AD, when they're out in local station, just to refresh.

But it can't be the only training the gap, because that's doing is a far better trade than watching, you know. But it's there, it's there and additional piece that they

can and the same with the public order stuff to fit tactics and the vehicle type is that we put on and we filmed there last year dog tactics.

*Q. In Northern Ireland and that was where it's coming from. But you absolutely right, there's no substitute for doing it at all.*

A. Yeah. Our training, our training delivery very much switched to maintain and operational dogs, that was a key thing for me and method of entry. We were able to do it because it sits in the building on its own and it's huge. And the nature of the training is such that we were able to run it. And maintaining some first aid training, but really a lot of that was all directed towards student officers. PSP was directed towards student officer training that that almost like my wider organizational stuff.

*Q. There is a lot of stuff movies online, a lot of stuff.*

A. Yeah. And there was web access and stuff done for people to try and to draw people and to try and maintain some training. But the key focus for the police college and also as part of the police college was the way the student officers getting the student officers through and onto the ground.

*Excellent. Well, like this, unless you have anything else, mate, that's brilliant.*

*Thank you very much indeed.*