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SOUTHAMPTON UNIVERSITY

FACULTY OF LAW, ARTS & SOCIAL SCIENCES

School of Education

Initial Police Training for the 21st Century

Is the learning strategy meeting the needs of the organisation?

Thesis for the degree of Doctor of Education

By

Brian William Seggie

21 Sept 2010

UNIVERSITY OF SOUTHAMPTON

ABSTRACT

FACULTY OF LAW, ARTS & SOCIAL SCIENCES

SCHOOL OF EDUCATION

Doctor of Education (EdD)

Initial Police Training for the 21st Century - Is the learning strategy meeting the needs of the organisation?

By Brian William Seggie

As policing evolves radically to meet the demand of a twenty-first century society, the training methods and educational tactics employed in the development of the next generation of officers must also evolve. This investigation incorporates both literature and empirical analysis of standards, expectations, and opportunities within the United Kingdom Initial Police Learning and Development Programme (IPLDP). Emphasising particular findings from participants at all stages of this programme, the techniques and concepts emphasised by the current training initiative are called into question, challenging decision makers to consider the impact of such system design. Ultimately, this research suggests that although present in the IPLDP, practical application of knowledge and skills is a fundamental necessity for developing effective, successful student officers.

Many of the issues and challenges cited by the survey participants are directly linked to programme limitations that are innately incorporated in a process that favours classroom learning and theoretical assessment. It is the practical application of skills within the UK society that will ultimately test the knowledge gained by student officers; and in many cases, supervisors and students alike are finding that the programme is lacking. This analysis suggests adjustments in the programme dynamics, emphasising experience, evidence, and application as primary means of transcending the many limitations of theoretical assessment of work based assessment.

DEDICATION

**To Andrew, my son, who I hope will
“transfer learning into practice”.**

**This research is also dedicated to Sergeant Mark McLaren Royal Air Force,
my nephew, who was tragically killed in action, whilst serving in Iraq,
15 April 2007,**

and to

**Major Steve Shea RLC, Warrant Officer Class 1 Anthony Joad RCT,
Warrant Officer Class 2 Stewart Shaw RLC and Staff Sergeant Gary Pointon
RLC whom are no longer with us.**

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Authors Declaration

I **BRIAN WILLIAM SEGGIE** declare that the thesis entitled: **Initial Police Training for the 21st Century** – “Is the learning strategy meeting the needs of the organisation?” and the work presented in this thesis is both my own. I confirm that:

- this work was done wholly or mainly while in candidature for a research degree at this University;
- where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
- where I have consulted the published work of others, this is always clearly attributed;
- where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
- I have acknowledged all main sources of help;
- where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
- none of this work has been published before submission.

Signed: *Brian Seggie*

Date: 21 Sept 2010

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Abbreviations

ACPO – Association of Chief Police Officers
APA – Association of Police Authorities
ASBO – Anti-Social Behaviour Order
Con and Use Offences – Construction and Use Offences
GIS – Geographical Information Systems
HORT – Home Office Road Traffic 1
IPLDP – Initial Police Learning and Development Programme
KUSAB – Knowledge, Understanding, Skills, Attitude, Behaviour
LDR– Learning Development Review
NIP – Notice of Intended Prosecution
NOS – National Occupational Standards
NPIA – National Police Improvements Agency
NVQ – National Vocational Qualification
OCU – Operational Command Unit
PAC – Police Action Checklist
PDO – Professional Development Officer
PDU – Professional Development Unit
RMS – Record Management System
SDRO – Student Development Recruitment Officer
SD1 – Skills Development phase 1
SD2 – Skills Development phase 2
SNT – Safer Neighbourhood Team
SOLAP – Student Officer Learning and Assessment Portfolio
SPSS - Statistical Package for Social Sciences
TPT – Targeted Patrol Team
TWOC – Taking Without Consent
VDRS – Vehicle Defect Rectification Scheme

1 - Introduction

*"I keep six honest serving men, they taught me all I knew: -
their names are what, why, when, how, where and who."*

Rudyard Kipling, 1902.

This research concentrates on the assessment of learning during initial recruit training of Police Officers in Hampshire Constabulary, specifically Initial Police Learning and Development Programme (IPLDP), a two year probationary training programme that was implemented by all Police Forces in England and Wales in 2006. Whilst this research concentrates on a Constabulary, the author would suggest that this is a standardised national student officer recruit programme; therefore, the findings could be transferable and applicable to all forty-four Forces in England and Wales. The author would go further to suggest that the National Police Improvements Agency and Home Office may wish to consider the recommendations found in this research. Progression from the current, disintegrated state of this training programme requires a universal focus on training, one which emphasises consistency and quality: fundamentals that will be shown deficient in current programme dynamics.

This research opens in Chapter One with a description of the research context and overview. It continues with a literature review in Chapter Two, gaining facts and views from respective authors and research in the field of adult learning. It should be noted that this research into the Police Service has never been conducted as this recruit training programme was implemented in only 2006 and to gain a reliable sample size, which incorporated two versions of IPLDP, has taken four years. The literature also links some current leadership theory that has direct impact on this programme. In Chapter Three the research investigates appropriate methodology and research instruments which focus on an evaluation of this programme using qualitative and quantitative data which is triangulated. In Chapter Four, the data from circa. 200 Police Officers and Staff is collected, analysed and presented from six groups: Student Officers, trainers, tutors, assessors, operational Sergeants, operational Senior Police Commanders. In Chapter Five, the full analysis and discussion points are considered, which concludes with a summary and recommendations in Chapter Six.

1.1 Research Context

In order to facilitate the contextual transition from research to organisational relevance, it is important to establish the background of the author. By establishing the scene and defining the relative position to the investigation itself, the data can assume a more relevant state.

Currently, the author is employed in the UK police sector as a senior manager and learning and development practitioner. His working career covers many years of public and private sector experience, mainly comprising of operational duties in the Armed Forces (thirty-six years), commercial manufacturing (two years) and finally in the police service (six years). The relevance to this research is paramount as the author has many years of practical experience of initial training programmes, which build the foundations for a learner, which ultimately transfers into practical skills, in high threat environments.

During this research into the vast but interesting subject of police service recruit training; the author located articles and reference books on the management of learning. Such research complemented his experiences in the Armed Forces, the Police Service and formal training on military and civilian courses. In conclusion, the author feels that he is at a very exciting and proactive crossroads in his life. In his current employment he is responsible for the Learning and Development of circa 7,000 police officers and staff across the counties of Hampshire and the Isle of Wight. The Constabulary has to serve 1.43m members of public in many diverse rural and urban environments. Such responsibility establishes the relevance of this investigation and the expert status of the researcher, validating the usefulness of such findings for the future evolution of the Constabulary training programme, especially in the present financially austere climate.

1.2 Initial Police Learning and Development Programme

Since 2006, the police service, under the direction of the Home Office, has decentralised initial police constable training, integrating a regionally derived, standardised programme. The Initial Police Learning and Development Programme (IPLDP) commenced in May of 2006, integrating a total of 1,000 student officers into a two year training programme at Hampshire Constabulary.¹

¹ The IPLDP pilot began in 2005 with five Police Forces; the majority of the remaining 39 Forces commenced delivery in 2006.

Across other UK regions, all 44 forces have produced and implemented their own bespoke design and delivery programmes. The competency of those who designed, developed, delivered, assessed and evaluated this programme is also varied and must be addressed as a consequence of regional disintegration. This segmentation has led to a lack of robust assessment, evaluation and quality control strategies. Some forces have also linked this programme to a NVQ level 3 and 4 qualification, whilst others have outsourced training to local universities, leading to a foundation degree in policing, with varying success. Such differentiation in practice and policy continues to impact the effectiveness of training, operational protocol and officer competency.

The concept of knowledge development and learning facilitation is summarily evaluated and explored within the context of student officer training in the following sections. Researchers such as Elliott (1996) recognise that in the UK educational programme, adjustments have been made to a system in which learning outcomes are emphasised over the learning processes engaged to derive such outcomes. The IPLDP has encountered similar challenges, as classroom learning and practical application of skills and competencies diverge in objective, weight, and timeline. While neither process can be fully extricated from the other, the reality of disparate importance is continuing to impact the functions of the training process for student officers. This research seeks to eliminate such conceptual conflicts, emphasising more tangible, practical learning objectives that are based on the feedback and support offered by those officers who participate daily in policing the streets of the UK.

1.3 Research Overview

This investigation is organised into three unique segments. The initial research and conceptual foundations for subsequent analytical sections were based on a comprehensive literature review. The analysis of training support mechanisms, knowledge acquisition strategies, and employee motivation techniques provide the theoretical basis for all solutions and suggestions proposed throughout this investigation. The secondary segment of data is collected from a broad range of survey participants, integrating both quantitative (statistical) and qualitative (phenomenological) analysis in order to add depth to the review of this variable environment. Finally, a synthesis of academic and empirical findings is generated, offering solutions and recommendations based on the overarching theories, concepts, and concerns addressed over the term of this analysis.

While the evidence presented herein can be interpreted as only a snapshot of the police training programme, the views and opinions expressed are deeply founded on practical evidence and experience within this sector. Ultimately, the generation of a functional, effective training programme is a mutual objective embraced by all participants. The long term implications of such research could be substantial; and therefore, all concerns and expectations have been considered with equal weight.

1.4 Chapter Outline

This investigation encompasses a broad spectrum of research as it relates to the modern UK police service and the strategies and principles associated with standardised training initiatives. While such programming might be considered second nature in a heritage sector such as policing, the reality is that given social variability and unique cultural developments, the requirements placed on the officer are increasingly diverse. Therefore, this research is presented as a hermeneutic foundation for the adaptation and adjustment of current UK training procedures. Each of the chapters herein can be outlined as follows:

- **Background:** Providing the impetus and reasoning behind this investigation, this section offers insight into the existing condition of training in the UK police service and introduces the prevailing theories regarding leadership and organisational evolution.
- **Aims and Objectives:** The basis for this research is an evaluation of training delivered by one Constabulary to recruit and train police officers. A complete list of key research questions is at paragraph 1.9.
- **Literature Review:** A comprehensive review of leading academic theorists and empirical researchers, this section offers evidence to support particular leadership and training strategies as a means of facilitating organisational change. Furthermore, this analysis provides evidence to suggest that the standardisation of training across all regions of the UK would be possible given particular methods and enhanced inclusivity.
- **Methodology:** Outlining the empirical methods employed over the course of the data retrieval, coordination, and analysis, this section offers evidence of the skeletal foundations of this investigation. Furthermore, this section provides insight into the ethical concerns and limitations imposed during the course of data collection and evaluation.

- **Data Presentation:** Providing the mixed-method evaluation of the data collected over the course of this study, this section presents the raw comparison and correlation of the empirical evidence.
- **Analysis and Discussion:** Based on the data collected and a synthesis between empirical and academic research, this section provides a deeper insight into the opportunities currently afforded the UK police service.
- **Conclusions:** This section provides the concluding debate introduced over the course of this data collection and evaluation. Furthermore, tangible recommendations are presented to optimise the UK police service training programme, identifying particular strategies which will most benefit all of the organisational stakeholders.

1.5 Background/A Review of the UK Police Service

The Home Office has a view that the UK police service, in its current model, is a fragmented, often diluted entity which has fallen prey to widely distributed spheres of influence that cannot be overcome without additional support. Ashby, *et al.* (2007, p. 15) challenge that although an intensive neighbourhood level understanding has been demanded by Home Office reform measures, deficiencies in appreciation for local populations continue to undermine connectivity at the officer level. Of partial blame in this poor analytical comprehension is a persistent disconnect between technological advances and real world applications. In fact, advanced Geographical Information Systems (GIS) and crime mapping systems have become widely available and show promise on the international front; however, practical integration in UK policing remains deficient and tactical in nature (Ashby, *et al.*, 2007, p. 16). The failure to identify trends and pursue solutions to persistent criminal activities results in an on-going cycle that cannot be adequately eliminated.

Analysis of the UK police climate by Kiely and Peek (2002, p. 178) returned specific concerns regarding the limited support of the organisational hierarchy, poor communication processes, and overall service deficiencies. In particular, this research identified specific perception challenges that limited the performance of police duties at a level consistent with the overarching service culture requirements (Kiely and Peek, 2002, p. 178). While such findings may present particular areas for concern, the past seven years of improvements in police operations has overcome many of these deficiencies.

As each agency struggles to define its unique role within the UK policing network, the principles which have served as governing values and beliefs for this agency for decades continue to be diluted and often rejected. Defining the traditional cultural foundations for the British police results in a consistent baseline value system in which officers are expected to protect life, maintain public order, and establish a constant state of public business (Kiely and Peek, 2002, p. 173). Yet out of such general and altruistic objectives, a question arises of consistency and compliance, as officers often manipulate values and performance expectations to suit their own unique belief systems.

As training programmes are extended and diversified, a question of capacity and governance is increasingly relevant. The principles and values which govern policing operations cannot be fundamentally defined unless unwavering, standard prescriptions are applied at a centralised level (Taylor, 1999). Foskett and Lumby (2003) argue that in order to achieve quality in training, succinct and quantifiable learning outcomes and standardised processes must be implemented centrally, engendering the evolving force with a similar and consistent foundation.

For example, gender differentiation in UK police leadership remains of particular concern to social researchers, as reasons for disparity in high level assignments are actively pursued. Dick and Metcalfe (2007, p. 94) suggests that a lack of organisational commitment in female officers has been errantly broadcast as a key factor in promotions amongst female officers, emphasising a deficient managerial hierarchy that limits the movement of these professionals to higher standing. In recent years there have been adjustments to such deficient programme concerns, enhancing the female population both within the pool of general police officers and in the hierarchy of supervisors and support professionals.

This research attempts to define the relationship between IPLDP training and police performance in accordance with specific standards and guidelines, based on the programme developed by Hampshire Constabulary. Empirical evidence has been retrieved from a broad spectrum of survey participants, defining the potential for standardisation of this modern governance mechanism.

The applicability of such a centralised model would be far-reaching, as both under and over performing regions could benefit from such consistent standards, especially in the evolving financial climate.

As the UK police culture remains strongly linked to social value systems, this overarching influence will provide the comparative variable from which particular performance guidelines are evaluated. Such analysis will support the development of more constant training initiatives that are facilitated according to a participative, transformational system. This may also realise an opportunity to reduced costs in the current financial climate.

The initial investigation explore the theories and evidence surrounding training and knowledge acquisition in a formal professional institution. The secondary source of information is retrieved through empirical investigation which was carried out via a multi-stage survey that was administered electronically, by phone, and personally to a wide range of participants within the IPLDP. The data is analysed through a variety of comparative techniques, producing tangible and applicable evidence of opportunity for IPLDP revision and standardisation in the coming decade of UK policing. Ultimately, this analysis is intended to serve the participants of present and future training programmes, fundamentally improving the scope, depth, and the retainability of those key competencies that are necessary for enhancing the police organisation.

1.6 IPLDP Standards and Assessment

As the UK police service evolves to meet the demands of an increasingly volatile 21st century, the development of standard, consistent training practices has become an essential strategy in overcoming existing performance deficiencies. Established in 2006, the Initial Police Learning and Development Programme (IPLDP) is designed to govern the training and knowledge acquisition of potential officers during their two year probationary period. Fundamentally, the IPLDP is based on the achievement of 22 national occupational standards which must be achieved prior to confirmation as a constable in the UK police service. Across each of the 44 unique, regionally located police forces in England and Wales, individual IPLDP guidance has been developed according to common learning descriptors. While the underlying objectives associated with such diverse application of training and standards have been linked to the unique needs of various regional areas, the success rate of non-standardised training in this case may not meet the needs of the recruit, organisation or public they serve.

Initiated in May 2006, the locally generated IPLDP incorporated 1,000 student officers and an analysis period of four years. Most evident in the distributed development of such programmes and guidelines was the unique design and delivery programmes embraced by each unique segment of this overarching policing agency. Segmented applications have limited the robust assessment, evaluation, and quality control strategies necessary to govern performance and achievement under such training practices. In some regions the principles of the IPLDP have been linked to the NVQ Level 3 and 4 qualifications, while others have outsourced such operations to local universities. In spite of varied success under this new scheme, the resultant performance deficiencies across various local constabularies raise questions regarding the efficacy of segmented programme development. This investigation seeks to determine the implications associated with distributed training development and evaluate opportunities for improvement and standardisation of the IPLDP.

The UK is a complex and evolving social environment, one which requires versatile officers and competent trainers. Loveday (2007, p. 5) challenges that as Operational Command Units (OCU) are expanded and increases in officer numbers exceed national standards, the need for improved oversight and regional governance has become an organisational priority. Based on analysis of the civilian/officer budget dichotomy in various UK regions, Loveday's (2007, p. 19) investigation focuses on the financial strain that has been exacerbated by overpaid police forces. Due to persistent shortages in officers amongst many OCUs, emphasis on cost-effective, civilian-supported operations will be required, as financial limitations are rapidly becoming a performance limiting variable. These deficiencies may result in policing operations that are deficient and fail to meet the standard expected by each agency's primary stakeholder. Any change in police service funding allocation are very likely to have an impact on initial police officer recruiting and training.

1.7 External Factors

As educational programmes are outsourced and standards are widely distributed, the consequences of operational diversity have grown significant.

Training and leadership have assumed primary roles for moderating the skills and competencies within the UK police service. Researchers such as Silvestri (2007, p. 54) introduce the 'transformative leader' as an alternative to rank-and-file management strategies, highlighting opportunities for more participative operational systems.

In his report to the Home Office, Flanagan (2008, p. 13) challenges that, in order to enhance productivity and departmental performance, aspiration-driven guidelines are needed that emphasise a heightened and internationally competitive level of policing. In spite of such suggestions, there remains limited evidence to support a particular standard of development for such guidelines, as system dynamics and regional expectations remain diverse and influential. There is a severe deficiency in definitions for skills and competencies within this vocation, one which undermines the capability to maintain a constant state of governance across the varied regions of the UK. The organisational structure of the UK police service and the fundamental responsibilities of each organisation can be modelled as follows:

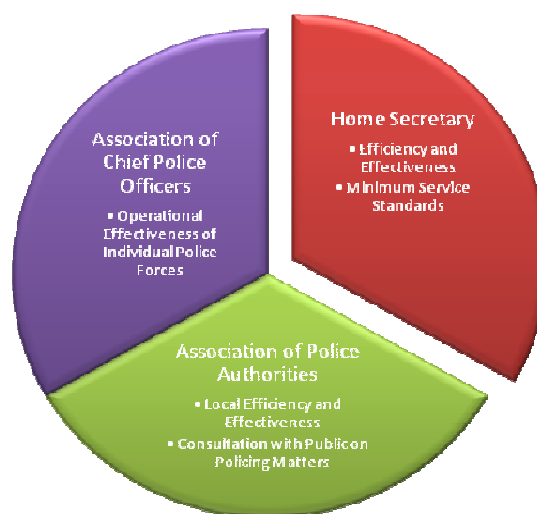


Figure 1: Police Service Governance Tripartite Relationship (Source: Flanagan, 2008:14)

Defining the traditional cultural foundations for the British police results in a consistent baseline value system in which officers are expected to protect life, maintain public order, and establish a constant state of public business (Kiely and Peek, 2002, p. 173). As training programmes are extended and diversified, a question of capacity and governance is increasingly relevant. The principles and values which govern policing operations cannot be fundamentally defined unless unwavering, standard prescriptions are applied at a centralised level (Taylor, 1999).

In its present position, the IPLDP may be fundamentally deficient at establishing such cross-regional competencies.

1.8 Aims and Objectives

There are various studies which have served as identifying mechanisms for deficient practices and developmental opportunities in the UK police service (i.e. Dobby, *et al.*, 2004; Flanagan, 2008). This investigation supplements such research, providing contributory evidence to enhance and standardise the Initial Police Learning and Development Programme (IPLDP). Through comparison of academic and empirical data streams, this analysis details the influence of specific variables including organisational culture, leadership, programme design, and regional specificity on the overall outcome of training for constable trainees. The following aims establish the scope of this investigation and provide the basis for its being a relevant contribution to an evolving body of forward-thinking knowledge:

- To evaluate effective training and development in modern organisations in order to develop an applicable model of standardised trainee education in the UK police service.
- To assess the standard of leadership within the IPLDP identifying those practices which best contribute to learner development.
- To offer evidence of the variables which contribute to or detract from the capacity for knowledge transmission and expansion within the extant policing environment.
- To evaluate and assess the efficacy of the IPLDP as a standard training tool for new recruit development.

Through intensive focus on these particular aims, a broad spectrum of knowledge has been identified and integrated into a singular model of effective and supportive training practices in the UK police service. The connections established in this research between leadership, training, and intra-agency participation have far reaching implications for future development of standards and procedures in this agency. As the culmination of this research shows a potential adjustment may be required to the current state of operations in this environment, the following objectives were followed:

- To identify the variables which hinder and support constable performance during IPLDP administration and provide evidence of opportunities for programme revision.
- To draw conclusions regarding the style of leadership in the modern UK police service and suggest alternative means of improving upon programme participation and officer commitment.
- To connect industry stimuli in a strategic fashion that emphasises effectiveness and standardisation in policing procedures that can be transferred to all individuals regardless of region or position.

1.8 Key Research Questions

The following represent the key research questions that were answered over the course of this investigation:

- Are the entry assessment standards correct?
- Is the assessment fit for students to learn effectively over the two year probation period?
- Is the assessment strategy fit for students to be assessed according to gained knowledge/skills?
- Is the assessment practice fit for students to be assessed according to practical and transferrable skills?
- Is the assessment strategy fit to meet the Police Training Centres' cultural leadership agenda objectively?
- Is the programme fit to adequately assess the 22 National Occupational Standards?
- Is the programme better suited to a university programme?
- Is the assessment strategy fit to meet public needs?
- Is the programme fit for the Home Office police modernisation agenda?

2 Literature Review

2.1 Overview

In an effort to evaluate the underlying principles associated with training, organisational participation, and officer performance (thirty-three main activities of a student officer analysed at 4.7) that are required to enable one to be an effective police officer, the following sections address key components of professional development. This includes skills development and organisational culture, training and educational quality, leadership and mentoring, and the concept of the standards and programme evaluation. All of these are considered to be key variables that contribute or detract from the capacity of knowledge transmission that may be inhibiting performance levels in the current policing environment.

The principles introduced herein provide evidence of opportunity for the modern UK police service, suggesting that through more dynamic programme evolution, the overarching performance of the service can be improved. Moreover, comparative reasoning between standard policing systems and organisational guidelines can highlight the similarities between this diverse environment and a rapidly evolving industrial community. By applying innovative development strategies to a longstanding environment of standards and practices, the future of this police agency will be effectively altered. The commitment and participation proposed herein can assist new recruits with transition into a consistent and organisationally committed environment. The result of such adaptation can be readily quantified through analysis of categorical performance once programme revisions are in place.

2.2 Organisational Culture and Skills Development

At the forefront of organisational theory, the framework for operations, employee development, and goal achievement must be categorised within the context of tying together organisational culture and the development of the most appropriate skills if there is to be an effective training and development model that can prepare police officers for today's environment.

At its deepest sociological level, Ouchi and Wilkins (1985, p. 469) recognise that the organisation is a social phenomenon, one which maintains unique and differentiated values from its members and its surrounding community. Organisational culture in this context represents the root values, beliefs, and expectations that govern organisational operations and initiatives. The distribution of such values and eventual acceptance or rejection by employees will define the working role of these individuals, bounding their actions according to the culture of the organisation (Ouchi and Wilkins, 1985, p. 478).

Whereas organisations maintain explicit long term objectives, employee participation within the context of such objectives is expected and acquiescence to these unique value systems will often become a fundamental contributor to exemplary performance. There are a variety of organisational and developmental programming theories that have advanced academic study in training and occupational skill acquisition. Early research conducted by Hofstede (1980) has established principles of cultural dissemination and the power-distance relationship across various international organisations. Such investigation would uncover particular responses that were associated with unique stimuli at both the organisational and the individual cultural levels. Schwartz (1994) evolves such theories to include seven dimensions of culture, emphasising a hierarchical relationship that was derived from intrinsic cultural foundations. The basis for acquiescence to organisational values is interrelated with the accommodation of personal culture, suggesting that objectives and goals must link the employee to the organisation in order to have a positive influence.

There is a wide range of methods employed for developing employee participation within organisational culture. From training to immersion, the employee's role is rapidly defined as the realisation of purpose is instilled through participation. Organisational stories and artefacts as presented by Brown (1992, p. 4) assist employees in adapting to unique cultural expectations and value systems, providing an empirical alliance which could only have otherwise been retrieved through working experience. It is this unique platform of recount and recollection which has particular impact on police training and development, as later sections in this review address the influence of bias on consistency and performance. From a strategic perspective, Rashid, *et al.*, (2003, p. 725) propose that organisational leaders must tailor the underlying cultural foundations to match employee operations and performance according to organisational objectives. Whether such cultural values are implicit or explicit, performance indicators and achievable objectives facilitate employee participation and support.

While Ouchi and Wilkins (1985) posit that employee participation within organisational culture could contribute to enhance performance, it is important to offer empirical evidence to validate such assumptions. Case study evidence collected by Denison and Mishra (1995, p. 220) highlights the relevance which organisational culture has on workplace performance and employee effectiveness. Within their model, they note several cultural traits which best contribute to such effectiveness, including adaptability, involvement, mission, and consistency (Denison and Mishra, 1995, p. 216).

The intrinsic value of these categories is directly related to employee commitment, improving job performance according to the level at which the employee embraces the organisational culture (Rashid, *et al.*, 2003, p. 709). The reciprocity between cultural exchange and employee performance must be considered a fundamental means of programme development and maintenance, ensuring that there is a shared fate and shared vision to direct operational efforts. Without this tight linkage and integration of culture with the right type of skills development, it would seem that the literature suggests that the training and development programmes in places are not effective at producing a higher performance level or lack the context for preparing officers for their external and internal environments, including a vast array of issues and problems that require skills training based in real-world applications.

2.3 The Learning Organisation and Knowledge Acquisition

In police training, the development of specific skill sets and their application in a consistent nature is a critical variable in terms of contributing to an enhanced policing environment. If there is an established framework within a culture that focuses on the creation and execution of “the learning organisation,” then specific skill sets and applications are emphasised, thereby encouraging knowledge acquisition progressively over an officer’s tenure. Skerlavaj, *et al.* (2007) suggest that ‘firms that have developed a strong learning culture are good at creating, acquiring and transferring knowledge, as well as modifying behaviour to reflect new knowledge and insight’ (p. 348). The UK police service is exposed to constant revisions to technological capabilities, changes in standard operating protocol, and variabilities within society. These factors result in an on-going demand for new knowledge and yet it would seem that the actual delivery of this on-going knowledge does not occur.

In order to facilitate the process of organisational learning to improve performance delivery, Crossan and Berdrow (2003, p. 1090) introduce the following categories of knowledge acquisition; this model directly links to Kirkpatrick's evaluation model and the objectives of this research:

- Intuiting: A preconscious recognition of a pattern or consistent experience-driven response to particular stimuli.
- Interpreting: The explanation and evaluation of an idea on an individual or a group level.
- Integrating: The development of a shared collective understanding that is encouraged through dialogue and consistent, joint actions.
- Institutionalising: Standardisation of actions in which tasks and organisational processes are consistent due to embedded learning and understanding amongst individuals and groups.

There is a wide spectrum of research that is directly related to knowledge acquisition within various organisational scenarios. Spiro and Myers (1984), for example, established cognitive flexibility theory (CFT) in which the ability to inspire knowledge transfer is intimately linked to initial individual reference points that are culturally and socially formed. Such learning development builds on earlier research by Ausubel (1960) which emphasises a direct relationship between irrelevant and meaningful learning, and the overall impact that such knowledge acquisition has on student learning experiences. These principles suggest that, in spite of consistent messaging and delivery, the reception by students of instructor-facilitated knowledge exchange will vary. Therefore, where a diverse range of training programmes is installed such as in the UK police service, the response to knowledge sharing will be greatly exacerbated, resulting in very inconsistent training of new recruits.

Fundamentally, the learning organisation must seize opportunities to shatter archaic paradigms, emphasising higher order capabilities and a dynamic, participative workplace environment that focuses on persistent, strategic change management (West, 1994, p. 21). Teece, *et al.* (1997), introduce the idea of dynamic capabilities, or the organisational ability to 'integrate, build, and reconfigure internal and external competences to address rapidly changing environments' (p.516). Such research emphasises the benefits which the proactive and knowledge-driven organisation can have when compared with reactive, resource limited counterparts.

Consequently, strategic learning should not only be considered from a transitional perspective, but must instead become a cultural underpinning of the sustainable organisational model. West (1994, p. 16) challenges that within the learning organisation, there are several fundamental assumptions that must be made in order to ensure effective operations:

- Learning is of value;
- Quantity and quality of learning can be increased deliberately;
- Learning is continuous (no beginning or end); and
- Shared learning is sustainable and beneficial in comparison with individual initiatives.

Environmental learning is recognised as a composite of both formal and informal training initiatives in modern organisations. Fuller and Unwin (2004, p.126) suggest that there are three participatory dimensions of learning including 'opportunities for engaging in multiple communities of practice at and beyond the workplace; access to a multidimensional approach to the acquisition of expertise through the organisation of work and job design; and the opportunity to pursue knowledge-based courses and qualifications relating to work.' Under such a dynamic environment, learning flows from a variety of sources, including those which are directly associated with corporate operations and those which arise outside of the institution. Fuller and Munro (2004, p.134) conclude that the breadth of such communities of practice is fundamental in defining the depth of knowledge and extent of use of knowledge for the employee. It is the reinforcement of these learned processes and behaviours that will ultimately contribute to successful skills application in the workplace.

Therefore, it would seem that if the current training and development model used within the UK police service does not have a culture of continual learning, the students presently completing the existing training and development model do not recognise the importance of on-going knowledge accumulation and expanded development opportunities, thereby missing out on opportunities to update their knowledge and develop the skills that respond and resonate with the evolving external environment around the UK policing environment. With that in mind, the next section of the literature review looks more closely at the concepts of the quality of training, education, and skills development in terms of connecting industry stimuli to the training and development model, emphasising certain standardisation techniques and consistency to practices, and identifying the key variables that are most likely to support operational performance.

2.4 Training, Educational Quality, and Skill Development

Since this research study is concerned with the specialised training relative to police officers, this literature review also examines what available research has concluded in terms of the most important variables within such training programmes. The concept of quality in relation to the current training and development model within the policing environment is key to establishing the gaps in the model in terms of content, standardisation, and consistency as well as connecting them to real-world applications that make training and development truly resonate with the officer trainees. In looking at what defines quality, this can further help to establish the specific areas of the current model that need revision.

There is a wide range of research studies that considers the variable of quality in terms of employee education and skill set application in the workplace as critical to performance enhancement (for example, Holloway, 1994; Plomp, 1998; Taylor, 1999; and Li and Kaye, 2000). The undeniable consensus in each of these studies is that quality in education and training is essential and must be moderated. Whereas total quality management (TQM) in an industrial setting focuses on process and programme efficiency, Holloway (1994, p. 127) proposes that TQM in education can emphasise central concepts and the effectiveness of process which are often neglected. Through evaluation of the underlying tenets of culture and value, training programmes can be developed that focus on quality and process management. Removing excess and focusing on the fundamental principles, such TQM governance ensures that messaging conflicts and information overages are removed from the training equation.

In an effort to define the relationship between quality and knowledge acquisition, researchers continue to emphasise a relationship between standardisation and execution. Foskett and Lumby (2003, p. 52), for example, suggest that quality must be achieved through consistent system dynamics that are pre-programmed according to very specific guidelines. Such expectations focus on both learning outcomes and the process through which such conditions are achieved, establishing boundaries for leaders and their teaching. In spite of such governance and standardisation principles, the potential for autonomous rejection of programme guidance is realistic as instructors seek to impose their unique individual methods (Foskett and Lumby, 2003, p. 55).

Therefore, practical application of trained skills must be encouraged in such training endeavours, ensuring that the participant can not only apply their knowledge, but meet minimum level performance standards.

Quality in UK police service education is of fundamental concern under increasingly specialised operational expectations, especially in terms of context and content that links learning to external issues, as well as in terms of consistency in training delivery and messaging. Taylor (1999, p. 30) suggests that accommodation of both internal and external specifications requires a commitment to core processes, the underlying principles which define the universality of training. Determining the principles valued within such processes requires adaptation and adjustment according to both citizen and departmental feedback, a composite foundation that produces transcendent results. Empirical analysis of police training by Helsen and Starkes (1999, p. 407) suggests that while conceptual dissemination provides the foundation for accurate responses, live practice and role play is fundamental in generating the expected result on a consistent basis. In fact, their study offered results which demonstrate the enhanced application of trained skills when simulated environments were introduced into the learning process (Helsen and Starkes, 1999, p. 407). Defining and implementing quality in standard training across varied police units is essential for developing a consistent, effective reaction to particular operational stimuli.

There is other research on police training and practical role playing that serves to validate the improvement in officer responses when conditioned through two-stage classroom and environmental training. Reiss (1980), for example, utilises training programmes to identify the probability of various occurrences, recognising that deviance from prescribed training could lead to the unnecessary use of deadly force. This research proposes a broader spectrum of reactions in which situational management and an effective cognitive capability could assist the officer in determining a proper response to hostile stimuli. Similarly, Sharf and Binder (1983) extend such research to stage based programming, whereby standardised training and situational role-playing improve responses and maintain consistent levels of performance. Such findings suggest that scenarios and participative training programmes are fundamental in developing officers' skills and capabilities because there is a linkage to the external stimuli and application connected to real world applications, creating a training and development process that can reach trainees on a deeper emotional and cognitive level for more effective results once they are in the field and policing environment.

2.5 Leadership and Mentoring Competencies

Of primary concern in the current iteration of the UK training programme is a need for change that will result in a greater standard of leadership and on-going mentoring relationships to improve programme participation and officer commitment. This section of the literature review examines some of the variables related to leadership and mentoring that can improve training and development models for the police.

Transformational leadership embodies a movement away from personal value systems and the integration of organisational values into intrinsic, personal motivation. Leaders who leverage such an organisational-centric focus will maintain a positive effect over their employees' organisational identification (Epitropaki and Martin, 2005, p. 574). Furthermore, empirical evidence as presented by Gumusluoglu and Ilsev (2008, p. 10) demonstrates that transformational leadership can have positive influence over organisational innovation. It is the unwavering commitment to underlying cultural values and employee participation which allows the transformational leader to move processes beyond traditional barriers.

One of the challenges associated with moderating the influence of the leader in modern society is the differentiation in method and message across classrooms and similar workplace scenarios. In their criticism of the modern UK educational system, Morley and Rassool (2000, p. 179) emphasise the glamorised and heroic characterisation of the leader in modern industry. Their research places the leader in a state of primacy as decision making and instruction undermine the values of a group-think hegemony, whereby shared values and beliefs are manipulated, shaped, and regurgitated (Morley and Rassool, 2000, p. 180). While this raw perspective of leader influence may be over-dramatised, the net influence of such transformative training has a significant impact on employee organisational participation.

Leadership has been widely recognised as an organisational resource, providing the impetus and direction necessary to maintain persistent and supportive change. However, in police leadership, researchers such as Martyn and Scurr (2007, p. 32) challenge that leaders are increasingly a product of social, political, and economic contexts, the result of which is a limited position in an increasingly complex environment. The problem with such social affiliation arises from the exchange of experience and knowledge that is relative to personal experiences.

Without effective filtering, the data provided to aspiring officers can be irreparably coloured, resulting in maligned impressions and inaccurate actions. Recent research by Flanagan (2008, p. 39) challenges the UK police service to enhance the autonomy of front line officers, bridging community and police relationships through a responsible, sound, and appropriate frame of decision making. In order to accommodate such recommendations, police leaders must provide the operational foundations which will govern actions and reactions amongst the force when operating in public.

A seemingly inflexible environment, resistant to reform, the UK police service has spent decades establishing consistent and proven operational strategies, essentially minimising any need for innovation or advancement. However, as recognised by Flanagan (2008, p. 13), in order to meet the demands of the 21st century, the efforts of multiple agencies must be combined in a strategic, participative system. Silvestri (2007, p. 40) warns against underestimating the success of transformational leaders in exacting change and contributing to greater departmental performance. Such research explores the participatory standards embraced by transformational leaders, suggesting that dialogue and contribution can lead to greater job satisfaction and police force commitment (Silvestri, 2007, p. 40). Leveraging commitment and officer participation, training programmes and skill sets can be developed according to specific, measurable goals. Performance objectives rely upon the strength of transformational leaders to extract such organisational commitment and the desire of the officers to share their innovative ideas.

There are skills and competencies within the leadership toolbox that can be considered intrinsic, and thereby outside of the scope of trainability. From integrity to humility to honesty to charisma, exemplary leaders must define their organisational role according to a will and desire to produce results and maintain a principle role in departmental evolution (Martyn and Scurr, 2007, p. 39). Such leadership dynamics can be exerted in many forms within the police force, from on-going dialogue to progressive training initiatives to career development programmes. Underlying the principles of transformation and organisational change, a policing environment in which officer participation is encouraged must be developed. In the emergent field of participative and transformational leadership, the inclusion of staff communication and innovation has become a primary means of programme revision and improvement. Wuestewald (2006) offers three levels of shared leadership which directly contribute to a democratic workplace (pp. 2-3):

- Suggestion Involvement: A dialogue driven operational environment, the free exchange of ideas and communication leads to innovation, enhanced job satisfaction, and decreased absenteeism.
- Job Involvement: Offers the employees control over day to day working conditions. This process allows for job-specific employee decision making, regarding system operation and advanced problem solving.
- High Involvement: Allows for both suggestion and job involvement, contributing to a highly autonomous employee management system that embraces independent thought and decision making.

2.6 Standards, Training, and Programme Evolution

In turning the literature review to a more specific focus related to this particular research study, there is a variety of influences which can overwhelm the standardisation of a policing agency, many of which have been experienced in recent decades as strategies and technologies have rapidly evolved whilst training and development programmes have remained static in their content and degree of delivery. However, other policing organisations have noted that external pressures often are the impetus needed for changes. For example, in a sweeping analysis of Interpol since its early inception, Barnett and Coleman (2005, p. 614) propose that the agency's evolution occurred as a direct result of environmental pressures, including both internal and external organisational culture. From departmental objectives to those which extended across international borders, the evolution of this policing unit was based on relevance and the prospect of irrelevance in light of national capabilities. In the UK, O'Sullivan (2005, p. 513) proposes that social influences, such as the on-screen portrayal of police indiscretions and an evolved culture of scrutiny and critique, have led to departmental evolution, including specific strategies and processes employed during policing operations. Such influences can have a significant impact on the training and leadership of an evolving department, resulting in deficiencies that must be overcome through consistency and a strong organisational culture.

Police training in the UK has remained consistent over the past several decades, embracing a similar methodology that presumably enables the next generation of constables to prepare for operational conditions. However, of particular concern in training the future officer is the ability to limit subjective or reflexive interpretation of guidance and performance expectations.

Research by Moore (1999, p. 147) suggests that applying positive reflexivity in classroom practices can allow students to evolve beyond pathological limitations, developing an understanding of both their own and their peer behaviours as they relate to particular social conditions.² Internalisation of generalities, coupled with situational specificity, is seen as a way to allow learners to evolve cognitively beyond personal social limitations, embracing a much more relevant model of the problem.

Such principles return to the value of situational training, highlighting the opportunities provided for reinforcement and officer acquiescence. In particular, Moore (1988, p. 122) emphasises the value of simulation training whereby role play activities are moderated by trainers and real life situations are presented to provide perspective and standardise student responses.

Initial training and cultural transmission are fundamental principles in police development and procedural standardisation yet may not always be considered as such in the design and implementation of training and development models. Barton (2004, p. 195) reminds that initial cognitive transformation during police assimilation will result in the direct transmission of trainer priorities, values, and examples. In the UK, although often such training processes have been outsourced to non-operational professionals, the workplace experience of senior trainers is a much needed information transfer mechanism, one which cannot be replaced by outsourced training (Barton, 2004, p. 195). It is the experiential dialogue, the preparatory storytelling, and the situational analysis which all contribute to office successes. Through transformational leadership, a successful alliance with perspective officers can provide the organisational commitment needed in order to ensure consistent, accurate social interactions.

While workplace and situational training may be priority measures of knowledge acquisition in police activities, the overall depth of such knowledge must be measurable. Empirical evidence returned from Dutch police officers suggests that spontaneous individual and group learning were primary means of knowledge acquisition, resulting in situational understanding that was bounded by departmental experience (both of the respondent and their peers) (Doornbos, *et al.*, 2004, p. 182). Such activities encouraged participation in role-playing exercises, which directly contributed to situational awareness and personal interpretation of particular scenarios.

² Based on the concept of the 'reflective practitioner' (Moore, 1999, p. 144), positive reflexivity involves instructor internalisation of intra and inter personal relationships, classroom behaviours, and student performance in a positive, self-improving manner. This is an intuitive process which engages the teacher in personal performance modulation in order to achieve the desired classroom outcomes.

This would suggest that the research conducted for this particular study looks at how the UK model incorporates or benchmarks these best practices.

In police theory, academics endeavour to homogenise training, policies, and policing strategies according to the overarching social theories of the resident population. Based on modern (order, consensus, totality) and post-modern (orderly-disorder, flux, spontaneity) paradigms, Waters (2007, p. 258) presents an image of duelling ideologies, each participating within the governance of policing programmes.³

While much of the EU has embraced the modernist perspective of control and progressive stabilisation, analysis of social variability suggests that the UK criminal justice system is chimeral, evolving methods, justifications, and standards at a rapid pace (Waters, 2007, p. 266). Such progression and reactive policy development results in variable training processes and a persistent state of flux that cannot be reconciled by the modernist paradigm. Instead, the post-modern agenda encourages progress and tactical evolution through an awareness and embrace of change, a means of evolving without summarily reacting as progress is demanded (Waters, 2007, p. 270).

In his analysis of public disturbances and policing tactics, Fielding (2005, p. 51) suggests that there remains confusion surrounding the definition of police motivations, emphasising an overarching social goal which can ultimately be replaced with haphazard, individual values. From impulsive policing to strategic responses to civil unrest, the role of the officer is clearly undefined when ambiguous scenarios overwhelm training and competency. Yet, the question remains as to where such discretionary decision making arises from.

Fielding (2005, p. 42) argues that, due to police staffing requirements and budget limitations, fieldwork is often unsupervised, requiring the officer to assume a position of reasonable behaviour, whereby facts and situations define actions, not subjectivity or suspicion. The ability to train such logical, intrinsic recognition of the factual presents a unique challenge to modern police forces as narrow situational training and classroom gaps reduce the efficacy of modern programmes.

³ In contrast to the modernist-rational policing strategy which focuses on planned intervention, underlying assumptions of progress, and rational conceptualization, Waters (2007, p. 259). argues that postmodern theories focus instead on creating change in policing tactics that are inherently incongruous, accepting that particular techniques and tactics do not always work, and encouraging autonomy amongst officers.

This suggests the need for further study of the current training and development programmes to assess where there are specific learning gaps or issues in terms of the content and context of the learning, such as a lack of connection to industry and external stimuli as well as an ineffective mechanism for consistent knowledge transmission and real-world application for further knowledge expansion.

2.7 Summary

This literature review has presented a broad spectrum of concepts directly related to training, development, continual learning and knowledge transmission, leadership and mentoring, and the ability to prepare a diverse employee base for the current and evolving external policing environment. This connects what the officer trainees are learning on a theoretical basis to how this applies to the real world in which they will be policing. It includes the right type of skills development, cognitive and emotional development to help cope and address social and human issues, and professional development that helps improve the leadership base of the police service in the UK.

Motivating employees to support such standards through consistent manifestation and participation will ultimately solidify the organisation and enhance employee motivation (Ouchi and Wilkins, 1985). The overarching objective of any training programme is to develop an effective, high performing staff - one which can apply knowledge and skills within the diverse range of responsibilities prescribed by the organisation. This analysis has introduced a variety of learning models as defined by Crossan and Berdrow (2003), emphasising the need for active facilitation of organisational learning tied to the culture of that organisation so that learning and development are central strategies and become daily behaviours that are rewarded and invested in. Theories by Hofstede (1980) and Schwartz (1994) were presented as baseline arguments for the development of organisational values and standards according to a unique and unwavering commitment to organisational culture, which is thought to determine the degree in which learning and development play a role in a particular organisation, such as whether it will serve as a learning organisation model or whether it will not value on-going learning as a critical variable of success.

Other sections of the literature review emphasised the importance of quality as a variable of successful training and development models based on the idea that quality is tied to correct content and context for the training as well as to the consistent delivery of the key messages that the training and development wants to emphasise in relation to the organisation's culture as well as in relation to external and industry stimuli that is constantly evolving. The importance of standardisation within the police force's structure, operations, information delivery, and its training and development model could encourage better performance outcomes across all areas of policing.

Another critical variable, according to the literature, appears to be the importance of leadership within an organisation, which drives training and development, continual learning, and talent development along with mentoring roles that recognise the need for daily on-going situations to emphasise specific skills development and knowledge transmission. Without solid and visionary leadership in place, shaping the organisation's culture, there may not be a focus on the right components of training and development in relation to the external environment, the need to achieve certain strategic objectives, and the ability to tie all of these together in a way that excites and motivates staff and trainees.

All of these variables are important to consider and analyse in terms of the research undertaken and the primary data gathered to compare and contrast the findings with the theoretical evidence presented in this literature review. These variables are important in terms of assessing whether they are hindering or supporting constable performance, improving or detracting from the leadership roles within the policing environment, and integrating and responding to certain industry and external stimuli that may be calling for enhancements to the training and development model currently used.

The literature review has also touched on a number of specific conclusions about police training and development. For instance, the research contends that police training has definitely evolved over the past several decades, recognising that a firm knowledge foundation is needed in order to facilitate the performance of officers within a diverse and often conflicted operational environment. Researchers, such as Teece, *et al.* (1997), have explored the benefits of the dynamic organisation over those limitations that have historically minimised the effectiveness of more rigid corporations.

For police organisations, embracing variable skill sets and installing a broad segment of competencies will ultimately enable the organisation to flex, expand, and contract according to the demands of the social environment.

The emphasis that trainers place on learning objectives (i.e. Foskett and Lumby, 2003) is a fundamental means of bounding the knowledge acquisition programme, contributing to the successful assimilation of student officers into a much broader segment of policing concepts. Yet, such limited scope and applicability cannot be the defining standards for police officers as the realistic state of responsibility is one that is much more fluid and conceptually transcendent.

The remaining chapters of this study are committed to identifying potentially practical and conceptual limitations of the IPLDP, generating evidence to support tangible adjustments to this relatively new initiative in relation to knowledge transmission and expansion. The formation of a learning environment that can perpetuate this knowledge transfer and accumulation, and the strategic development of skills enhancement as a means of enhancing and optimising the policing environment performance in a way that resonates with the constantly evolving environment in which police are expected to fulfil their responsibilities to the society they serve.

3 Methodology

3.1 Overview

The following sections highlight the methodological underpinnings of this investigation, detailing the academic background, the survey definition, the administration process, and the survey participants. In addition, limitations and validity measures are introduced, highlighting a strict observance of data protection over the course of this research process. Based on widely accepted academic standards, including techniques that have been implemented in similar academic research in recent years, this methodology has evolved out of an amalgam of research techniques, focusing on the collection of relevant objective data.

3.2 Research Background

There are few studies that offer empirical evidence of UK policing, training, and cross-departmental consistency though there are investigations which endeavour to evaluate phenomena as it impacts workplace performance. Lambert (2008), for example, offers empirical evidence regarding discriminatory practices (intended or unintended) amongst UK police service. Her investigation utilises empirical surveys that are specifically targeted towards evidence of discrimination and beliefs surrounding its occurrence. Similarly, Dobby, *et al.* (2004) conducted an interview with UK police members regarding leaders and leadership performance in order to determine deficiencies within the fragmented system. Accordingly, the mixed results offered evidence to suggest that effective leaders must possess relevant knowledge and skills, enable and value their staff, and maintain high levels of professional behaviour (Dobby, *et al.*, 2004, p. 13). Modelling from each of these researchers has been retained for this investigation and modified in order to suit the extensive and diverse data collection needs of this process.

The foundations of research methodology are diverse, often obscured by variable definitions, intentional researcher masking, or misguided implementation. Thomas (2003, p. 2) suggests that in modern academia, the mixed-method technique has become the dominant vehicle for substantive, in-depth data collection.

Creswell (2009, p. 14) recognises that in the early 1990s, mixing both quantitative and qualitative data streams had come to provide academics with a means of triangulation that linked both variables as opposed to maintaining the traditional purist distance in the research techniques. Emphasising such a combinative approach, both quantitative (statistical) and qualitative (phenomenological) data is collected through unique but interconnected processes (Thomas, 2003, p. 2). The primary tool for this investigation is based on such mixed method approaches, utilising an investigative survey that triangulates both data streams to generate relevant data of greater depth than the employ of either technique alone.

3.3 Research Instruments

This investigative process was the composite of two unique data collection strategies, including an online survey and face to face interviews with police force representatives. The initial research component (quantitative research), the online survey, was administered to police force participants at a variety of stages of IPLDP completion. The second survey component (qualitative research), face to face interviews, was administered to a variety of police force members in key positions affected by the IPLDP. Essentially, the diversity in participation was intended to identify any particular correlated deficiencies and opportunities that might otherwise remain obscured by bureaucracy or individual resistance. All questionnaires and structured interviews were piloted and validated independently prior to the survey being administered.

3.3.1 Quantitative Research

The quantitative research was collected using scalar investigative techniques pioneered by Likert, one of the founding theorists seeking to prove the interrelationship between complex variables and considerations (Creswell, 2009, p. 154).⁴ Since there is no singular set of questions that could have been administered to participants of such diverse backgrounds and programme experiences as sergeants, students, trainers, etc., each survey component was developed uniquely. Unbiased variables were identified relative to the characteristics of the participants, for example, how long sergeants had held their leadership position.

⁴ A Likert scale is a [psychometric](#) scale commonly used in [questionnaires](#), and is the most widely used scale in survey research, such that the term is often used interchangeably with [rating scale](#) even though the two are not synonymous. When responding to a Likert questionnaire item, respondents specify their level of agreement to a statement. The scale is named after its inventor, [psychologist Rensis Likert](#).

For each group of intended participants, a different survey was developed using a standard Microsoft Excel spreadsheet. The survey itself followed a standard approach, focusing on the collection of data that was compared across the various participants. Demographic information was also gathered relating to gender, age, and position within the police force as well as the number of years' experience and the amount of training or skills development that they had received. Rich data was collected relating to the participants' opinions of how they felt the training helped them or hindered their abilities to perform to a certain standard. These included providing their opinion about how various tasks proved to be, in terms of varying degrees of difficulty, based on their experience during training. They were also asked to rank their tasks in terms of how they understood the importance of those tasks to the organisation, i.e. the greater amount of training for a specific task and the greater the perceived importance that is attached to that task. Additional data was collected and included how frequently they had to use a particular skill or apply it to a particular type of police activity.

For the majority of the questions presented to the participants under the various categories, the responses were requested according to a scale from one to five, often assuming a position of one equating to 'very well' and five equating to 'don't know'. A multiple choice answer was always provided for the participants. These quantitative surveys were administered via an online internet portal with a fixed html address. The site link was e-mailed to members of the Constabulary and their participation was requested with particular disclaimers relating to anonymity, purpose, and end use (see Appendix A).

All data was retrieved using a standardised .xml format as automatically generated by the survey site (survey monkey). The raw data streams were then grouped according to similar responses and compared according to unique correlations across various membership groups, opinions, and perspectives. All data was analysed using Microsoft Excel and SPSS, to industry standards for quantitative data review and analysis. Comparative techniques were most prevalent in the analytical process; however, for those in-depth comparisons, SPSS provided the statistical tools necessary to evaluate a large range of findings with limited overt similarities.

3.3.2 Qualitative Research

Qualitative research can take many forms in academic research, evolving out of a pursuit of phenomenological data that provides evidence of particular behaviours, occurrences, and perspectives. Traditionally employing more sociological techniques for its investigative process, the qualitative approach can generate relevant findings retrieved from fundamentally complex scenarios. Creswell (2009, p. 175) emphasises that traditionally the researcher will be the primary means of data collection through observation and strategic interviews. For the purpose of this investigation, there were particular concerns raised during the ethical consideration process based on the researcher's unique position within the industry under investigation. Therefore, an open-ended qualitative survey was developed and subsequently administered by an independent participant with more limited vested interest in the outcome of the results.

The survey was developed through observation of the evolution and management of the IPLDP over the past few years. Emphasising general feedback retrieved in a current position as a trainer within the UK police service, the survey was generated with unique questions for each group of participants. The survey process was accomplished in person and via the phone with the independent administrator maintaining a verbatim electronic recording of all conversations as they progressed. All participants were provided with the questions in writing at the time of the administration and were asked to provide their honest, experience-derived opinions without fear of repercussion or consequence. While the number of survey participants varied across all groups, the representatives were pre-qualified according to their current status within the police force, and their relevant experience in the determination of such evidence.

Perhaps the most unique technique employed during this investigative process was manifested during the analysis of the qualitative data. Based on phenomena-driven research as highlighted by Thomas (2003, p. 2) and Creswell (2009, p. 175), the results garnered from these participants were viewed both in their entirety and piecemeal through thematic comparison. The coding process for the phenomenological segments of this investigation was conducted according to academic standards of investigative thematic analysis. In elucidating further upon this point, Miles and Huberman (1994, p. 87), emphasise that the coding process should be artificially segmented relative to meta and micro clusters.

While the specific themes retrieved over the course of the transcript analysis may have been correlated directly, indirect correlation through clustering ultimately revealed trends, occurrences, and characteristics that are fundamentally linked. Essentially, the objectives of such coding techniques include the attachment of meaningful labels to otherwise unconnected data sources, and the systematic presentation of insight and analysis within the boundaries of a categorical blueprint (Miles and Huberman, 1994, p. 88).

There is a wide body of literature that has evolved surrounding thematic analysis and qualitative data comparison. Historically, a more formal definition of thematic analysis was developed by Boyatzis in 1998. His technique recognises that in order to appropriately analyse unrelated or dissimilar information, a theme or pattern must be discerned that describes and organises the possible observations, potentially interpreting the data (Boyatzis, 1998, p. 161). The code is thereby defined according to both manifest (themes directly observable) and latent (themes underlying the phenomenon) characteristics (Klenke, 2008, p. 95).

Due to the breadth of scope in this investigative process, the thematic coding was limited to one particular group of survey participants (trainers), eliminating potential conflict in thematic representation and linking the scope of the qualitative analysis to anticipated outcomes associated with IPLDP training.

Given that the initial portion of the Skills Development 1 (SD1) training phase is administered in its entirety by a unique group of qualified trainers, the responses from those survey participants served as the thematic baseline for this investigation. Fundamentally, their insight could be directly linked to the perspectives of each and every one of the survey participants. In fact, preliminary coding was conducted in order to validate the trainers as the primary choice for the development of an overarching thematic code. The code itself was based on line by line analysis of the written transcript of the administered qualitative survey to six trainer participants (See Appendix D). The dominant themes were then extracted and grouped according to meta and minor categories. It is within this redefinition of themes that five dominant categories emerged, fulfilling the manifest qualifications suggested by Klenke (2008) and extending their breadth over the latent themes which underlie these more dominant phenomena. All subsequent qualitative analysis was then compared with these particular themes, identifying particular concerns and qualifications that are directly linked to both manifest and latent themes.

3.4 Research Participants

The participants for this survey are all active members of the UK police service in some capacity, whether student, trainer, tutor, assessor, supervisor or commander. Due to the close proximity of professional activity, the contacts were made according to opportunity, leveraging industry associates and their subordinates in order to facilitate the administrative process. While particular demographic data was collected for each survey participant, the purpose of such data mining was simply to generate additional insight into any similarities and correlations amongst the survey participants, and not to retrieve identifying data. In the initial letter of intent (Appendix A) provided to the participants, anonymity in this survey was guaranteed. This tactic was both a means of protecting the participants from adverse consequence and a means of enhancing the willingness to offer more in-depth and honest insight.

There were a total of one hundred and ninety eight individuals who completed some portion of the online quantitative survey. Of these individuals, forty nine were sergeants, fifteen were supervisors, five were tutors (PDO), one hundred and twenty three were students, and six were trainers. In spite of best intentions, there were quite a few surveys left incomplete, and many in which the participants simply filled in the demographic data but failed to complete the survey itself. For consistency's sake, those surveys with less than 50% of the questions answered were discarded. Through the online database, the only identifying information recorded for the survey participants was a unique numerical identity that was randomly assigned. Their online IP address was also captured by the survey programme; however, that data was not included in the analysis of the results.

For the qualitative surveys, the participants were contacted through various channels across the departments with many individuals recommending other participants upon agreement to complete the interview. There were a total of 43 surveys administered via the phone and in person to various categories of individuals. Specifically, there were seven trainers, ten tutors (PDUs), seven assessors (SDROs), seven senior officers, ten Sergeants, and nine students. At the beginning of each interview, one of two administrators would capture the participant's signature in agreement of the anonymity clause and at-will status associated with this process. Although in many cases the individuals were introduced for taping purposes, their identities were not recorded in the final results in this investigation.

Any opinions and evidence presented was captured and evaluated using only the basic experience and professional levels provided during the term of the interview.

3.5 Research Limitations and Validity

The methodological underpinnings of this investigation were based on academic theories regarding ethnographic research and reflexivity, attempting to circumvent the pitfalls of subjectivity through targeted, system-oriented data collection and analysis. In accordance with Hammersley and Atkinson (2007, p. 15), reflexivity can ultimately introduce both social and cultural biases into the investigative process, potentially overwhelming research validity due to researcher conflict and interpretation. On the other hand, O'Reilly (2004, p. 218) recognises that there is an inherent dynamic within the text-author-reader relationship that will generate interpretation according to personal interpretation and level of understanding.

In order to generate and sustain results in this investigation that would be perceived as relevant both to academics and industry professionals, specific limitations were imposed during the methodological definition.

The primary limitation for this investigation emphasised data targeting, or the strategic accumulation of evidence that was based entirely on the IPLDP, participant experiences, and opportunities for improvement. The assumption that this training initiative could be effectively adjusted in future iterations was established early in the research process. Conversely, to assume that the programme was infallible, would have invoked a reflexive, biased position that could not be effectively argued over the course of the research. Therefore, while all survey participants were familiarised with the objectives of this research prior to survey administration, their depth of programme understanding was only limited to personal experience and subjectivity, not to the overarching beliefs or agendas of the research itself. Eliminating such conflicts of interest required the support of an external interviewer who was independent and unbiased during the survey process. All data was further analysed in accordance with strict thematic techniques, deriving conclusions from the data, its academic basis, and comparative study.

3.6 Summary

This investigation has been conducted according to a mixed method research strategy. Linking both quantitative and qualitative data, the investigative process is in-depth, investigative, and relevant to the future of the IPLDP. The participants in this survey were all willing and understood the basis for such research, incorporating their individual, un-coached opinions as a means of defining their position and beliefs on this topic. The questions were designed to be administered in a semi-structured format where formal standards were implemented in order to protect against any ethical violations. The analysis and coding process was derived from academic foundations and those relevant techniques that have been employed, albeit in different configurations, in historic research.

4 Data Presentation

4.1 Overview

The following section is divided into two main data streams including the quantitative data collected via the online survey and the qualitative data retrieved during the administration of a standardised interview. All data has been compared using similar techniques; however, in many cases, the depth of investigation has been altered in order to present relevant findings to the future of the IPLDP in UK policing. Furthermore, the preliminary findings retrieved during the literature review process have substantial bearing on the conclusions and analysis that is drawn from the participant insight, effectively bounding any arguments to those theories and principles that have been previously addressed.

4.2 Quantitative Data Presentation

In order to ensure the presentation of the multiple data streams retrieved from the quantitative survey administration, varying methods were employed in the production of this section. From charts and graphs to statistical evidence, the data herein is an unadulterated, numerical representation of the findings from this survey. Comparisons and correlations represent unique links formed by the trends and beliefs held within this industry and have not been altered in order to suit any particular agenda or achieve any preconceived findings. While some sections receive greater weight, this is due to the breadth of the participation in the survey process and not an indication of belief or agreement. The data is representative of potential impact on IPLDP performance, as evidenced by the survey participants and their responses to a wide variety of queries.

4.3 Supervisors' Survey

The supervisors' survey was administered as a means of validating the developments in the student officer training programme over the past three years. Based on an in-depth review of particular skill sets emphasised during the IPLDP, sergeants within the Constabulary were asked to rank both the student officers in their competency and the training programmes as well. In order to further validate the relevance of such responses to this investigation, some basic demographic information was collected from these survey participants. There were a total of 49 participants who completed this segment of the online survey, 36 of whom were TPT sergeants while the remaining twelve were SNT sergeants. 73.4% of the participants currently serve as Targeted Patrol Team (TPT) sergeants while 24.4% serve as Safer Neighbourhoods Team (SNT) sergeants. In order to be able to differentiate between the impressions of those supervisors stationed at rural or urban locations, this demographic variable was also collected. The dominant group is currently located in urban areas with a total of 85.4% currently stationed in such regions and only 14.6% of the participants stationed in rural areas.

To further validate the expert level qualification of these sergeants, the length of police service was also queried and recorded. Figure 2 highlights the responses offered for the graded scale of service divided into four categories. 57% of the participants have currently serviced in the police service for over eleven years, while the remaining participants (43%) have served for greater than five years. None of the participants in this survey has served on the police force for fewer than five years.

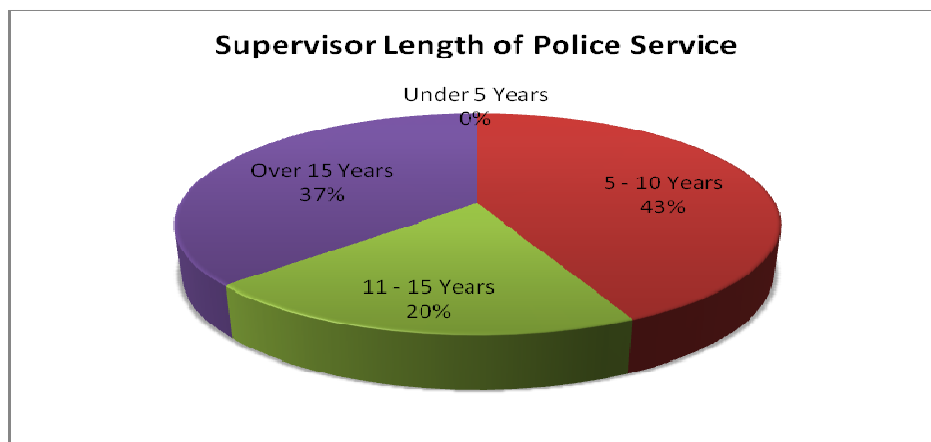


Figure 2: Supervisors' Length of Police Service

Due to the potential differentiation in length of service and length of rank holding, the participants were also queried regarding their current status as sergeants. Figure 3 details the supervisor length of service in rank divided by category. 70% of the participants have held their current sergeant ranking for between two and five years. Only 30% have maintained this rank for long than six years, suggesting that the majority of these participants have either been fully immersed within the IPLDP and its dissemination, or were promoted after it was already initiated.

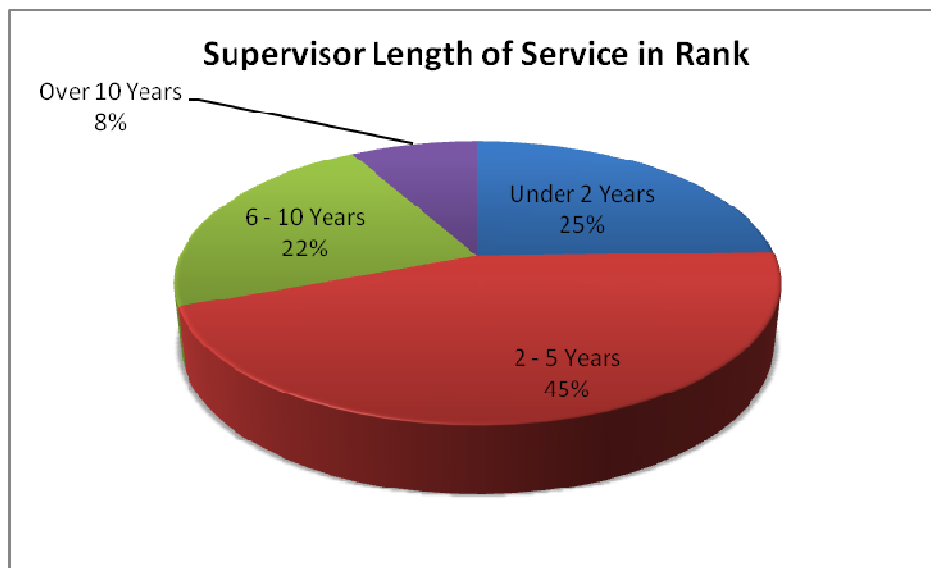


Figure 3: Supervisors' Length of Service in Rank

The participants were also queried regarding the number of student officers whom they have supervised since the initiation of the IPLDP training began in May of 2006. Figure 4 highlights the results from this segment of the survey, indicating trends regarding the supervisory process. Based on these findings, over 67% of the participants have supervised more than three student officers since this period, while 41% have supervised more than four. When further queried regarding their status as a qualified assessor, over 73.5% of the participants admitted that they are not. Only 20.4% have achieved A1 assessor (or other) status, while 6.1% are currently working towards such qualifications. These findings indicate that there is a dominant trend within the supervisory axis of the police force where qualifications have yet to become a mandatory requirement for assessment of student officers.

Further, the participants were also queried regarding their V1 verifier status, with 93.5% admitting that they have not achieved that certification either as of yet. Only 2.2% of the participants are currently working towards such certification, whilst the remaining 4.3% have achieved such a qualification.

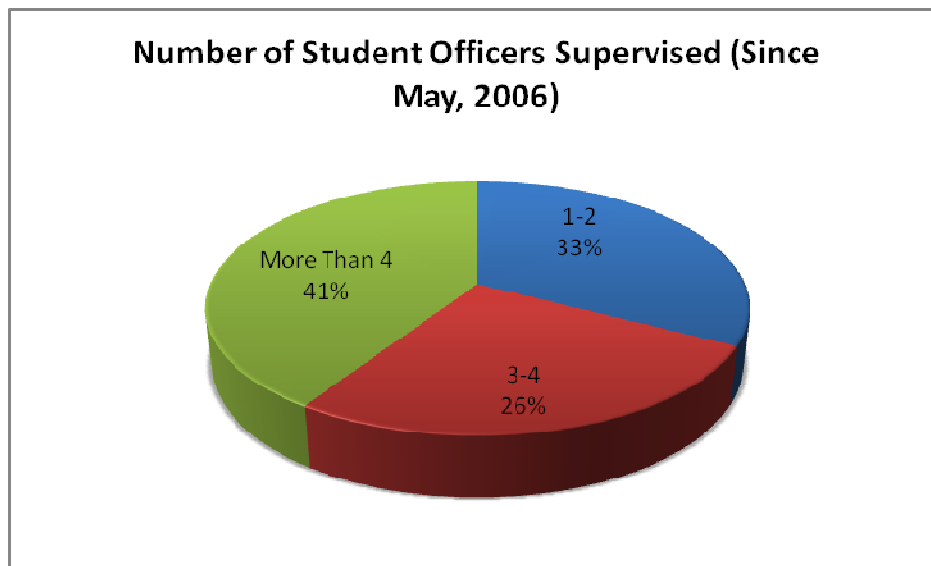


Figure 4: Supervisors' Number of Student Officers Supervised Since May of 2006

The participants were presented with a broad segment of questions based on a scaled ranking system designed to retrieve relevant evidence whilst minimising the potential for subjective or conflicting responses to be given. Figure 5 highlights specific queries regarding the effectiveness of student officers in their post-training period prior to the inception of independent patrol. This data shows that there are a higher percentage of supervisors who felt that in the post-July 2008 period after the SD1 had been adjusted to an eighteen week timeline; more people were performing well than in previous IPLDP segments. On the other hand, the percentage of participants who felt that the student officers were performing very well decreased to zero, while in previous periods 2.7% and 5.4% had held such beliefs. In addition to these changes in the perceptions of the supervisors, the percentage who felt that student officers in the post July 2008 period were performing poorly (18.9%) increased by 10.8% over the 2006-2008 period and by 16.2% over the findings from the pre-June 2006 period.

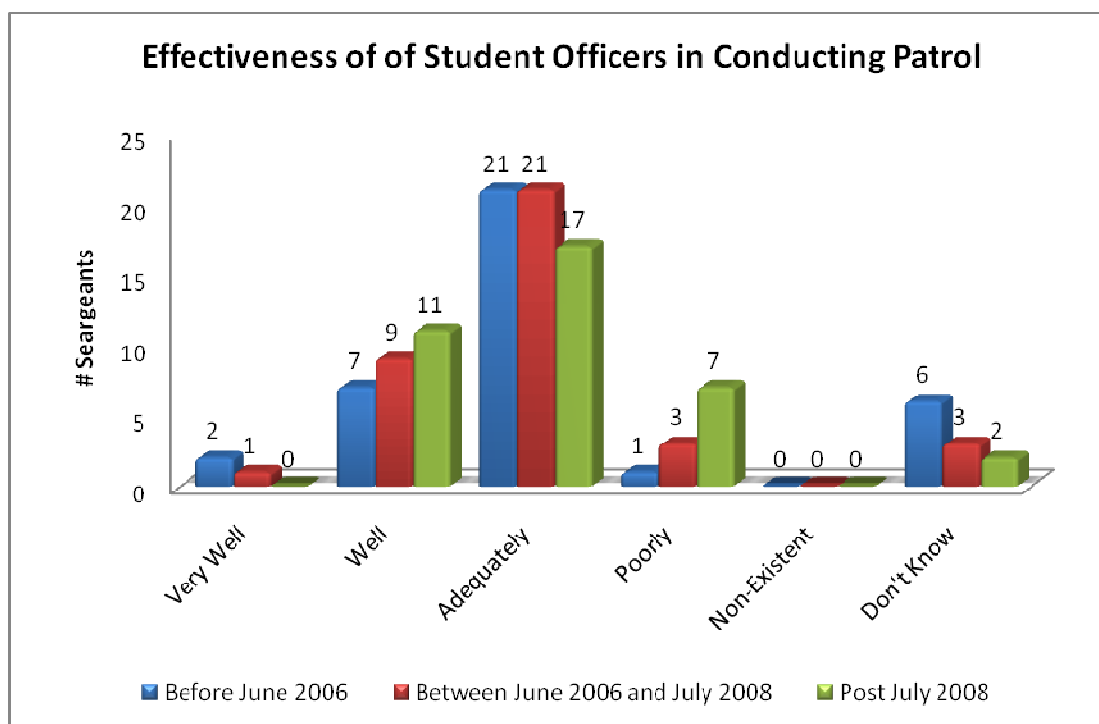


Figure 5: Effectiveness of Student Officers in 'Conducting Patrol' Prior to Independent Patrol

The participants were also queried regarding their perceptions regarding the current training phases for conducting patrol, and the depth of knowledge provided to the students at each phase (see Figure 6). The results are fairly consistent with an average of 64.9% of the participants feeling that the training was sufficient at all phases. There was a decrease in the independent patrol phase, as 29.7% of the participants feel that the training regarding conducting patrol is inadequate. Of the participants surveyed, a total of 24.4% chose not to answer this question.

Training Phase Delivery Sufficiency (Conducting Patrol)						
Phase	Too Much	Sufficient	Inadequate	Non-Existent	Don't Know	Response Count
Training Centre	0.0% (0)	67.6% (25)	21.6% (8)	0.0% (0)	10.8% (4)	37
PDU Attachment	2.7% (1)	64.9% (24)	24.3% (9)	0.0% (0)	8.1% (3)	37
Independent Patrol	0.0% (0)	62.2% (23)	29.7% (11)	0.0% (0)	8.1% (3)	37
				Answered Question		37
				Skipped Question		12

Figure 6: Participants' Perceptions of Training Phase Sufficiency for 'Conducting Patrol'

The supervisors participating in this survey were also questioned regarding their perceptions of the student officers' effectiveness in 'responding to incidents' during three unique training phases. Figure 7 details the student effectiveness according to each training timeline. While the number of participants who felt that student officers were adequately proficient in the early phase was substantial (60.6%), by the initiation of the 22 week SD1 training period, this number had become divided between well (36.4%) and adequately (39.4%) with exactly the same figures for the post-July 18 week SD1 training period. Therefore it can be perceived, based on these findings, which the IPLDP has had a positive impact on the overall performance of student officers in 'responding to incidents' prior to beginning independent patrol.

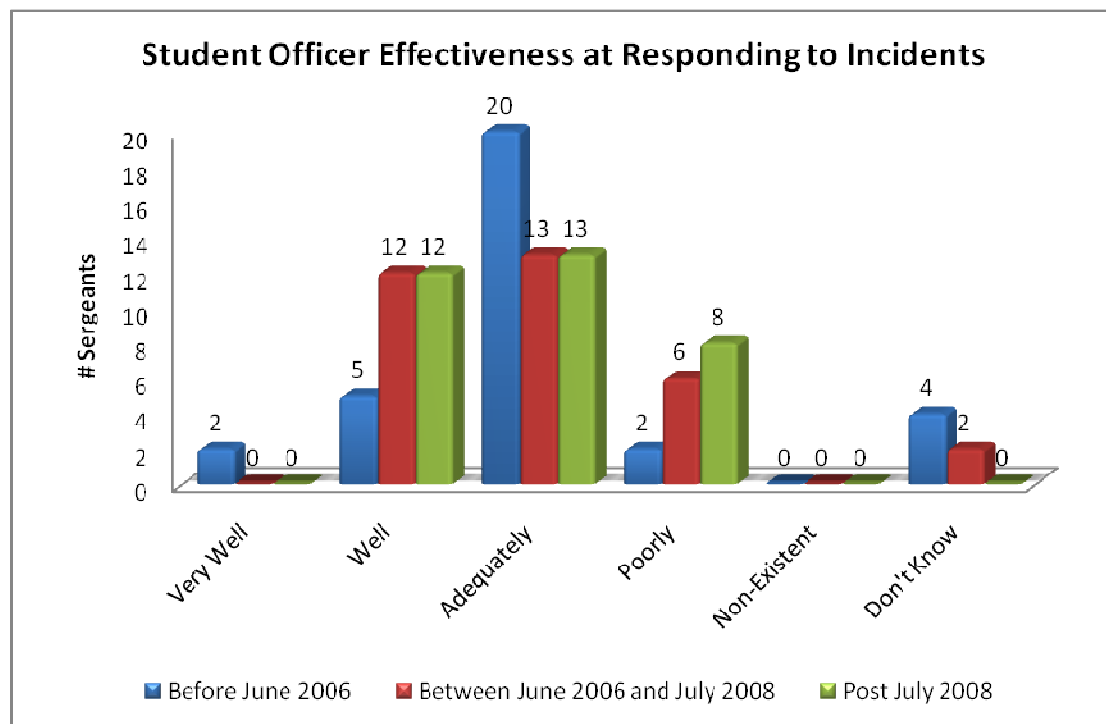


Figure 7: Student Officers' Effectiveness at Responding to Incidents

In order to supplement the review of the participant impressions regarding the improvements in student officers and their proficiency in 'responding to incidents', the supervisors were also queried regarding whether specific phases of the IPLDP process were adequate in this area. Figure 8 highlights the results of this segment of the survey with 67.3% of the participants completing the questions and 32.7% choosing not to provide an answer.

Given the relevance to student officers' practical application of incidence response during independent patrol, it is a positive indicator that 75.8% of the participants felt that this concept was adequately covered during that phase. On the other hand, only 66.7% and 63.6% of the participants felt that incidence response was sufficiently covered during the Professional Development Unit (PDU) attachment and Training Centre phases respectively. In light of the perceived improvements in performance relative to student officers' responses to incidents, it can be assumed that although the foundation phase has not yet reached its full potential, the training gained during the independent patrol is sufficient and impactful, resulting in positive improvements in this category.

Training Phase Delivery Sufficiency (Responding to Incidents)						
Phase	Too Much	Sufficient	Inadequate	Non-Existent	Don't Know	Response Count
Training Centre	0.0% (0)	63.6% (21)	21.2% (7)	0.0% (0)	15.2% (5)	33
PDU Attachment	0.0% (0)	66.7% (22)	24.2% (9)	0.0% (0)	9.1% (3)	33
Independent Patrol	0.0% (0)	75.8% (25)	18.7% (6)	0.0% (0)	6.1% (2)	33
				Answered Question		33
				Skipped Question		16

Figure 8: Participant Perceptions of Training Phase Sufficiency for 'Responding to Incidents'

A further set of questions was presented to the supervisor survey participants regarding student officer effectiveness at participating in operations. Figure 9 details the results from those who chose to answer these questions. Whilst initially the figures may highlight an improvement in adequate performance in this category since the inception of the IPLDP, the reality is that the 6.7% of the participants who felt that there were student officers who did 'very well' in this category disappears in later stages of the programme implementation. Instead, those individuals who had chosen the 'very well' category for early student officer training adjusted their responses to the well and adequate categories for the post-IPLDP implementation phase. As these individuals represent a very small margin of the survey body, the remaining results can be analysed more favourably, as doubts regarding the adequacy of such training decreased in the 2006-2008 timeline, improving in the "Adequately" and "Well" categories. A decrease in performance is represented by these participants, as in the shortened, 18 week SD1 period post July 2008, the percentage that ranked participation in operations in the poor category increased from 16.7% to 26.7%. These results may signify some deficiencies in the timeframe of the current programme.

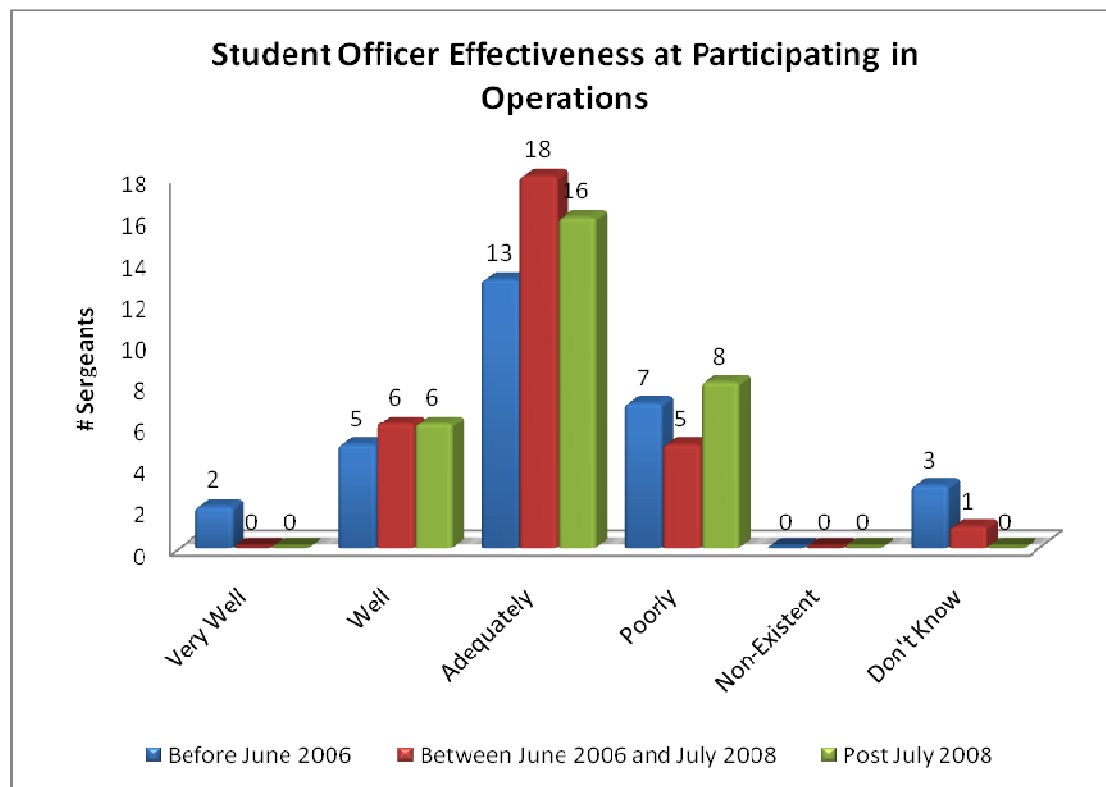


Figure 9: Student Officers' Effectiveness at Participating in Operations

In order to supplement the results obtained regarding the timeline progression of the training programme, the participants were also questioned regarding their impressions of training delivery phase sufficiency. Figure 10 highlights the results from these queries, and analysis indicates a broad room for improvement in this category. Although both the PDU attachment and Independent patrol boast over 50% positive responses, the reality is that a large number of these survey participants do not believe that training is sufficient regarding participation in operations. Improvements are thus perceived to be necessary both in the training centre and independent patrol phases of the training programme. Ultimately, such accomplishments could surmount the deficiencies in the current programme.

Training Phase Delivery Sufficiency (Participate in Operations)						
Phase	Too Much	Sufficient	Inadequate	Non-Existent	Don't Know	Response Count
Training Centre	0.0% (0)	40.0% (12)	43.3% (13)	3.3% (1)	13.3% (4)	30
PDU Attachment	0.0% (0)	56.7% (17)	30.0% (9)	0.0% (0)	13.3% (4)	30
Independent Patrol	0.0% (0)	50.0% (15)	40.0% (12)	3.3% (1)	6.7% (2)	30
				Answered Question		30
				Skipped Question		19

Figure 10: Participants' Perceptions of Training Phase Sufficiency for 'Participating in Operations'

The participants were further questioned regarding their perceptions as to the post-training student officers' effectiveness at conducting initial investigations. Figure 11 highlights the responses to these queries, and shows improvement in this category since the 18 week SD1 was implemented. In fact, a total of 86.7% of the participants felt that student officers' knowledge in this category was at least adequate after the 18 week SD1 began while only 76.7% claimed this for the 2006-2008 period and a mere 70.1% for the period prior to the IPLDP. These findings demonstrate improvement in the training programme surrounding such skill sets, thereby recognising the value inherent within the shortened SD1 schedule.

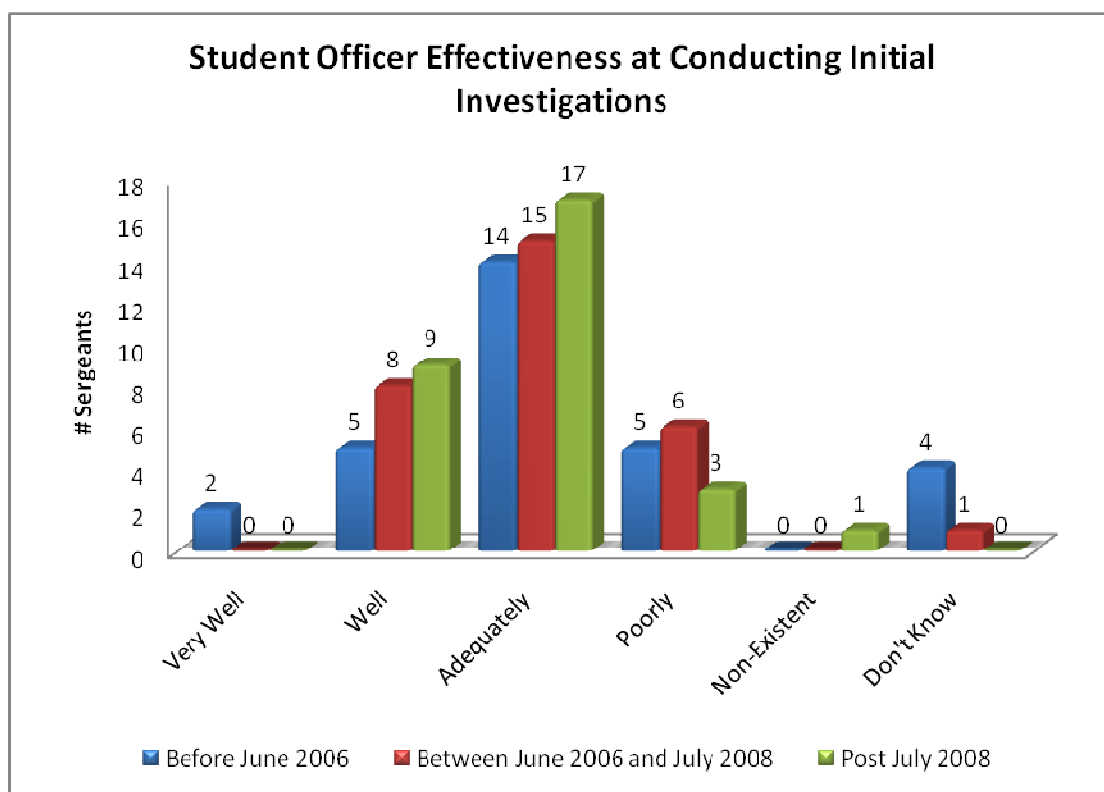


Figure 11: Student Officers' Effectiveness at Conducting Investigations

In order to supplement the perceptions surrounding student officers' effectiveness at conducting investigations, the participants were also interviewed regarding the phase-based delivery of knowledge and training in this category. Figure 12 highlights the results from these further questions in which 61.22% of the participants chose to respond while 38.7% chose not to supply an answer. An average of 67.7% of the participants felt that all categories offered sufficient training in this category; however, the 20% who felt that the training was inadequate does raise cause for concern. Such programme performance should be further evaluated in order to evaluate how training and competency development could be enhanced at each phase of this category.

Training Phase Delivery Sufficiency (Conduct Initial Investigations)						
Phase	Too Much	Sufficient	Inadequate	Non-Existent	Don't Know	Response Count
Training Centre	0.0% (0)	63.3% (19)	23.3% (7)	3.3% (1)	10.0% (3)	30
PDU Attachment	3.3% (1)	70.0% (21)	16.7% (5)	0.0% (0)	10.0% (3)	30
Independent Patrol	0.0% (0)	70.0% (21)	20.0% (6)	3.3% (1)	6.7% (2)	30
				Answered Question		30
				Skipped Question		19

Figure 12: Participants' Perceptions of Training Phase Sufficiency for 'Conducting Initial Investigations'

In this category of student officers' competency, the participants were asked about proficiency in 'interviewing victims and witnesses'. Figure 13 highlights the results from these questions based on timeline comparison. In the 18 week SD1 programme, 86.7% of the participants believed that student officers' proficiency in this category was above adequate. Similarly, during the 22 week SD1, 86.6% of the participants felt that this training was above adequate, while prior to the IPLDP, only 73.3% of the participants claimed that there had existed such effective training practices.

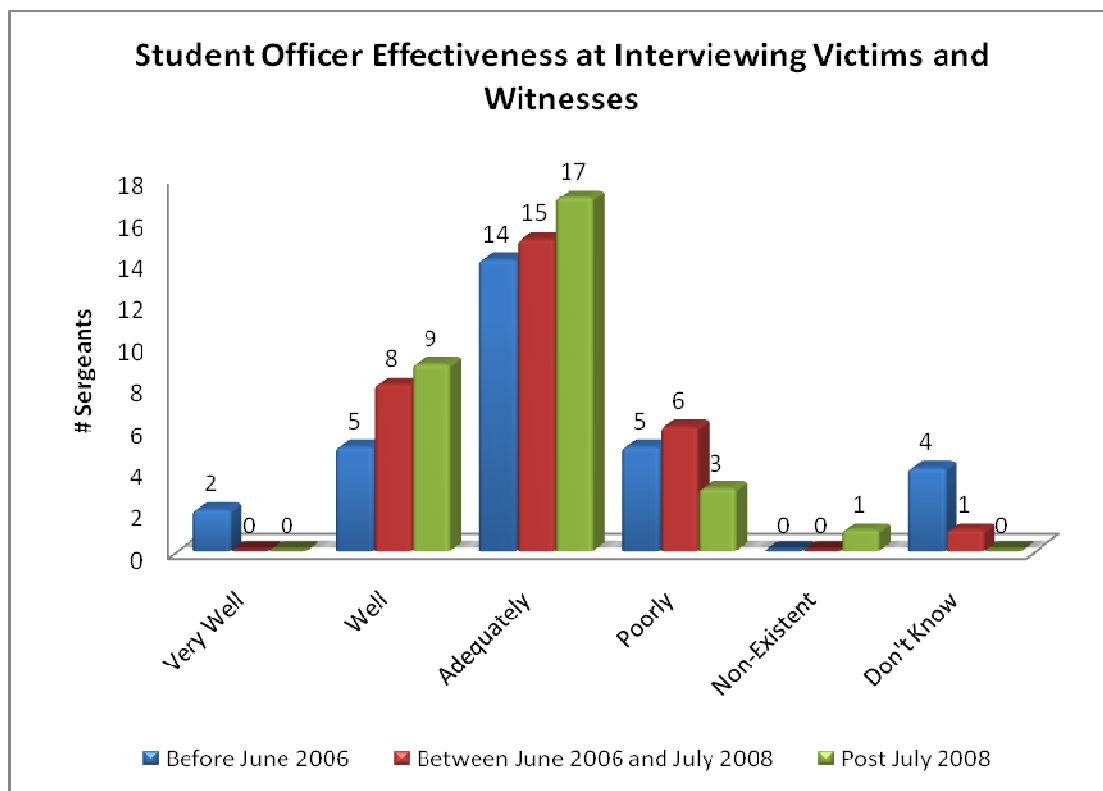


Figure 13: Student Officers' Effectiveness at Interviewing Victims and Witnesses

To supplement the review of student officers' effectiveness regarding interviewing victims and witnesses, an analysis of the participant perceptions of phase delivery was also undertaken. Figure 14 highlights the results from this survey, and a substantial improvement over the perceptions surrounding several categories in this survey is recognised. Equitable sufficiency at 70% was represented by these participants across all phases of the training process. Therefore, while some participants do feel that student police officers' performance in this category was inadequate, the reality is that the IPLDP is sufficiently administering training within each phase of the process with consistency. The value of such consistency cannot be effectively quantified; however, it will be addressed in later analysis in this investigation.

Training Phase Delivery Sufficiency (Interview Victims and Witnesses)						
Phase	Too Much	Sufficient	Inadequate	Non-Existent	Don't Know	Response Count
Training Centre	0.0% (0)	70.0% (21)	13.3% (4)	6.7% (2)	10.0% (3)	30
PDU Attachment	3.3% (1)	70.0% (21)	10.0% (3)	6.7% (2)	10.0% (3)	30
Independent Patrol	0.0% (0)	70.0% (21)	13.3% (4)	3.3% (1)	13.3% (4)	30
				Answered Question		30
				Skipped Question		19

Figure 14: Participants' Perceptions of Training Phase Sufficiency for 'Interviewing Victims and Witnesses'

In contrast with the interviewing of victims and witnesses, the participants were also asked about student officers' effectiveness at interviewing suspects. Figure 15 highlights the results from this survey, indicating a significant difference in competency between interviewing specialties. While the sergeants maintained a positive and elevated perspective regarding the student officers' ability to interview victims and witnesses, when suspects were integrated into the equation, their perspective regarding adequacy was reduced. In fact, in its current iteration at eighteen weeks, 79.3% of the participants find the students' competency in this category to be better than adequate while 82.7% felt that such training was improved during the 22 week SD1 training. Both of these categories are an improvement over the pre-IPLDP period in which only 68.9% of the participants felt that students were effective at such skill sets.

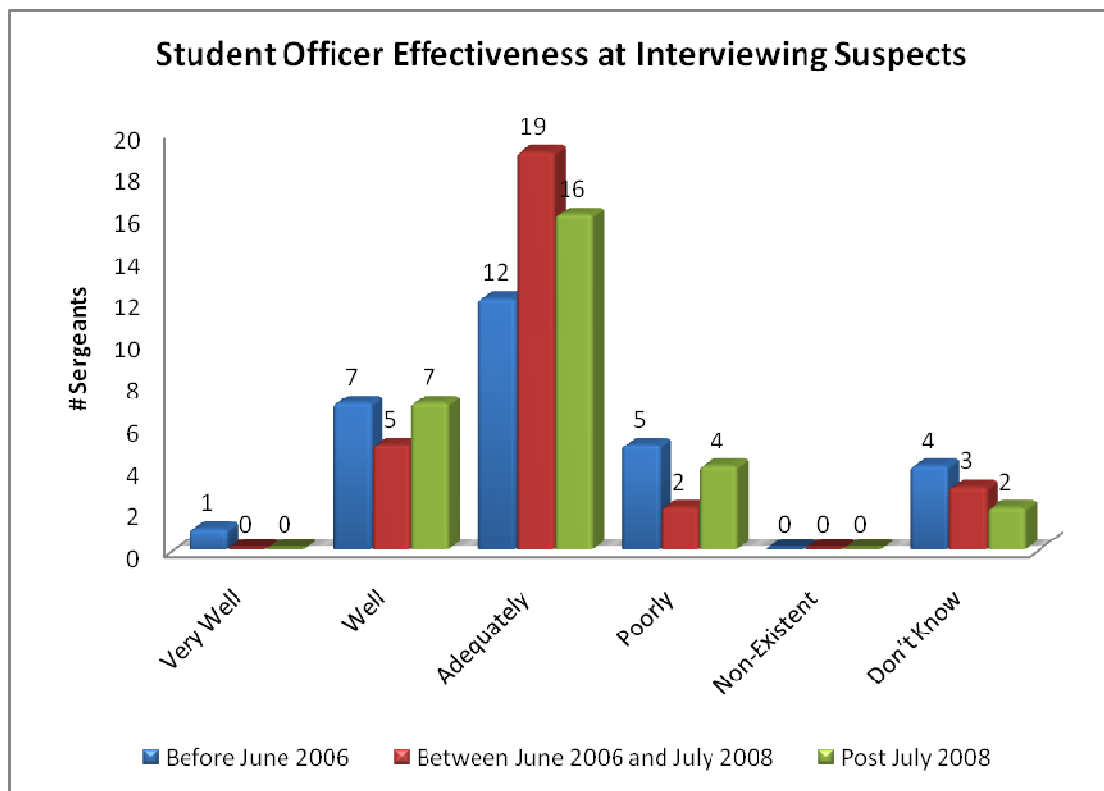


Figure 15: Student Officers' Effectiveness at Interviewing Suspects

Supplementary evidence regarding the training phase sufficiency in the interviewing of suspects was also collected. Figure 16 details the participant responses with 59.2% of the participants responding and 40.8 withholding their response. Only 55.2% of the sergeants felt that the training delivery was sufficient at the training centre phase while 64.3% felt that this was sufficient at the independent patrol phase. These areas should be considered for improvement, emphasising interviewing as a key area of study.

Training Phase Delivery Sufficiency (Interview Suspects)						
Phase	Too Much	Sufficient	Inadequate	Non-Existent	Don't Know	Response Count
Training Centre	0.0% (0)	55.2% (16)	24.1% (7)	3.4% (1)	17.2% (5)	29
PDU Attachment	0.0% (0)	72.4% (21)	6.9% (2)	3.4% (1)	17.2% (5)	29
Independent Patrol	0.0% (0)	64.3% (18)	17.9% (5)	3.6% (1)	14.3% (4)	28
				Answered Question		29
				Skipped Question		20

Figure 16: Participants' Perceptions of Training Phase Sufficiency for 'Interviewing Suspects'

The sergeants were also queried regarding the student officers' proficiency at searching people in the post-training periods. Figure 17 highlights the results of several queries regarding these perceptions. 75% of the sergeants felt that in the post-July 2008 period the searching person's competency was more than adequate, while the same percentage offered a similar perspective for the 2006-2008 period. Pre IPLDP, only 67.9% recognised such skills as adequate or above, suggesting that improvement in this category has been made.

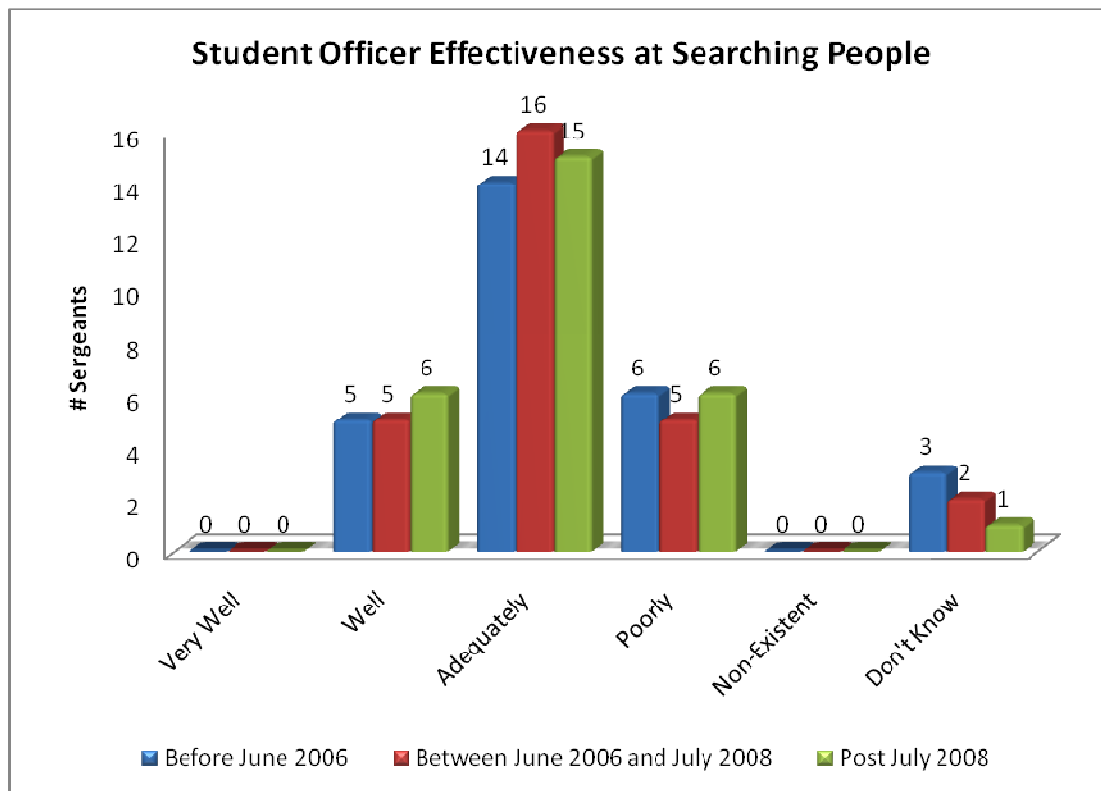


Figure 17: Student Officers' Effectiveness at Searching People

Supplementing the findings regarding student officers' effectiveness at searching people, the sufficiency of the various training phases was also called into question. Figure 18 highlights the results of these findings in which 57.1% completed this section while 42.8% withheld their answers. Based on a comparison of these results and the previous categories analysed, there are opportunities for improvement in the training process, as a perceived average inadequacy rating of 19.9% indicates programme deficiencies that must be remedied.

Training Phase Delivery Sufficiency (Searching People)						
Phase	Too Much	Sufficient	Inadequate	Non-Existent	Don't Know	Response Count
Training Centre	0.0% (0)	57.1% (16)	24.1% (7)	7.1% (2)	14.3% (4)	28
PDU Attachment	0.0% (0)	67.9% (19)	14.3% (4)	3.6% (1)	14.3% (4)	28
Independent Patrol	0.0% (0)	64.3% (18)	21.4% (6)	3.6% (1)	10.7% (3)	28
				Answered Question		28
				Skipped Question		21

Figure 18: Participants' Perceptions of Training Phase Sufficiency for 'Searching People'

Emphasising one of the key areas in student officer training, the participants were questioned regarding arrest and process procedures. Figure 19 highlights the results from this query, indicating fairly successful advances in this field through IPLDP training. 85.7% of the participants believe that the current eighteen week SD1 is better than adequate at providing such training to the student officers. Comparatively, in the 2006-2008, period, this figure was slightly lower at 82.1% and prior to the IPLDP, this figure was substantially lower at 71.5%. Such results emphasise improvement through the incorporation of the standardised IPLDP.

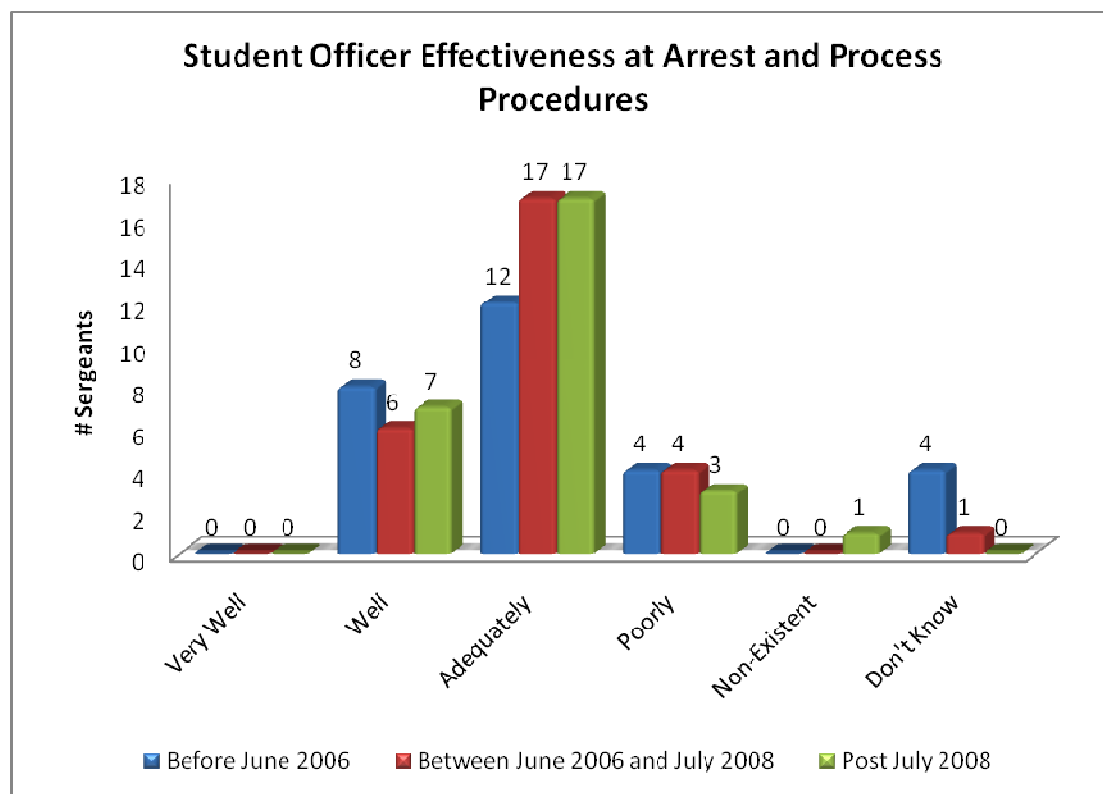


Figure 19: Student Officers' Effectiveness at Arrest and Process Procedures

In order to further consider the training phase where arrest and process procedure training is most emphasised, several questions were presented to the sergeants. Figure 20 highlights the results from the responses received, 57.1% of the participants chose to answer the questions while the remaining 42.8% withheld their responses.

Considering the practical nature of such skills, the fact that 82.1% of the participants felt that training was sufficient during the independent patrol phase was not surprising. The only concerning findings were linked to inadequacies in training centre emphasis on arrest and process procedures where 17.9% felt that it was inadequate and 21.4% do not know at what level such training is covered.

Training Phase Delivery Sufficiency (Arrest and Process Procedures)						
Phase	Too Much	Sufficient	Inadequate	Non-Existent	Don't Know	Response Count
Training Centre	0.0% (0)	57.1% (16)	17.9% (5)	3.6% (1)	21.4% (6)	28
PDU Attachment	0.0% (0)	75.0% (21)	7.1% (2)	3.6% (1)	14.3% (4)	28
Independent Patrol	0.0% (0)	82.1% (23)	10.7% (3)	0.0% (0)	10.7% (3)	28
				Answered Question		28
				Skipped Question		21

Figure 20: Participant Perceptions of Training Phase Sufficiency for 'Arrest and Process Procedures'

One area which will be further discussed during future qualitative review relates to student officer proficiency in custody suite procedures. Figure 21 highlights the results from several queries regarding student skill sets in this area of competency. Undeniably, there has been improvement since the pre-IPLDP phase, wherein only 55.5% of the participants felt that students were adequately trained in this area. Currently, 74.1% feel that students are adequately prepared for custody suite procedures, a figure that has increased from 70.4% who witnessed such levels of competency during the 2006-2008 period.

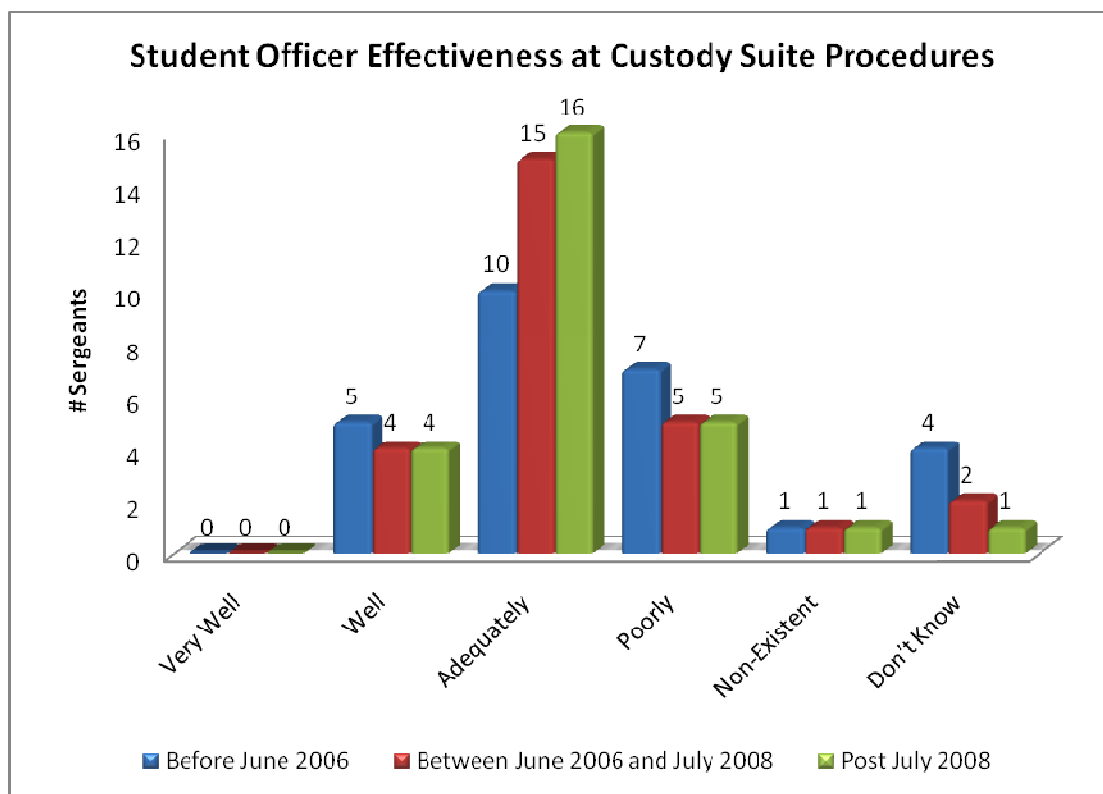


Figure 21: Student Officers' Effectiveness at Custody Suite Procedures

Similar to the concerns surrounding the arrest and process procedures, the custody suite responses also raise concerns about the depth of coverage at the training centre level. Figure 22 highlights the responses from 55.1% of the participants with the remaining 44.89% withholding their responses. At the training centre phase, 29.6% of the participants felt that training in this area was inadequate, nearly double those who felt this inadequacy during the independent patrol phase and triple that reported for the PDU attachment.

Training Phase Delivery Sufficiency (Custody Suite Procedures)						
Phase	Too Much	Sufficient	Inadequate	Non-Existent	Don't Know	Response Count
Training Centre	0.0% (0)	40.7% (11)	29.6% (8)	7.4% (2)	22.2% (6)	27
PDU Attachment	0.0% (0)	74.1% (20)	7.4% (2)	3.7% (1)	14.8% (4)	27
Independent Patrol	0.0% (0)	70.4% (19)	14.8% (4)	7.4% (2)	7.4% (2)	27
				Answered Question		27
				Skipped Question		22

Figure 22: Participant Perceptions of Training Phase Sufficiency for 'Custody Suite Procedures'

As legal concerns are of particular importance in student officer training, there were two questions presented to participants regarding such competencies. The first is highlighted in Figure 23, detailing the individual participant's impressions of student officers' effectiveness at identifying and presenting case papers. Of all of the categories surveyed, this one is the most poorly represented with over 37% of the participants suggesting that such training is still deficient in the current 18 week SD1 phase. In spite of such perceived deficiencies, these figures are more positive than those prior to IPLDP, where 44.4% felt that student officers were poorly trained in such areas.

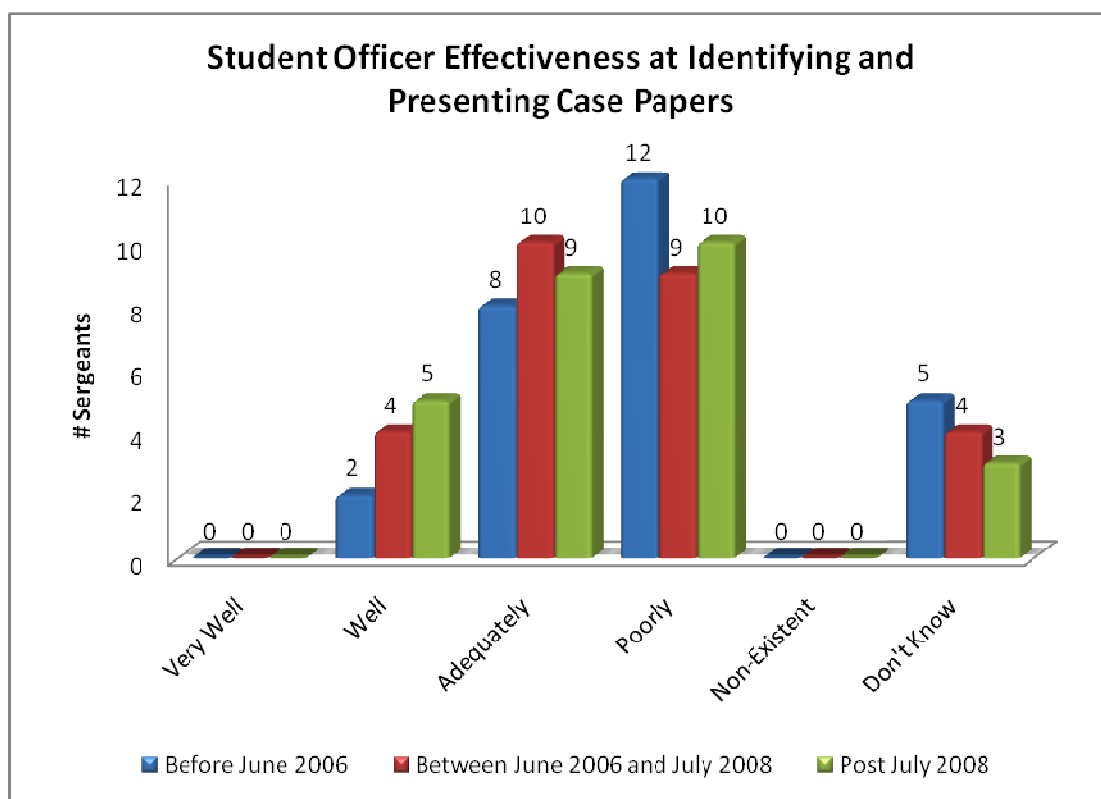


Figure 23: Student Officers' Effectiveness at Identifying and Presenting Case Papers

Further investigation of the phase based training in identifying and presenting case papers suggests that there are also deficiencies in the training process, which limits the effectiveness of the student officers. Figure 24 highlights the responses from 55.1% of the survey participants with the remaining 44.9% choosing to withhold their answers. The greatest stage of inadequate training is currently presented as the training centre where 40.7% of the participants felt that the depth was inadequate. The sufficiency results for both the PDU (59.3%) and Independent patrol (55.6%) phases were also deficient, emphasising further opportunities for improvement in this category of training.

Training Phase Delivery Sufficiency (Identifying and Presenting Case Papers)						
Phase	Too Much	Sufficient	Inadequate	Non-Existent	Don't Know	Response Count
Training Centre	0.0% (0)	37.0% (10)	40.7% (11)	3.7% (1)	18.5% (5)	27
PDU Attachment	3.7% (1)	59.3% (16)	18.5% (5)	7.4% (2)	11.1% (3)	27
Independent Patrol	0.0% (0)	55.6% (15)	33.3% (9)	3.7% (1)	7.4% (2)	27
				Answered Question		27
				Skipped Question		22

Figure 24: Participants' Perceptions of Training Phase Sufficiency for 'Identifying and Presenting Case Papers'

As a secondary representation of legal competencies in the IPLDP training, the participants were questioned regarding student officers' effectiveness at attending court and giving evidence. Figure 25 highlights the results from these enquiries, and it highlights a trend of deficient legal capabilities amongst student officers. In spite of a substantial improvement from 25.9% of the participants believing Pre-IPLDP training to be adequate in this competency, the 44.4% of the participants who found current training to be adequate hardly represents the majority. Therefore, it can be determined that legal training initiatives are deficient within the IPLDP, in spite of any minimal improvements over historic procedures.

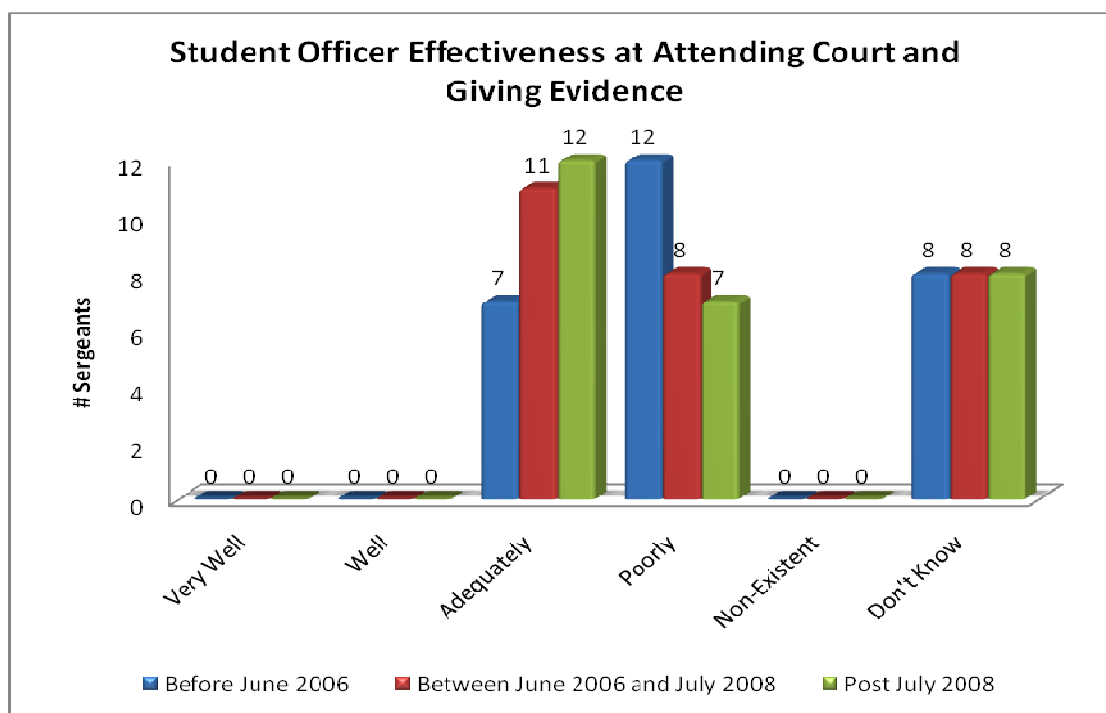


Figure 25: Student Officers' Effectiveness at Attending Court and Giving Evidence

Supplementing such findings, the participants were also asked to identify those phases in which training was most sufficient. Figure 26 notes that, with regard to this enquiry, there was a participation rate of 55.1% with 44.9% of the sergeants choosing to withhold their responses. The inadequacy rating by these participants is high in all three phases; however, by the independent patrol phase (14.7%), it has decreased to more manageable levels. The difficulty presented by these responses may be linked to the sergeant's limited knowledge of adequacy in these training procedures, a consideration that will be addressed in later sections of this study.

Training Phase Delivery Sufficiency (Attending Court and Giving Evidence)						
Phase	Too Much	Sufficient	Inadequate	Non-Existent	Don't Know	Response Count
Training Centre	0.0% (0)	33.3% (9)	29.6% (8)	3.7% (1)	33.3% (9)	27
PDU Attachment	0.0% (0)	29.6% (8)	25.9% (7)	14.8% (4)	29.6% (8)	27
Independent Patrol	0.0% (0)	40.7% (11)	14.7% (4)	18.5% (5)	25.9% (7)	27
				Answered Question		27
				Skipped Question		22

Figure 26: Participants' Perceptions of Training Phase Sufficiency for 'Attending Court and Giving Evidence'

One of the primary objectives in student officer training is to maintain exemplary equality and diversity in policing initiatives. Figure 27 represents evidence provided by these sergeants regarding the proficiency of such training in the past three phases of initial police training. The best performing skill set amongst all of those surveyed, 96.3% of the sergeants believe that in the 18 week SD1 programme, effectiveness is better than adequate. Such figures are improved over the 92.6% in the 22 week SD1 and the 85.2% prior to the installation of the IPLDP.

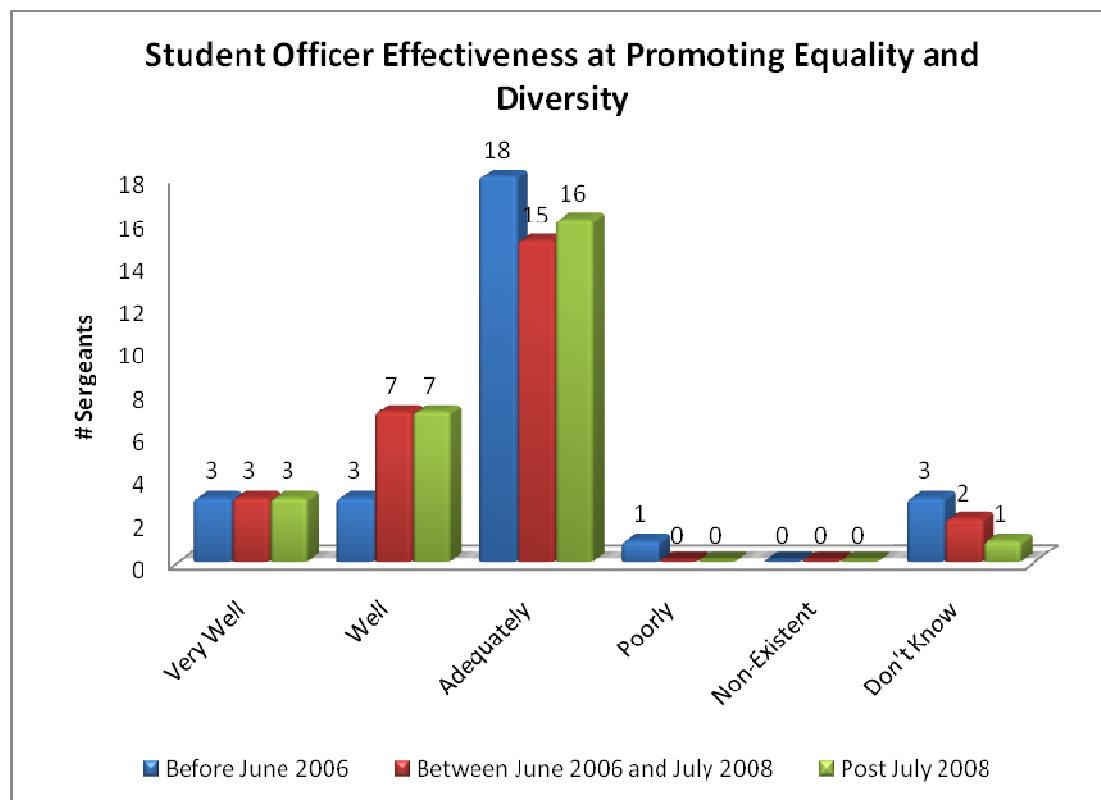


Figure 27: Student Officers' Effectiveness at Promoting Equality and Diversity

Given the positive performance of the student officers in terms of promoting equality and diversity, it was relevant to this study to evaluate at which phase such training is most effective. Figure 28 demonstrates 55.1% of the sergeant responses with 44.9% choosing to withhold their answers. While 14.8% of the participants felt that the training centre places too great an emphasis on the promotion of equality and diversity, all three phases are considered sufficient by the majority of the survey participants. Such findings offer a positive representation of the IPLDP training initiatives and their consistency across all phases.

Training Phase Delivery Sufficiency (Promoting Equality and Diversity)						
Phase	Too Much	Sufficient	Inadequate	Non-Existent	Don't Know	Response Count
Training Centre	14.8% (4)	70.4% (19)	0.0% (0)	0.0% (0)	14.8% (4)	27
PDU Attachment	0.0% (0)	81.5% (22)	0.0% (0)	0.0% (0)	18.5% (5)	27
Independent Patrol	0.0% (0)	88.9% (24)	0.0% (0)	3.7% (1)	7.4% (2)	27
				Answered Question		27
				Skipped Question		22

Figure 28: Participants' Perceptions of Training Phase Sufficiency for 'Promoting Equality and Diversity'

Often paralleled to equality and diversity, building community relations is of particular importance for student officers. Figure 29 highlights the trending evidence in training adequacy as presented by the sergeants interviewed in this survey. Immediately apparent is the decrease in adequacy in this category when compared with that of equality and diversity. There have been improvements in student performance since the pre-IPLDP phase where only 66.7% of the participants felt that skill sets were adequate; currently in the eighteen week SD1 programme, 81.5% of the participants believe student competency in this skill set to be better than adequate.

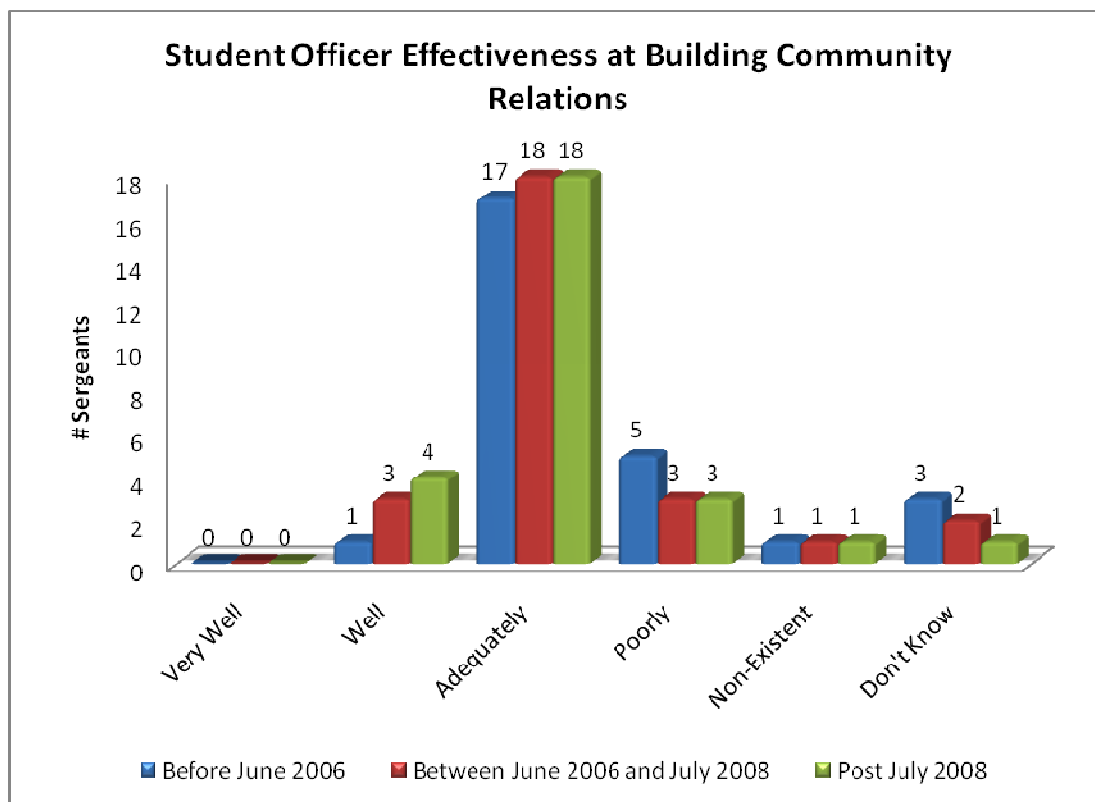


Figure 29: Student Officers' Effectiveness at Building Community Relations

Supplementing the findings regarding student officers' effectiveness at building community relations, the participants were surveyed regarding their impressions of the sufficiency of phase based training. Figure 30 highlights their responses, indicating areas of opportunity for advancing student proficiency in this area. While the majority felt that training was sufficient in all three phases, an average of 23.4% of the participants felt that such training was inadequate.

Training Phase Delivery Sufficiency (Building Community Relations)						
Phase	Too Much	Sufficient	Inadequate	Non-Existent	Don't Know	Response Count
Training Centre	3.7% (1)	59.3% (16)	14.8% (4)	3.7% (1)	18.5% (5)	27
PDU Attachment	0.0% (0)	51.9% (14)	29.6% (8)	3.7% (1)	14.8% (4)	27
Independent Patrol	0.0% (0)	55.6% (15)	25.9% (7)	7.4% (2)	11.1% (4)	27
				Answered Question		27
				Skipped Question		22

Figure 30: Participants' Perceptions of Training Phase Sufficiency for 'Building Community Relations'

Given the nature of policing operations, health and safety is of particular concern during the training process. Figure 31 highlights the participant impressions regarding the proficiency of student officers in health and safety skills. 85.2% believe that student competencies are better than adequate in the current eighteen week SD1 programme. Such figures are increased from the 81.5% in the 22 week programme and 69.2% in the pre-IPLDP. This progress is evidence of improvements to the programme foundations that should positively impact student skills development in the future.

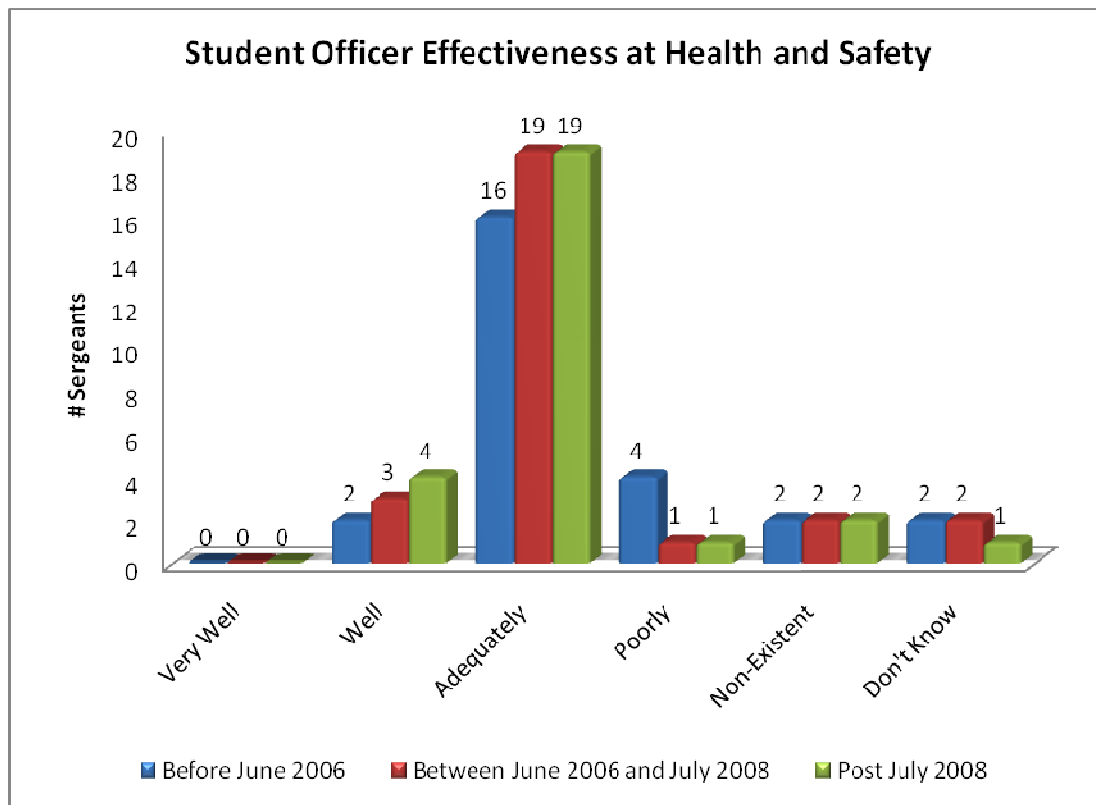


Figure 31: Student Officers' Effectiveness at Health and Safety

The sufficiency of each training phase was also questioned, highlighting the distribution of health and safety over three areas of the IPLDP. Figure 32 highlights the responses garnered, indicating a sufficient training programme as represented by the sergeants. While an average of 74.1% of the participants found the training programme sufficient across all three phases in developing health and safety competencies, there is room for improvement which should be considered in future programme iterations.

Training Phase Delivery Sufficiency (Health and Safety)						
Phase	Too Much	Sufficient	Inadequate	Non-Existent	Don't Know	Response Count
Training Centre	3.7% (1)	70.4% (19)	7.4% (2)	0.0% (0)	18.5% (5)	27
PDU Attachment	3.7% (1)	74.1% (20)	3.7% (1)	3.7% (1)	14.8% (4)	27
Independent Patrol	0.0% (0)	77.8% (21)	3.7% (1)	7.4% (2)	11.1% (3)	27
				Answered Question		27
				Skipped Question		22

Figure 32: Participants' Perceptions of Training Phase Sufficiency for 'Health and Safety'

The final category of student officers' effectiveness presented to the sergeants was the use of information and intelligence. Figure 33 highlights the findings regarding student competencies in such particular skill sets. While improvement has been made since the pre-IPLDP training programme, this category remains deficient in its development of an effective officer. In particular, 37.0% of the sergeants felt that both in the eighteen week SD1 training and the pre-IPLDP training that student effectiveness in this field was poor.

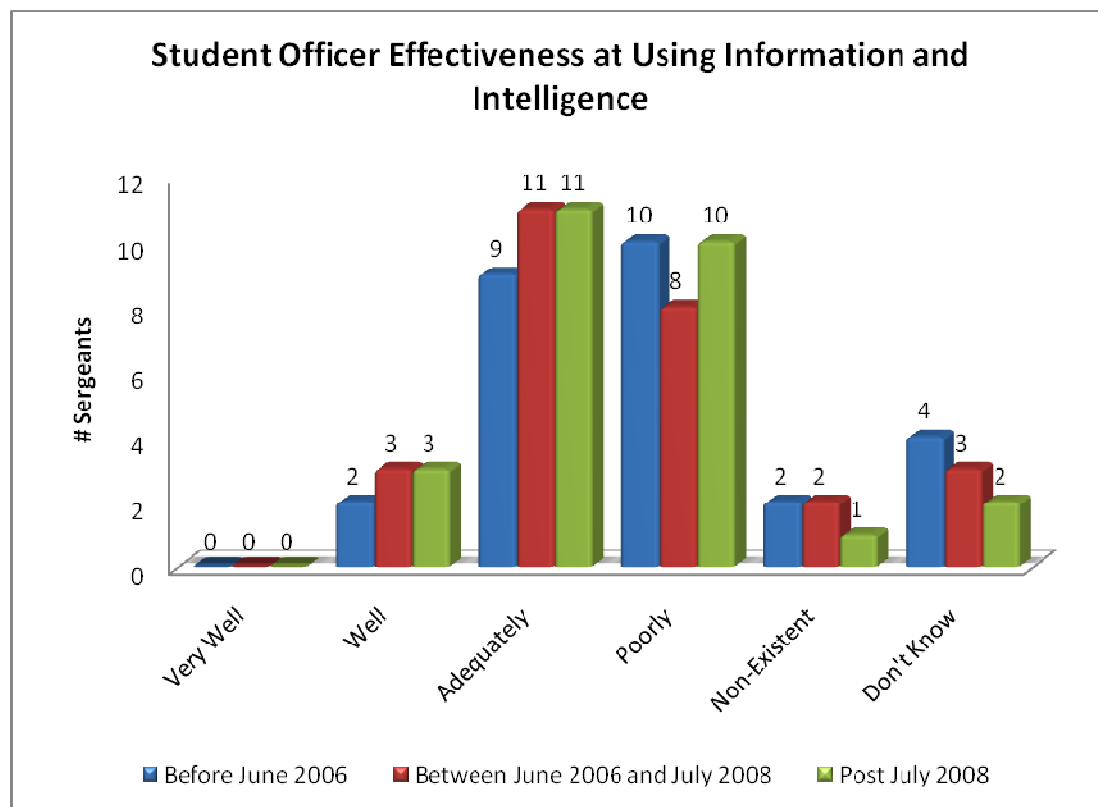


Figure 33: Student Officers' Effectiveness at Using Information and Intelligence

In support of the evidence presented regarding student officers' effectiveness at using information and intelligence, Figure 34 highlights the results from a phase-based review of training delivery. The high percentage of sergeants who reported inadequacies in these training practices is significant, suggesting that there is deficient coverage of this category across all phases of the training programme.

Training Phase Delivery Sufficiency (Use Information and Intelligence)						
Phase	Too Much	Sufficient	Inadequate	Non-Existent	Don't Know	Response Count
Training Centre	0.0% (0)	37.0% (10)	40.7% (11)	7.4% (2)	14.8% (4)	27
PDU Attachment	0.0% (0)	51.9% (14)	29.6% (8)	7.4% (2)	11.1% (3)	27
Independent Patrol	0.0% (0)	44.4% (12)	37.0% (10)	7.4% (2)	11.1% (3)	27
				Answered Question		27
				Skipped Question		22

Figure 34: Participants' Perceptions of Training Phase Sufficiency for 'Use Information and Intelligence'

4.3.1 Sergeants' Survey Validation

The sergeants' survey responses can be considered representative of a much broader base of force supervisors. While 42.9% of the participants maintain a five to ten year tenure, the remainder each had over eleven years of service with their representative branch. Additionally, in their current capacity, over 70% have held their position for more than two years. Such findings suggest that the supervisors represented in this survey have not only participated in the programme in its current iteration but have also transitioned from earlier programme dynamics. Such experience validates the relevance of such responses; while the online, targeted nature of this survey further validates the findings in this section.

4.4 Trainer Survey Responses

An online survey was administered to a total of six survey participants, each pre-qualified as an individual currently participating within the IPLDP. Figure 35 details their perspectives of student officers' competency after the completion of all training phases. At the top of this competence scale, 100% of trainer respondents felt that the students were competent in seeking and submitting intelligence, interviewing victims and witnesses, and maintaining standards of professional practice after they have completed their training in its entirety. While the SD1 training in interviewing victims and witnesses generated minimal competence in the opinion of these trainers, the solidification of such skill sets in SD2 elevated these competencies to a more sufficient standard. Generally, analysis of the training programmes by these survey participants suggests a competency once all stages have been completed.

Trainers' Perspectives of Students' Competency after Completion of Training Phases					
Student Officer Competency	Very Competent	Competent	Not Very Competent	Not Competent at All	Total Responses
Conducting General Patrol	0.0% (0)	83.3% (5)	16.7% (1)	0.0% (0)	6
Responding to incidents	0.0% (0)	80.0% (4)	20.0% (1)	0.0% (0)	5
Conducting Investigations	0.0% (0)	66.7% (2)	33.1% (1)	0.0% (0)	3
Actively Seeking and Submitting Intelligence (SD1)	0.0% (0)	0.0% (0)	100% (2)	0.0% (0)	3
Actively Seeking and Submitting Intelligence (SD2)	0.0% (0)	100% (1)	0.0% (0)	0.0% (0)	1
Interviewing Victims and Witnesses (SD1)	0.0% (0)	66.7% (2)	33.1% (1)	0.0% (0)	3
Interviewing Victims and Witnesses (SD2)	0.0% (0)	100.0% (2)	0.0% (0)	0.0% (0)	2
Maintaining Standards of Professional Practice (SD1)	0.0% (0)	100.0% (2)	0.0% (0)	0.0% (0)	2

Figure 35: Trainers' Perspectives of Students' Competency after Completion of Training Phases

In addition to the relative effectiveness of training on student officers' competencies, the assessment strategies for such programmes were also evaluated by the trainers. Figure 36 presents the trainer perspectives regarding assessment effectiveness for training phases. At the higher end of this scale, the trainers felt that the assessments for maintaining standards of professional practice (100%) and initial response to incidents (75%) were effective. On the other hand, the assessments for conducting investigations (66.7%), using information and intelligence (50%) and the overall entry assessment of new police officer candidates (50%) were not felt to be so effective. Therefore, consideration should be given to modifications in these areas, emphasising the relevance of assessments to the ultimate objectives associated with the training of competent, proficient police officers.

Trainer Perspectives on Assessment Effectiveness For Training Phases					
Type of Assessment	Very Effective	Effective	Not Very Effective	Not Effective at All	Total Responses
Initial Response to Incidents	0.0% (0)	75.0% (3)	25.0% (1)	0.0% (0)	4
Conducting Investigations	0.0% (0)	33.3% (1)	66.7% (2)	0.0% (0)	3
Using Information/Intelligence (SD1)	0.0% (0)	50.0% (1)	50.0% (1)	0.0% (0)	2
Maintaining Standards of Professional Practice	0.0% (0)	100.0% (2)	0.0% (0)	0.0% (0)	2
Entry Standards	0.0% (0)	50.0% (1)	50.0% (1)	0.0% (0)	2

Figure 36: Trainers' Perspectives of Assessment Effectiveness for Training Phases

4.5 Professional Development Officers' (Tutors') Survey Responses

In addition to trainer perspectives, this survey also explored the opinions of PDOs with reference to student officers' competency after their completion of the PDU phase. Figure 37 notes the evidence from a total of five survey participants. The tutors ranked three categories of competency the highest, with 100% suggesting that after the PDU phase, the student officers are competent in responding to incidents, seeking and submitting intelligence, and maintaining standards of professional practice. On the other hand, 33.3% felt that post-PDU, there is room for improvement in the conducting investigations competency and 20% felt that students were not very competent in conducting general patrol. Such particular concerns evidence practical application of classroom learning and PDU supported tutelage. Therefore, adjustments should be made to improve emphasis in these areas, better preparing the student officers for their independent patrols.

PDO Perspectives of Student Competency after Completion of PDU Phase					
Student Officer Competency	Very Competent	Competent	Not Very Competent	Not Competent at All	Total Responses
Conducting General Patrol	0.0% (0)	80.0% (4)	20.0% (1)	0.0% (0)	5
Responding to Incidents	0.0% (0)	100.0% (4)	0.0% (0)	0.0% (0)	4
Conducting Investigations	0.0% (0)	66.7% (2)	33.3% (1)	0.0% (0)	3
Interviewing Victims and Witnesses	0.0% (0)	33.3% (1)	66.7% (2)	0.0% (0)	3
Seeking and Submitting Intelligence	0.0% (0)	100.0% (3)	0.0% (0)	0.0% (0)	3
Maintaining Standards of Professional Practice	0.0% (0)	100.0% (3)	0.0% (0)	0.0% (0)	3

Figure 37: PDOs' Perspectives of Student Competency after Completion of PDU Phase

In addition to the competency of the student officers, the effectiveness of the assessment programme for the PDU phase was assessed. Figure 38 offers the results from a total of five PDO survey participants. From their perspective, there are four assessment categories that are effective at evaluating student officer competencies. These are, conducting patrol, initial response to incidents, using information and intelligence, and maintaining standards of professional practice. Adjustment in this programme is needed in the assessment of conducting investigations and interviewing victims and witnesses.

Finally, similar to the perspective of the trainers, substantial adjustments are needed in the determination of a quality police officer during the initial interviewing and recruiting phases of the programme. All of the PDO participants felt that the definition of quality was not very effective or not effective at all in sourcing an acceptable officer to join the police force.

PDO Perspectives on Assessment Effectiveness For PDU Phase					
Type of Assessment	Very Effective	Effective	Not Very Effective	Not Effective at All	Total Responses
Conducting Patrol	0.0% (0)	100% (5)	0.0% (0)	0.0% (0)	5
Initial Response to Incidents	0.0% (0)	100.0% (4)	0.0% (0)	0.0% (0)	4
Conducting Investigations	0.0% (0)	66.7% (2)	33.1% (1)	0.0% (0)	3
Interviewing Victims and Witnesses	0.0% (0)	66.7% (2)	33.1% (1)	0.0% (0)	3
Using Information and Intelligence	0.0% (0)	100.0% (3)	0.0% (0)	0.0% (0)	3
Maintaining Standards of Professional Practice	0.0% (0)	100.0% (3)	0.0% (0)	0.0% (0)	3
Determining Quality of Police Officer	0.0% (0)	0.0% (0)	66.7% (2)	33.1% (1)	3

Figure 38: PDOs' Perspectives of Assessment Effectiveness for PDU Phase

4.6 Supervisors' Survey Responses

Police supervisors were contacted, providing a balancing perspective that is generally based on overall performance analysis and not so much situational influences during the student officers' operational period. While the sergeants previously identified are responsible for day to day training observation and maintenance, the role of these supervisors is characterised by a much broader programme responsibility including accountability, assessment, and assignment. Figure 39 highlights the current rankings held by these participants indicating a wide distribution of skills and specialties across the investigative body. Targeted Patrol Team (TPT) inspectors were the most frequently represented, while chief inspectors were second. Such distribution provides a well-balanced interpretation of the industry evidence that is received at variable stages in the policing process. Many of these professionals may have limited experience with one area of the students' performance but maintains heightened knowledge in another.

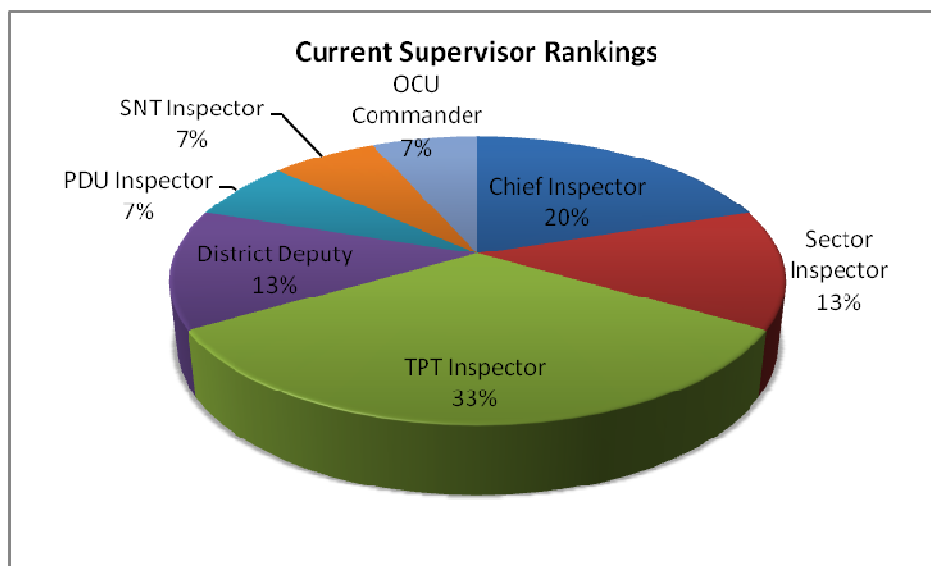


Figure 39: Current Supervisors' Rankings

Similar to the data retrieved from the sergeants in earlier sections, the supervisors surveyed were also broken down by their rural and urban station locations. A total of 80% of these supervisors currently operate out of urban stations, while the remaining 20% are stationed in rural areas. Such categorisation is important to note because it allows for the perspective of student performance to be based on more than singular geographic areas, including a broader spectrum of representation.

The final demographic data collected from the supervisors was related to their number of service years and the number of years they have spent in their current position. Figure 40 details the breakdown of total years served for these survey participants. The majority of the participants (53%) have served for more than fifteen years. In fact, only 13% of the participant base has served on the force for fewer than ten years, indicating a consistent trend that links these survey participants to historic experience with both the pre-IPLDP training stages and the current IPLDP methodology.

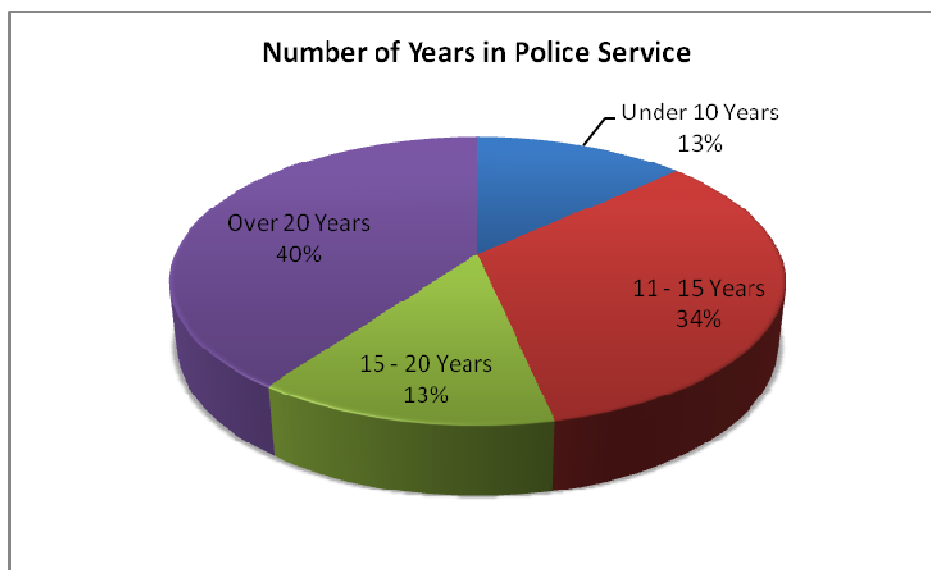


Figure 40: Supervisors' Number of Years in Police Service

Similar to the sergeants, the supervisors were questioned regarding the competency of student officers prior to beginning their independent patrols. Figure 41 highlights the results from such survey questions with 78.5% of the total participants completing the survey in its entirety. Under the majority of the categories, the average scoring by these participants was around 85% positive, as the student officers were adequately competent or better to perform their expected duties. There were several categories that were rated poorly, however, and these warrant further discussion. Searching people for example, scored with 36.4% of the participants considering student competency in this category as poor, an indicator that there are programme deficiencies in this area.

Furthermore, 36.4% of the participants believed that student officers perform poorly in using information and intelligence in the post-training application period. Similar to the reports issued by the sergeants and previously addressed, there is also a perception of poor legal understanding amongst the survey participants, as 18.2% (identify and present case materials) and 27.3% (attend and give evidence in court) of the participants felt that the student officers performed poorly in these categories.

Supervisors' Perspectives of Student Competencies Prior to Starting Independent Patrol							
Competency	Very Well	Well	Adequately	Poorly	Non-Existent	Don't Know	Total Responses
Conducting Patrol	9.1% (1)	18.2% (2)	72.7% (8)	0.0% (0)	0.0% (0)	0.0% (0)	11
Responding to Incidents	9.1% (1)	27.3% (3)	54.5% (6)	9.1% (1)	0.0% (0)	0.0% (0)	11
Participate in Police/Agency Led Operations	0.0% (0)	27.3% (3)	63.6% (7)	9.1% (1)	0.0% (0)	0.0% (0)	11
Conduct Initial Investigations	0.0% (0)	18.2% (2)	63.6% (7)	18.2% (2)	0.0% (0)	0.0% (0)	11
Interviewing Witnesses and Victims	0.0% (0)	36.4% (4)	54.5% (6)	9.1% (1)	0.0% (0)	0.0% (0)	11
Interviewing Suspects	0.0% (0)	27.3% (3)	54.5% (6)	18.2% (2)	0.0% (0)	0.0% (0)	11
Searching People	0.0% (0)	36.4% (4)	27.3% (3)	36.4% (4)	0.0% (0)	0.0% (0)	11
Carry Out Arrested/Reporting Procedures	0.0% (0)	36.4% (4)	54.5% (6)	9.1% (1)	0.0% (0)	0.0% (0)	11
Custody Suite Procedures	0.0% (0)	45.5% (5)	45.5% (5)	9.1% (1)	0.0% (0)	0.0% (0)	11
Identify and Present Case Materials	0.0% (0)	27.3% (3)	54.5% (6)	18.2% (2)	0.0% (0)	0.0% (0)	11
Attend and Give Evidence in Court	0.0% (0)	0.0% (0)	45.5% (5)	27.3% (3)	0.0% (0)	0.0% (0)	11
Promoting Equality	9.1% (1)	63.6% (7)	18.2% (2)	0.0% (0)	0.0% (0)	0.0% (0)	11
Building Community Relations	0.0% (0)	27.3% (3)	63.6% (7)	9.1% (1)	0.0% (0)	0.0% (0)	11
Using Information and Intelligence	0.0% (0)	27.3% (3)	27.3% (3)	36.4% (4)	9.1% (1)	0.0% (0)	11

Figure 41: Supervisors' Perspectives of Student Competencies Prior to Starting Independent Patrol

Knowledge, Understanding, Skills, Attitudes and Behaviour (KUSAB) is the model of training that guides officer training techniques, content, and assessment practices. This was also evaluated by the police supervisors in this survey. Figure 42 demonstrates the beliefs that they hold of the administration of such programme components according to each individual category. Generally, the participants ranked each category between satisfactory and very good. The skills aptitude was one area that was perceived as more deficient in training emphasis than the other categories. Such findings suggest that while the particular theory and practical application of competencies may be emphasised throughout the programme, a lack of practice and limited experience have a negative impact on the manifestation of such skills in the real world.

Supervisors' Perspectives of Average Student Officer Competency in KUSAB Categories							
KUSAB Category	Very Good	Good	Satisfactory	Poor	Very Poor	Don't Know	Total Responses
Knowledge	9.1% (1)	27.3% (3)	54.5% (6)	9.1% (1)	0.0% (0)	0.0% (0)	11
Understanding	10.0% (1)	20.0% (2)	50.0% (5)	20.0% (2)	0.0% (0)	0.0% (0)	10
Skills	0.0% (0)	18.2% (2)	54.5% (6)	27.3% (3)	0.0% (0)	0.0% (0)	11
Attitude	18.2% (2)	45.5% (5)	18.2% (2)	18.2% (2)	0.0% (0)	0.0% (0)	11
Behaviour	9.1% (1)	54.5% (6)	36.4% (4)	0.0% (0)	0.0% (0)	0.0% (0)	11

Figure 42: Supervisors' Perspectives of Average Student Officer Competency in KUSAB Categories

In order to evaluate the supervisor perspectives regarding the current blended training approach that is the foundation of the IPLDP, specific training phases were presented for scaled ranking according to five basic standards ranging from too much to 'don't know'. Figure 43 provides the breakdown of these responses, highlighting the opinions of eleven supervisors. All participants recognised the learning and development phases (SD1 and SD2) as sufficient in terms of balance in the training programme. For student officers to advance their skill sets, the E-Learning initiatives have recently become benchmark methods for reinforcement and knowledge development. The survey participants were split on whether or not such processes were sufficient, with 27.3% believing that there is too much emphasis on this category, 27.3% believing that they are sufficient, and 27.3% believing that the programme is inadequate. For both the PDU attachment and the independent patrol, the supervisors felt that the programme is currently operating as it is supposed to with 81.8% and 90.9% of respondents respectively answering sufficient.

Supervisors' Perspectives Regarding Blended Training Approach Balance of Methods						
Training Category	Too Much	Sufficient	Inadequate	Non-existent	Don't Know	Total Responses
Learning and Development Phases (SD1 & SD2)	0.0% (0)	100.0% (11)	0.0% (0)	0.0% (0)	0.0% (0)	11
E-Learning (Student Officer Mandatory E-Learning Only)	27.3% (3)	27.3% (3)	27.3% (3)	0.0% (0)	18.2% (2)	11
PDU Attachment	9.1% (1)	81.8% (9)	9.1% (1)	0.0% (0)	0.0% (0)	11
Independent Patrol	0.0% (0)	90.9% (10)	9.1% (1)	0.0% (0)	0.0% (0)	11

Figure 43: Supervisors' Perspectives Regarding Blended Training Approach Balance of Methods

4.7 Student Officers' Survey

The student officers were provided with a link to the online survey and were asked to complete a range of scalar queries similar to those presented to the other groups of survey participants. Out of the total of 123 student officers who partook in the online questionnaire, there were a total of nineteen participants who answered only the demographic portion of the survey and for this reason, any answers received by those who had only completed the demographic section of the survey are excluded from this study in their entirety. The results of the student officer survey are therefore based on a total of 104 participants who completed the majority of the questions throughout all three sections. Figure 44 details the length of service for these participants, highlighting a broad percentage of student officers (37%) who have been participating in independent patrol for some time. The remaining survey participants (63%) have served for less than 36 months and are in various stages of their programme completion.

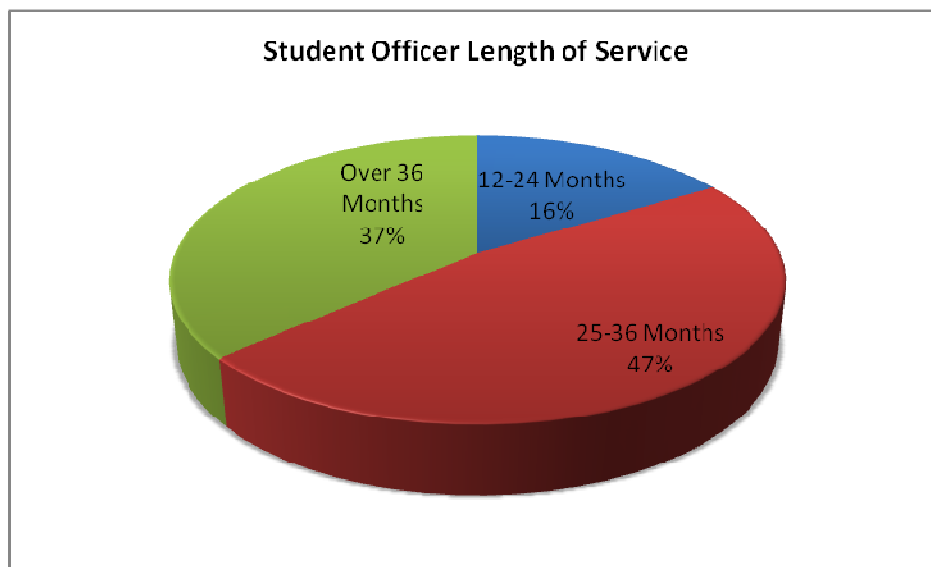


Figure 44: Student Officers' Length of Service

The student officers were also surveyed regarding their geographic service location according to similar questions presented to the sergeants and the supervisors. The findings were equally similar to the aforementioned results for the other two categories of participants, with the majority of these student officers (75%) are stationed at urban posts while a minimal percentage (25%) of students are currently stationed in rural areas.

The student officers were also surveyed regarding their sex and their age in order to further define the underlying demographics of these individuals. 60.6% of the participants were male while 39.4% were female. Figure 45 details the age-specific responses from all of the 104 survey participants. The majority (70%) are currently younger than thirty years of age, while a limited percentage (14%) are between 31 and 35 and the remainder are over 35 years old. Such findings give a reasonable distribution of experience levels and the general workplace distribution of male and female police officers.

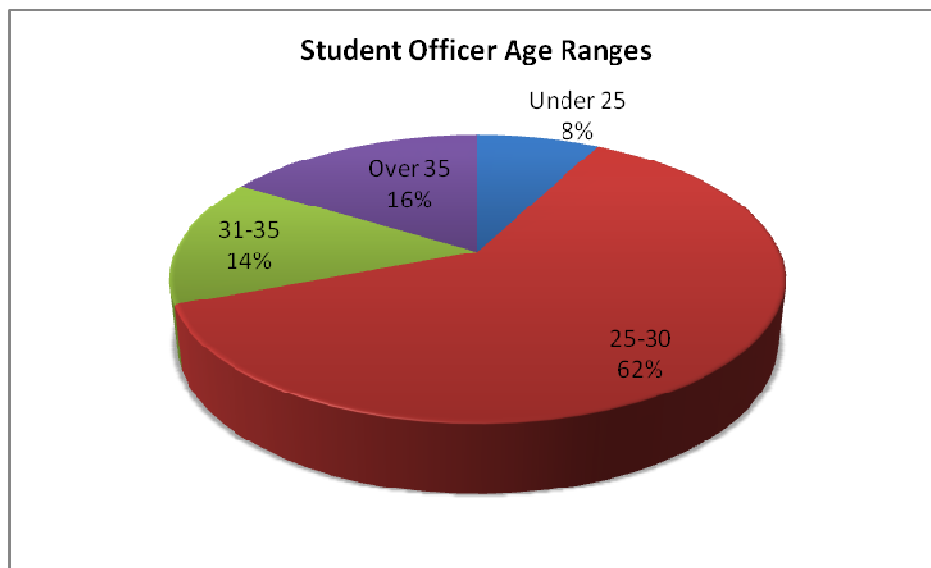


Figure 45: Student Officers' Age Ranges

The survey results from the student officers were collected and analysed using three separate scaled reporting methods. The first section was based on the officers' perceived difficulties in applying particular skills to field work during their first three months of independent patrol. (See Appendix B for complete results). Figure 46 provides the calculated weighted averages of difficulty for the participants with the highest numbers approaching five representing the least difficult of all skills sets to apply. Based on national statistic reporting for the 2008/09 year period, additional relevance can be extracted from the weighting of the categories in this particular order. For example, Theft, the highest ranked category with a score of 4.82, which suggests that a very limited population of student officers had trouble with this category, currently accounts for 35% of all recorded crime (Home Office, 2009). Furthermore, Criminal Damage, ranked by the survey participants as 4.80 out of 5, accounts for over 20% of all recorded criminal activity. Similarly, Assaults, ranked at 4.76 out of 5, currently account for 19% of all British criminal activities. Therefore, the top ranked categories in which participants experienced the least amount of difficulty for practical skills application accounted for a combined total of more than 74% of all Home Office (2009) reported British criminal activity in 2008.

At the lower end of this scale, there were three categories which the survey participants were least likely to experience during their three month independent patrol period, including Giving Evidence in Court (2.48), ASBO (2.50), and Due Care and Dangerous Driving (2.67). In fact, for each of these three categories, 48.08%, 46.15%, and 42.31% of the participants respectively noted that they had not dealt with any incident related to such categories. Of those particular areas that were noted as the most difficult for the survey participants, 37.5% found the preparation of case paperwork quite or very difficult, 23.08% found Con and Use offences quite or very difficult, and in three other categories of Road Traffic Incidents, Suspect Interviewing, and RMS, an average of 17% of the participants found these areas quite or very difficult. These findings are significant because they detail those areas which students felt required supplemental training before the independent patrol period. In comparison with the other three segments of this student survey, the following analysis evaluates whether or not there are implications in these findings relevant to programme revision or improvement.

Student Officers' Ranked Weighted Averages		
1	Theft	4.82
2	Criminal Damage	4.80
3	Assaults	4.76
4	Statement Taking	4.72
5	Drunkenness	4.67
6	Crime Reporting	4.66
7	Witness Interviewing	4.65
8	Arrest and Present to Custody	4.61
9	Stop and Search	4.61
10	Missing Person	4.59
11	Domestic Disputes	4.57
12	Sudden Deaths	4.55
13	Public Order	4.50
14	Drugs	4.40
15	Burglary and Aggravated Burglary	4.39
16	Golden Hour Principles	4.26
17	Suspect Interviewing	4.21
18	RMS	4.14
19	Offensive Weapons & Related Offences	4.07
20	HORT 1, NIP & VDRS	4.02
21	Road Traffic Incidents	3.99
22	Drink Drive	3.97
23	Prepare Case Papers	3.70
24	Robbery	3.65
25	Hate Crime	3.42
26	Fraud Act	3.40
27	TWOC	3.23
28	Disqualified Drivers	2.91
29	Indecency	2.86
30	Con & Use Offences	2.73
31	Due Care & Dangerous Driving	2.67
32	ASBO	2.50
33	Giving Evidence in Court	2.48

Figure 46: Student Officers' Ranked Weighted Averages of Difficulty in First Three Months of Independent Patrol

The second segment of the student officers' survey evaluated specific impressions regarding the relative importance of particular tasks to organisational operations and performance. Such a line of questioning attempted to identify those areas which the participants noted as most important to their organisation, but not necessarily the most frequently used in daily operations.

Figure 47 highlights the results of this survey segment according to the ranked weighted averages generated by participant responses. At the top of this category, the student officers cited that Suspect Interviewing (4.82), Golden Hour Principles (4.79), and Statement Taking (4.77) were the most important competencies to the policing organisation. Such data diverges from the previously cited responses regarding difficulty in skill application during the independent patrol period. In fact, those three categories of Theft, Criminal Damage, and Assaults are ranked 21st, 19th, and 10th, respectively. What arises from these results that is most important as perceived by the student officers are procedural issues directly related to the practical application of skills and techniques that may or may not have been solidified during the SD1 training period.

In order to correlate further these findings regarding participant impression of organisational priorities, it is important to compare the top three categories to their relative ranking in terms of difficulty under the previous survey segment (Figure 47). In fact, they rank 17th, 16th, and 4th relative to their position in this secondary survey segment. Therefore, while the department may value these three skill sets over others, in the case of the first two at least, additional support and training is needed in order to reduce student officer difficulties. At the lower end of this second survey segment, Con and Use Offences (3.64), ASBO (3.72), and Hort1, NIP, & VDRS (3.76) had the lowest ranked importance by these participants. In fact, the percentage of participants who considered these competencies as not relevant or not very important equated to 15.39%, 15.38%, and 12.50% respectively. Therefore, the vast majority of the survey participants found these particular tasks and skills of fair or greater importance from the perspective of the policing organisation.

Student Officers' Ranked Weighted Averages		
1	Suspect Interviewing	4.82
2	Golden Hour Principles	4.79
3	Statement Taking	4.77
4	Prepare Case Papers	4.76
5	Domestic Disputes	4.75
6	Witness Interviewing	4.72
7	Hate Crime	4.70
8	RMS	4.69
9	Arrest and Present to Custody	4.67
10	Assaults	4.65
11	Burglary and Aggravated Burglary	4.62

12	Robbery	4.60
13	Missing Person	4.57
14	Drugs	4.57
15	Public Order	4.54
16	Giving Evidence in Court	4.49
17	Indecency	4.48
18	Offensive Weapons & Related Offences	4.47
19	Criminal Damage	4.46
20	Crime Reporting	4.45
21	Theft	4.45
22	Sudden Deaths	4.43
23	Stop and Search	4.42
24	Drunkenness	4.37
25	Road Traffic Incidents	4.35
26	Drink Drive	4.34
27	TWOC	4.31
28	Fraud Act	4.18
29	Disqualified Drivers	4.14
30	Due Care & Dangerous Driving	4.08
31	HORT 1, NIP & VDRS	3.76
32	ASBO	3.72
33	Con & Use Offences	3.64

Figure 47: Student Officers' Ranked Weighted Averages of Task Important Relative to Organisational Needs

The third and final category presented to the student officers in this survey was based on the frequency of skill use or incident application, highlighting those areas which are encountered on a scale of almost daily to never dealt with. Figure 48 highlights the weighted averages of the results generated by the student officers in this survey. At the top of this scale, indicating the incidents or skills dealt with on an almost daily basis, the participants emphasised RMS (4.95), Statement Taking (4.61), and Crime Reporting (4.55). Returning to the scale of difficulty in Figure 50, these three competencies are ranked at 18th, 4th, and 6th, respectively. Therefore, for Statement Taking and Crime Reporting, the survey participants have had limited difficulty in exacting their responsibilities as police officers.

For RMS, however, these findings suggest that due to the high frequency of skill application, additional training is needed during the IPLDP training programme. Such initiatives will solidify those skills that will be accessed on a daily basis by future student officers as they enter the field.

At the lower end of this scale, the survey participants ranked Giving Evidence in Court (1.90), ASBO (2.21), and Con and Use Offences (2.28) as the lowest, least frequently encountered scenarios or skill requirements. Such findings echo similar responses provided by these survey participants in the other two segments of this student officer survey, suggesting that the lower the frequency of occurrence, the less likely that student officers will be called upon to access such specialised skills. Given the limited importance on an organisational level, as reported in Figure 49, these participants ranked the lowest three categories in this third survey segment at 16th, 32nd, and 33rd, respectively. In the development of the IPLDP training programme, it will be relevant for those individuals responsible for modifying categorical and assessment weighting to consider the relative import of particular competencies in the scope of student officer practical application. If there is a lower likelihood of experience, then there is more motivation for programme directors to reduce the weighted emphasis of categorical training or assessment.

Student Officers' Ranked Weighted Averages		
1	RMS	4.95
2	Statement Taking	4.61
3	Crime Reporting	4.55
4	Domestic Disputes	4.46
5	Witness Interviewing	4.25
6	Arrest and Present to Custody	4.16
7	Assaults	4.11
8	Drunkenness	4.09
9	Public Order	4.09
10	Stop and Search	4.05
11	Criminal Damage	4.05
12	Suspect Interviewing	4.04
13	Theft	4.01
14	Golden Hour Principles	3.81
15	Prepare Case Papers	3.74
16	Missing Person	3.62
17	Drugs	3.61
18	Burglary and Aggravated Burglary	3.52
19	Road Traffic Incidents	3.22
20	Offensive Weapons & Related Offences	2.92
21	Robbery	2.84
22	Sudden Deaths	2.78
23	Drink Drive	2.71
24	HORT 1, NIP & VDRS	2.69
25	Hate Crime	2.65
26	Fraud Act	2.49
27	Indecency	2.42

28	Disqualified Drivers	2.41
29	TWOC	2.40
30	Due Care & Dangerous Driving	2.31
31	Con & Use Offences	2.28
32	ASBO	2.21
33	Giving Evidence in Court	1.90

Figure 48: Student Officers' Ranked Weighted Averages of Frequency of Skill Use or Incident Application

4.8 Qualitative Data Presentation

In order to establish the benchmark variables associated with police training, initial thematic analysis was conducted on one group of six interview participants. These individuals, each qualified as a trainer in the current SD1 programme, generated extensive subjective impressions (see Appendix D) regarding the position of training, programme deficiencies, and opportunities for improvement. This initial analysis served as the guiding thematic conditions for the phenomenological analysis of the remaining five unique groups of interview participants consisting of students, sergeants, senior officers, tutors and assessors. The following sections emphasise trends and phenomena that currently impact the effectiveness of the IPLDP, offering insight into those variables that have both positive and negative influence on student achievement, development, and performance.

Given that the primary objectives of such myriad programmes consist of a singular primary standard, to develop an effective and exemplary police force, this investigative analysis will generate evidence to support revision, reform and ultimately reorganisation.

4.9 The Thematic Model

A thematic model was designed based on the results retrieved from line by line qualitative analysis of the interviews of six SD1 trainers (see Appendix C). Once the themes had been identified, the responses were then compared across all participants, highlighting similarities and trends. Such meta-analysis revealed those aspects of this programme which have dominant influence over the net achievement of IPLDP objectives including governance, assessment, knowledge, and training. Under each meta-category, thematic tags were grouped relative to their direct influence on their larger parent category. In Appendix D, it becomes obvious that many of these minor variables transcend their innate categorical boundaries, resulting in a skewed impact scenario for each of these themes. The meta-categories are related to manifest themes which were dominant throughout the interview process, while the minor categories are considered latent, having an impact on those more dominant.

A variety of questions were presented to the survey participants. The analysis of particular phenomena relevant to the answers retrieved is further evaluated at Appendix C. Given the thematic trends both manifest and latent within this investigation, the responses provided can be effectively analysed according to the net impact on each of the five meta-categories (Appendix D) identified over the course of the interview. Such analysis generates insight into the state of IPLDP training in the UK, offering perspective relative to opportunities for reform and revision. Ultimately, the objectives of such thematic analysis will included the validation of both the meta and minor categories and the identification of key impact variables that influence the success of the IPLDP administration and achievement. This review of thematic data directly aligns with the main aims and key research questions of this research listed in chapter one. As such investigation requires the perspectives of various individuals associated with this programme, the following sections will detail the subjective interpretation of standardised questions amongst varied participants. All responses are analysed according to the phenomenological foundations presented in Appendix D and emphasised by the training professionals delivering the SD1 phase of the IPLDP.

4.10 The Trainers and Interview Responses

A total of six trainers' interviews were administered. Of the participants, two were male and the remainder were female. While each of these participants is currently an active SD1 trainer, their levels of qualification were uniquely suited to the method of entrance into the programme, historic workplace experience, and continuing professional development (CPD) initiatives. One of the participants was qualified as an A1 assessor; another had pursued a post graduate certificate in adult education and assessment; and one was an ex-police officer with extensive training experience. The other participants had entered into the SD1 training programme from other career paths in non-policing professional positions and received on-going training over the term of their tenure at the training centre. There was a general consensus that effective trainers required experience and practice in order to meet the expectations of the SD1 knowledge development and assessment programme. The diversity in backgrounds for these participants is considered significant for the subsequent analysis of their interview responses, establishing both unifying and divisive boundaries according to experience and expertise. All participants completed the survey in its entirety, answering the standardised questions that are highlighted and discussed in the following section with limited variation.

4.10.1 Trainers' Questions and Responses

How valid is the assessment process for SD1s? How is KUSAB represented in our training process? Are we currently doing a Summative or a Formative assessment on KUSAB?

The participants in this investigation maintained mixed reviews of the current assessment process. Ranging from a general definition of the assessment process to an in-depth review of the use of particular assessment techniques, the general consensus was that although effective and consistently administered, assessments in the SD1 stage could be improved to enhance relevance and target specific, consistent learning objectives. In regards to the KUSAB initiative, all participants agreed that knowledge and understanding were primary objectives held within the scope of the SD1 programme. One of the participants responded as follows:

...you can measure behaviour; you can only make assumptions about attitudes because attitudes are only represented through behaviours, and you can really only measure behaviours that might be influenced by that.

The emphasis placed on behaviour is one that resonates throughout the trainers' responses; however, there are many variables associated with behaviour that have a summative impact on the effectiveness of the training and assessment process. In particular, the participants have elevated 'role' and 'awareness' to states of primacy whereby trainers' effectiveness is summarily increased. While awareness of the standards and expectations in the IPLDP is one of the expectations imposed upon the training staff, one of the surveyed trainers raised significant concerns regarding consistency and performance within this behaviour. Similarly, the role of the trainer and role of the student are dictated by programme guidelines; however, in overcoming deficiencies in training and participation, behavioural modifications are needed (survey Training Participant 3 engaged sergeant support for additional training and skills development) in order to establish this role more solidly.

Are the examinations appropriate?

Appropriateness, and the examinations/assessments in general were also surveyed, generating responses that raised specific questions regarding scope and depth of the assessment process. In particular, Training Participant 1 suggested:

I think occasionally some of those questions that we ask are a little deep. We have to remember that they are student officers. They're not going for exams, it's not sergeant exams. Some of the questions are necessarily on the right level.

While such responses emphasised the assessment programme as a whole, the other participants suggested that evaluation of assessment protocol on a lesson-by-lesson basis should be considered. The underlying principle in such suggestions is linked to the division of summative and formative training, whereby end term assessments are traditionally summative and evaluate the scope of student learning, while mid-term assessments can often assist with reinforcing those areas that might be confusing or unclear. Training Participant 6 followed up by recognising such a division, suggesting that:

I think we need to have a number of exams really to keep the students cementing that learning. Revisiting learning that came from earlier on in the course... the informal is very much down to the individual tutor. I think there is a fair amount of informal assessment and I think that is purely because how the department has developed.

Such findings remind that the IPLDP training and assessment scheme has been a progressive, regionally unique programme development process. From the perspective of those trainers involved in such endeavours (for example, Training Participant 5), the progress from early term training programmes has been substantial. In fact, the past two years is cited as providing the most recent and beneficial adjustments to this programme, highlighting a supportive stance towards revisionist and evolutionary processes at the departmental level.

How much informal/formal assessment is conducted during SD1?

As addressed in the summary of the previous question, formal and informal assessment techniques were evaluated during the interview process. There was a consistent trend amongst the participant responses that validated the inclusion of both assessment techniques during the SD1 training programme. It was the differentiation, however, which led to several fundamental concerns within the programme dynamics and the techniques involved in the administration of informal assessments. Undeniably, the assessment process has been formalised, as regular examinations are administered at six, nine, fifteen, and eighteen weeks. In fact, Participant 4 suggested that such formality arose as a nature of the programme structure, emphasising an extended learning development review process that is directly linked to anticipated outcomes and capabilities relevant for the successful student. Relevant to the informal process associated with the SD1 training programme, Participant 2 recognised:

I'm going to act upon somebody immediately if there is going to be... say, they can't do something. And there will be other assessments which will be straightforward knowledge checks where it's made quite clear that there are not going to be any consequences of significance because it's all about getting people to where they need to be rather than measuring have they finally got there yet.

Such commentary raises particular concerns surrounding the application of formal and informal feedback over the term of the training. While the overarching objectives of the trainer are fundamentally tied to student achievement and development, interim guidance undeniably focuses on formative feedback and dialogue. The appropriateness of such dialogue is never formally evaluated; instead, trainers maintain the authority to administer the learning process as they see fit. The limited protocol surrounding such supplemental conversation should be considered as an opportunity for revision in future IPLDP initiatives. Under the meta-category of training, support, strategy, and expert were all dominant themes emphasised by these participants that ultimately impact the effectiveness of the training process.

How qualified are you to formally assess SD1s? Subject matter considerations? A1 qualified?

Of the participants surveyed, only one individual was A1 qualified. While all felt that they were adequately skilled to train and assess the students during the SD1 process, several participants recognised that in their early stages of training, they were unprepared for the variety and complexity of the training programme itself. In fact, Participant 6 suggested that:

...working with police officers managed to increase my skill base in that area, my knowledge and understanding, not only what's written in black and white, so the law side of things. After being able to supplement that through working with police officers, but if you take me a couple of years ago, not at all.

Her response highlights a trend that is undeniably applicable in the UK police training industry today, whereby non-police professionals are sourced for training responsibilities that they have limited knowledge or understanding of. While a lack of fieldwork and practical experience could be considered a handicap for such professionals, the opportunity for skills development has been provided through partnering programmes and continuing professional development (CPD) initiatives. It is this accessibility to knowledge that enables growth and trainer expertise. Regardless of skill level or experience, the inability to inspire and teach the student body ultimately serves as more of a limitation than it supports the opportunity for improving the knowledge base of those in the classroom.

Do you think the assessment process for SD1 meets the needs of the individual and the organisation? How can we improve the SD1 assessment process?

This question was presented to the participants in order to evaluate whether there was any perceived differentiation between the expected performance criteria and the post-completion performance of the students. There were varied responses from the participants, suggesting that there is inconsistency in the applicability of trained competencies in the PDU and SD2 phases of the training. Participant 6 emphasised necessary improvement to such categories as practical assessment and written exams, suggesting that more robust assessment guidelines are needed in order to improve such evaluations. Participant 1 extended such conceptualisation of the assessment process, suggesting that:

The IPLDP process is all about development and I think we have got a responsibility to both the student and the organisation to say you're not where you should be... We've got an obligation to the tutor units to be able to give them a student of a reasonable standard before they leave here... I do think the programme needs some tweaking with more emphasis on some subjects where it doesn't need it and less on others where it does.

Such analysis of the state of assessments emphasises a commitment to quality and competency, standards that are implicit in the training programme but may not allow for explicit administration of such conceptual expectations. The performance assessment of the students must be based both on practical application of the concepts and the ability to complete successfully the other stages of examination. While written interpretation of a scenario may highlight the practical application of concepts and theories, the successful application of such knowledge in real world scenarios might deviate. Therefore, the trainers must be able to assess whether or not a student is of sufficient ability and standard to maintain consistent and accurate performance during later tutor-led fieldwork. It is the post-SD1 programme that should be considered during the design of the assessment protocol, establishing boundaries and consequences that either fit students to the appropriateness of the role, or remove them from the programme.

Is the duration of SD1 appropriate to meet the knowledge and understanding requirements of the individual and the organisation to enter the PDU phase?

Across all survey participants, the eighteen week length of the SD1 process was considered acceptable, offering sufficient time to complete the learning objectives and meet the expectations of the IPLDP training initiative. In spite of such findings, there were concerns raised about the length of this course segment given current initiatives to reduce the training period to a sixteen week process. In fact, Participant 4 commented:

The reality is that the course can be as long as you want it to be. You just have to tailor what you want to achieve during that time. I still stick to the fact and I appreciate the job has become more complicated.... but if we don't put as much in initial training, it doesn't need to be eighteen weeks.

From a perspective of efficiency, there is a definite trend amongst trainers in which the shortening of the training period is considered a viable option only if the subject matter is systematically revised at the same time. Such efforts effectively link performance objectives with realistic time frames for completion, limiting the emphasis on some variables and extending it on others. Ultimately, such initiatives require the support of SDUs and SD2 trainers in order to identify those skill sets that remain deficient in a post-SD1 scenario. The challenge is not necessarily to create a sufficient timeline; but it is to create a timeline that allows for course objectives to be met with regular consistency.

Are you familiar with E-SOLAP? Is this a part of your training process?

The student officer learning and assessment portfolio (SOLAP) is one of the primary means of historic analysis of student performance and suitability for the formal policing programme. In its revised iteration, the electronic version of the SOLAP establishes an on-going record which can be used to evaluate student learning progress over the term of training period in its entirety. Ultimately, such efforts are based on training effectiveness and student performance, linking course objectives to tangible results that are accurate and representative of progress. In spite of the influence of the E-SOLAP, only one of the participants claimed any direct experience with the programme, suggesting that such evaluation responsibilities are linked to SDU participation and analysis.

The participants did admit to filling in their respective sections during the SD1 process; however, more advanced insight is left for later segments of the training. In this way, the practical application of knowledge is measured and recorded rather than the on-going periodic evaluation of learning.

4.11 The PDU Staff and Interview Responses

The PDU staff interviews were conducted both in person and via telephone with ten professionals either currently participating directly in the PDU training process, or with very recent experience within this programme. Of the ten individuals, three were female and seven were male. The majority of these participants have achieved their A1 assessor certification or are currently in the process of working towards it, while the remainder have been certified as tutors through supplemental training programmes.

4.11.1 PDU Staff Questions and Responses

Is the officer competent to commence to the PDU phase? If not, why not?

There is significant consistency amongst these participants regarding the competency of the student officers exiting the SD1 phase and entering into the PDU portion of their training. Given the practical application of knowledge in the post-SD1 transfer, there are substantially greater opportunities for practical assessment and review of skills during the PDU training. There is a consensus amongst these participants that whilst the necessary knowledge may have been instilled during the SD1 training process, the recall and application of such knowledge is limited by time and situational understanding. Retreating to the thematic conclusions drawn during the phenomenological review, the depth and scope of training are both called into question by such responses, highlighting particular deficiencies in training that cannot be overcome rapidly during practical scenarios and situational learning at the PDU phase. PDU survey Participant 3 reported this specific example of a practical deficiency that impacts upon the transition from conceptual to situational training:

There are a lot of issues that aren't covered completely. With the recent students they were shown how to stop a vehicle on power point, because then when we actually went out and did road checks, they were trying to remember what they saw on the power point... a demonstration within the confines of the police training would be a lot better than on power point.

In spite of such scenario-based deficiencies, the participants widely recognised that the SD1 phase is designed to provide participants with the basic knowledge and skills necessary to pursue additional, specialised training. In accordance with the thematic standards identified in this investigation, it is through feedback, dialogue, and experience that training is most impactful for the participants, resulting in conceptual depth that ultimately translates into appropriate actions and decision making. PDU survey Participant 6 noted that much of the early SD1 training remains locked in memory banks, requiring tutors to access such data and refresh the memories of the student officers prior to practical application. The most significant concern raised during this question was based on knowledge access, and the means by which tutors are able to connect situational influences with the classroom style learning that the student has engaged in for the previous eighteen weeks.

How valid is the SD1 assessment process for the ten week PDU phase? How does the KUSAB training compare to PAC expectations?

Returning to the concerns regarding the learned skills during the SD1 phase, the assessment programme is designed to offer support and identify areas of particular concern for student officers. The participants in this survey emphasised that the police action checklists (PACs) are extremely valid in this process; however, they also noted that there are particular procedural concerns (for example - Burglary) that require specialised knowledge that cannot be effectively prescribed through assessment. It is the ability to refresh such knowledge that fundamentally enhances the effectiveness of the assessment process, and results in overcoming the conceptual deficiencies that could ultimately lead to more practical difficulties. PDU survey Participant 5 reported that:

It's important for them to understand what they've learned. They now know what they can do... Where upon they start engaging the public in uniform; it's quite daunting for them. They're out in public eye given an opportunity to engage and be seen, maybe that could be a bit longer.

While historically assessment during the PDU phase was conducted on daily basis, a weekly standard has now evolved. The primary concern of the participants in this survey was that the student officers are prepared for public service, a competency level that cannot necessarily be improved through assessment without additional practical experience. It is this link between concept and application that ultimately transitions a student into an effective officer. The enhancement of knowledge, particularly through situational application, results in growth and development that is directly linked to on-going feedback and assessment.

How much informal/formal assessment is conducted during the PDU phase?

In direct contrast to the SD1 phase, the primary means of assessment during the PDU phase is informal assessment. These participants were questioned regarding quantity of assessment; however, the majority of responses echoed concerns regarding quality as the most significant influence during the administration of assessments. Participants recognised that daily and weekly dialogue continues to support the advancement of student awareness and knowledge, basing conversations on situational impact and particular actions that are procedurally defined. Yet such insight establishes a system of training that is both subjective and intangible, resulting in different levels of learning depending upon the skills and experience of the student's tutor. PDU survey Participant 2 raised concerns about such informal dialogue and assessment, suggesting that not all tutors completely understand the value of the informal assessment, requiring additional feedback and more prescriptive techniques in order to enhance validity. PDU survey Participant 5 responded that:

Everything we do is live instance... We have the formal written weekly assessment of how that student officer has performed, what they can improve on, and what they might consider for the next week. And we have the five week and ten week assessments. Not a lot of formal assessment. I don't know if whether the work that the police do is so fluid that sometimes it doesn't fit in with the formal assessment.

The process itself is linked to student feedback and questioning. PDU survey Participant 4 was concerned that although students continue to ask for feedback and ask questions about procedure and situational management, the depth of such guidance and response may be limited. The standards for tutor assessment are based on the level of training which they possess, resulting in disparate results during the student training phase. Such differentiation is essential for achieving the fulfilment requirements of the programme and accessing a more meaningful understanding of officer expectations. These concerns regarding the informality assessments are further addressed in the discussion section, highlighting alternatives that could potentially circumvent the subjective interference that trainer diversity can lead to.

Is the assessment within the PAC appropriate? How can we improve the assessment?

The participants all offered very similar views on the PAC assessment process. The overarching agreement is that the current assessment standards have been reduced to a minimum, an essential requirement for more effective assessment. The move from written to electronic PAC was also heralded as a positive adjustment in this programme, resulting in a much easier process that is based on the successful recording of achievement and assessment.

Is the length of the PDU phase sufficient to develop student officers to independent patrol phase? If not, why not?

In evaluating the timeline associated with the PDU phase, there were two different positions identified by the survey participants, each emphasising a contingent timeline as it relates to the training process. While most participants admitted that they believe that the length of time for the PDU training is sufficient, concerns were raised about particular time periods in which training is naturally interrupted. In fact, Participants 5 and 7 stated that the numerous holidays during the Christmas and New Year periods have a direct, negative impact on the amount of time spent in field training. In particular, PDU survey Participant 5 recognised that over the ten week period currently provided, six sets of duties are accomplished, and there are ultimately only 36 actual days in the PDU phase. The recommendation proposed is to extend this phase to a 60 day training period, allowing for more experience and situational participation. PDU survey Participant 2 also raised particular concerns about this process, emphasising the following:

I think overall, in general it is insufficient. The difficulty we have is that the whole two years of the student officer phase now is so prescribed in terms of this or that attachment, we haven't got any flexibility if someone needs another two weeks or another month...in a sense the student has to pay for it; inadvertently they're punished for taking a bit longer.

Such guidance suggests that there is a difference between high and low performing students: essentially that there are two different tracks of students innately grouped under a singular training programme. Therefore, while many students may possess pre-police training from military institutions or other professional fields, the expectations imposed on those students are the same as those on students who have had no professional experience. When the PDU survey participants addressed the issue of time and officer preparedness, it was most frequently highlighted that some students are not sufficiently prepared for service at the end of the programme. Conversely, it was also noted by several participants that there are limited consequences associated with such unpreparedness, resulting in the passing of inadequately prepared officers onto individual patrol.

What arrangements are in place to deal with incompatible tutor/student interactions?

Incompatibility was viewed by these survey participants as a potential yet limited occurrence. Their views suggest that although personality conflicts do exist and there are bound to be disagreements, the potential for remedy is widely known, and alternatives are readily provided. Most participants suggested that early in the PDU phase there is a dialogue between the sergeants and students, providing an external, impartial support platform for future conversations and discussion. Should a disagreement arise, these supervisory individuals act as mediators, providing alternatives in the way of tutor exchange or shift rotation for the student. Such alternatives return to the thematic findings of accountability and support, recognising that the ultimate objective in this programme is one of progress and development, allowing for disagreements to be overcome as needed through alternative solutions. PDU survey Participant 5 commented that:

When a new student comes to the PDU it's highlighted that if you're not getting on with your tutor, you need to let us know. There have been times when the student and the tutor have been swapped over; it's not really a big deal. Some people just don't get along with other people for some reason. It's really flexible, it's recorded on the midway and final reviews, but it's a very flexible arrangement.

4.12 SDROs and Interview Responses

In order to expand the depth of analysis into the IPLDP, active SDRO feedback was sourced from various posts throughout the police force. A total of seven participants were included in the survey process, with a ratio of two males to five females. All participants are of varied but similar qualifications, or are currently working to a similar standard. The standard is based on the A1, B1 assessor qualifications with supplemental tutor training that is most likely completed early in the career of the SDRO.

4.12.1 SDROs' Questions and Responses

Is the officer competent to commence independent patrol when an SDRO commences assessment with them? If not, why not?

Two questions in this survey dealt with competency and an officer's ability to commence independent patrol in the post PDU timeline. The overwhelming recognition is that yes, they are prepared and qualified to commence such independent patrol; however, they do require supplementary tutelage from the trainers and the SDROs over the term of the process. SDRO Participant 4 suggested that there is limited flexibility in the programme to back course such individuals even if they are slightly deficient or learn at a slower pace than others. Instead, tutors must be prepared to incorporate supplementary training into the developmental training, emphasising any practical influences that could be better handled or more procedurally efficient.

The participants were asked to rank the competency of the student officers on a scale of one to ten. While the scores ranged from two to six, overwhelmingly, the participants reported that their students fell in the middle of this range at five. Fundamentally, the students are prepared to access new knowledge and information, while simultaneously they require substantial training in order to bring them up to a level that is effective and acceptable.

SDRO survey Participant 7 suggested that they have a solid understanding of the basics, but they require practical scenarios and time with the public in order to solidify such knowledge. Ultimately, it is this introduction into the field that affirms what students have learned during the PDU process.

How valid is the PDU assessment process to prepare students for the SDRO phase?

How does the KUSAB training compare to PAC expectations?

The process itself is represented by these survey participants as a complex and often confusing programme for the student officers. While valid, the PDU assessment process is seen as only one of the initial stages in the developmental process. Ultimately, the SDRO assumes responsibility for assessment; however, the transition from PDU to that phase may be difficult for the students. SDRO survey Participant 4 commented that:

We tend to use a PDU handover phase. I will come into the PDU on their last couple of duties. I will have an informal chat with them on what the next fifteen months is going to give them. The pitfalls, what they might encounter. I also discuss with them my role...I try to explain best to them that I'll hopefully be their friend, their mentor for the next fifteen months...I also tell them...that when they go to shift, they will probably experience a downturn.

The most common sentiment expressed by these participants was that NVQs tend to lead to a 'tick box' format of the assessment process, where there is limited interaction and dialogue between student and assessor accepting such demarcation. The preparation by the PDU is not called into question; instead, it is the depth of assessment once introduced into the SDRO guidance programme that ultimately leads to conflict. The participants tended to respond to this question from the applicability of NVQs in practical scenarios and their ultimate validity for the developing student. Undeniably, the concept of personal development was addressed and emphasised, recognising that in order to proceed through these stages, students must not only understand the assessment process, but must actively participate in the administration of such assessments.

How much formal assessment is conducted during the SDRO phase?

In direct contrast to the PDU phase of the training process, the SDRO phase emphasises formal assessments, linking the training timeline to specific assessment periods and regular, scheduled meetings between the SDRO and the student. SDRO survey Participants 2 and 6 recognised that there is supplementary informal assessment that is designed to develop students and assist them beyond many of the limitations associated with an extended formative training process. SDRO survey Participant 4 suggested that her initial meeting with the student is informal as a strong sense of camaraderie is developed early; however, in later segments, the formality returns. Documentation and record keeping is the most definitive means of characterising formality in the SDRO training programme.

How are you qualified to formally assess as an SDRO?

Fundamentally, the SDRO assessment process is based on the achievement of particular NVQs and progressive development of the student officer. Each of these participants represented that they are currently an A1/B1 assessor or that they are working towards such qualifications. Furthermore, all of the participants surveyed had over ten years of police force experience, adding to their qualifications as assessors. The value of such experience is substantial, as even without specific certifications, the participants felt that their experience provided a standard of excellence that justified their position as a SDRO. Ultimately, all participants had taken a tutor course at some point in their careers, positively contributing to their tutor competencies and abilities when they assumed any type of tutoring role in the police force.

Is the length of the PDU phase sufficient to develop student officers to independent patrol phase? If not, why not?

The questions regarding the effectiveness of the PDU phase were addressed by participants currently employed in the PDU training programme in addition to these SDRO instructors. The primary objective for linking these two perspectives is to evaluate whether or not there is a differentiation in overall recognition of the value of the PDU training. Ultimately, the responses are very consistent, as all participants suggested that the PDU training phase is sufficient to develop student officers to the independent patrol phase.

The challenge recognised by the SDRO participants is that without the reinforcement of learning, there is limited opportunity for these individuals to apply their knowledge in real world scenarios. There is an interim period whereby shift-work is needed, as, according to SDRO survey Participant 2, the students could gradually ease into the realities of TPT. A problem with both inadequate expectations and a limited transitional phase from PDU to independent patrol, there is a need for greater practical reinforcement as students gradually move into more permanent roles.

What arrangements are in place to deal with incompatible assessor-student interactions?

Similar to the responses provided by the PDU tutors, the SDRO programme incorporates compatibility protection for those scenarios in which the student and the SDRO simply cannot operate in tandem. The phrase 'personality conflict' was frequently used, as was a concept of self-validating behaviour that in many cases is in direct conflict with the opinions of the SDROs and previous student instructors. Both SDRO survey Participants 2 and 6 recognised that such issues are more frequently the fault of the student than the instructor, as an inability to self-analyse generally conflicts with the reception of feedback or support from the tutoring staff. SDRO survey Participant 7 suggested that there is a weighted analysis in which any threats to the individual or the organisation generally requires an adjustment in assignment, placing the student into the care of another SDRO. From personality conflicts to dishonesty to inadequacies in abilities and knowledge, these survey participants highlighted a wide range of incompatibility issues that can arise at any time during the training process; however, they tend to be infrequent.

Learning Development Reviews take place at 52 weeks and 92 weeks. Do you think that's frequent enough and do they add anything to the assessment process?

One question which raised a more emotional response than the others during this survey was related to LDRs and their frequency. Unanimously, the survey participants recognised that LDRs were not only sufficient in their two-stage frequency, but that any additional inclusion of more stages would be detrimental to the training process and the tutors. Due to extensive length, a routine format of completion, and a lack of student participation, LDRs are not supported by these SDROs as relevant contributors to the development of the student.

In fact, SDRO survey Participant 5 suggested that these assessments are merely redundant, as the issues are already covered under SOLAP, and simply result in an extension of the assessment process that would be better suited for more beneficial training. As supervisors are already resistant to the completion of such processes, issues for students can arise, resulting in “after the fact completion” of the LDR programme.

Is there enough contact with the student officer during the probation period?

Relevant to the role of the SDRO from a supervisory standpoint, this question evoked similar responses from the survey participants. Overwhelmingly, their perception is that the visits from the SDROs are too infrequent, often scheduled over extended gaps, a standard that fails to accommodate the learning process effectively. SDRO survey Participant 4 noted that such visits are often at eight to ten week intervals, whereas her ideal timeframe would be much closer to four weeks between visits. The other participants agreed with this standard of meeting, although several did mention that in its current standard, the contact is sufficient to achieve the SDRO objectives.

Is the student/assessor ratio manageable?

Based on the findings in this investigation, it is undeniable that the ratio of students to SDROs is unacceptable. While a lapse in student officer hiring has led some institutions to have a dearth of student officers, the resounding comments from these participants recognised a much higher ratio of students to SDROs than is feasible for assessment and dialogue. SDRO survey Participants 2, 4, and 7 all highlighted the current hiring initiatives which the Home Office has pursued in an effort to expand the resource-taxed police force. Increasing the number of students who graduate through the SD1 and PDU programmes will ultimately result in overwhelming the already resource-limited SDROs. SDRO survey Participant 6 recognised that her SDROs are assigned thirteen to fourteen students; however, such a number should be higher, upwards of 25. Similarly, SDRO survey Participant 7 recognised that the recommended number is between 20 and 25 students; however, when the hiring initiative is put into action this spring, the potential for higher responsibilities is great.

Is the E-SOLAP fit for purpose? If not, why not?

E-SOLAP, as an evolutionary process, was heralded by the survey participants as a positive and beneficial means of circumventing many of the system deficiencies that have historically reduced the efficacy of the SOLAP recording process. The upload of this programme to the computer allows the student to take greater responsibility for the objectives and performance guidelines, maintaining accountability and limiting any potential deterioration of focus. In spite of the merits of such initiatives, SDRO survey Participant 5 recognised the following:

Does it actually say that this officer will make a good police officer? No, it doesn't. You can be a good scholar and you can produce all the evidence you want, [but] it doesn't make you a good police officer. This is where the other side of policing needs to be looked at as well. Okay, they can achieve an NVQ, but what are they like on the street?

Do the 22 NOSs achieve a competent police officer?

Competency in a police officer is currently a subjective standard, one which contributes to differentiated performance standards across the regional programmes of UK police training. The final question presented to the SDROs was linked to the achievement of appropriate competency. While the responses were supportive of the achievement of such standards, the primary findings in this survey were that, due to a lack of practical training (the result of both training and incidental conditions), student officers are not fully prepared for their employment. Ultimately, it is the prescription of particular competencies that establishes the boundaries for this programme; and as it continues to evolve into a more functional model, such expectations must be explicitly defined.

4.13 Senior Officers and Interview Responses

The senior officers included in this survey were all contacted by phone, except one who was present for an in-office interview. Of the seven individuals who completed the qualitative survey, four were male and three were female. All are qualified as inspectors with the exception of one, a superintendent. The range of experience for all survey participants was in excess of ten years, representative of their current standing and stature within the department.

4.13.1 Senior Officers' Questions and Responses

Does the IPLDP deliver a competent police officer? If not, why not?

The first question presented to the senior officers was similar to those presented to the SDROs and the PDU participants. In general, the response was positive, suggesting that given the proper supplementary training in a post-educational position (for example, shift work, and so on); the students would make exemplary police officers. What was cautioned by these participants was the ability for these students to transition from the training programme into shifts. In fact, Senior Officer Participant 3 suggested that the training programme should be revised in order to integrate these students into shifts prior to the integration of other training inputs. Senior Officer Participant 2 was not impressed with the current state of the IPLDP and offered the only fundamental resistance to identifying the competency of these officers. In particular, this officer felt that practical training for new police officers is lacking, resulting in a disparity between the objectives of the learning programme and the performance of these recently accredited officers in the field.

What issues or concerns do you have in the assessment or development of your student officers?

Relative to the assessment and development of the student officers, the concerns of these senior officers were minimal but important for the development of a more effective programme. Given that the ultimate objective is to develop individuals who are suited for the tasks assigned to them once they reach the police force, particular challenges with awareness and competency were cited. In particular, Senior Officer Participant 2 recognised that during the tutor unit, the students pick and choose the jobs that they will pursue, resulting in an unrealistic perspective of the fieldwork required to support the community. Regardless of the job required, there is limited room for active officers to pick and choose the tasks that they go out on. While this inspector recognised that there are diverse spectrums of learning competencies that need to be covered, she cautioned that the scope of the training should not be so limited that, upon entrance into the force, students are inadequately prepared for their responsibilities.

Supplementing these concerns, Senior Officer Participant 5 recognised that there is currently a lack of training and an insufficient provision of A1 assessors throughout the police force. In this survey, as previously noted in other qualitative sections, the A1 assessor qualification is not a mandatory condition of trainer or tutor status. Instead, field experience and other professional qualifications have been cited as validation measures that represent the abilities of assessors. In order to overcome many of the deficiencies associated with the depth and scope of the training programme, the A1 assessment qualification has been cited as a necessary boundary mechanism, ensuring that all trainers are effectively working from the same standard, in agreement with policies and procedures that have been outlined in the assessor qualification programme. From time to quality, concerns regarding the level of assessment and the degree of assessment in its current iteration were raised and should be considered as opportunities for revision.

What do your student officers do well?

The participant responses to the question regarding what student officers do well returned very generic answers, as the specificity of such responses was limited by inadequate experience on a one-on-one basis with the student officers. On an individual basis, all of the survey participants recognised the students as well-rounded, practical, and balanced. Each has their own unique individual strengths and weaknesses; however, such qualities diminish as the students are incorporated into the police force. Senior Officer Participant 3 did have more in-depth comments to clarify this opinion, suggesting that student officers are good at:

Dealing more holistically with jobs. Because of training, they have the time and the ability to reflect and they cover jobs in a better complete package than TPT officers who just turn up and put an instant sticky plaster over it.

There are some weaknesses, such as the limited knowledge of law and the implications of legal scenarios, as highlighted by Senior Officer Participant 7. Additionally, limited awareness and the failure to manage complex scenarios appropriately were highlighted by Senior Officer Participant 2. Allegorical evidence was presented to support such claims, recognising that student officers require additional experience in many cases before they are competent to perform their duties at the level expected. The consensus, however, remained linked to a general standard of appropriateness and relatively consistent performance.

These qualities are valued by senior officers and are considered as examples of programme successes in the analysis of this data.

What areas of improvement do you suggest?

The responses regarding improvements needed in the training programme were mixed, linking the use of shifts, support programmes, and additional proactive training to the standards expected of new student officers. Senior Officer Participant 2 suggested that all students should be attached to a beat officer; to walk the streets, get to know the community, its inhabitants, and possible scenarios, before they are assigned to shifts. Senior Officer Participant 5 recognised that additional emphasis on proactive policing skills is needed, developing confidence in Section 1 powers, Stop and Search tactics and Active Patrolling methods prior to student integration into the force. Senior Officer Participant 6 suggested that in many cases, the craft itself is placed before the skills, resulting in inadequate performance when situations are presented. While theory and procedural standards are essential to the performance of policing duties, it is equally important that students have the skills needed to perform their duties appropriately. It is this standard of appropriateness that differentiates between successful integration into the force and additional development that is needed prior to this transition.

What is your view on professional qualifications for your officers and staff?

Due to its relatively new status, the issue of professional qualifications evoked an emotional response from all of the survey participants. In particular, only two of the senior officers felt that the professional qualification programme was beneficial to the officers and staff, suggesting that personal achievement would benefit and support them in their daily work. The remaining members of this survey rejected the professional qualification programme, suggesting that there is little need for additional NVQ certification due to the career choice of these professionals and their on-going path requirements in the police force. Fundamentally, these responses were based on practicality and not necessarily on the benefits of continuing professional development (CPD). Ultimately, in order for these students to achieve personal goals and remain motivated, the accessibility to supplemental training and CPD initiatives is fundamental to their growth. While staffing may be deficient in many localities, the necessity of such additional training far exceeds the consequence of installation and time assignment.

Does our current delivery model of training: delivery, PDU phase, followed by on the job training, produce an effective, competent officer? If not, why not?

The responses to this final question were short and confidently offered, suggesting that the current model of training does produce an effective, competent officer. Such agreement was offered based on the completion of the full two year programme, emphasising the developmental benefits that the programme in its entirety has on student officers. Ultimately, the success of these individuals on the police force will be based on the application of fundamental skills and experiences, a process that has proven successful in developing a qualified and expanded police force.

4.14 Sergeants and Interview Responses

In order to investigate the expectations and overall performance of the student officers during their post-PDU training phases, a range of sergeants from various police stations was sourced and interviewed. The standardised survey was administered via telephone for the majority of the participants with just two face to face interviews. All the participants were current sergeants in some capacity, with the majority maintaining the role of the TPT sergeant.

4.14.1 Sergeants' Questions and Responses

Is the officer competent to commence independent patrol after the PDU phase? If not, why not?

The initial question presented to the sergeants was based on the post-PDU integration phase regarding the ability for student officers to transition from training into an independent patrol environment. There were mixed responses related to this particular question, as the survey participants were particularly concerned with the potential consequence of sending an officer into the field before they were personally confident with their special skill sets and competencies. Sergeant Participant 1 mentioned that there were substantial concerns regarding night time policing and the implications of assigning individual patrols to underprepared student officers. Sergeant Participant 10 validated such concerns, suggesting the following:

They haven't had enough experience. I would never allow them out on their own in terms of safety issues because they don't seem to have done enough. They haven't a wide range of incidents because of the picking and choosing of what they need to complete.

The general consensus amongst these sergeants was that, post-PDU training, student officers require additional shift mentoring and support that allows them to gain the experience necessary to overcome many of the deficiencies or limitations associated with the training period. While the survey participants did not necessarily challenge the completeness of the PDU process, they did recognise that practical considerations were not sufficiently covered during such stages, requiring supplemental mentoring during the shift work period immediately following the PDU. Sergeant Participant 4 recognised that, in many cases, student officers are given a set of keys and charged with fulfilling driving responsibilities in the field. Her concerns surrounding such requirements were directly linked to the situational experience that must be solidified before placing individuals into such variable environments. Sergeant Participant 8 suggested that student officers should be paired with a mentor prior to any independent shifts, effectively contributing to their development and growth over the practical training period.

Is the assessment within the PAC appropriate? How can we improve it?

For the sergeant participants in this survey, the PAC was a confusing topic that not many had had direct experience in administering. Sergeant Participant 2 recognised that attempting to standardise police work according to particular guidelines and formalised written standards is equitable to false policing. Instead, she suggested that many situations must be encountered in the field and that it is the assessment of response and coaching of these student officers that contributes to their techniques, methods, and strategies in future encounters. Sergeant Participant 4 cautioned that although the PAC does cover a broad range of material, as the student officers move from tutor to tutor, the progress is not continuous, resulting in divergent analyses and responses that are not fundamentally linked to a linear process.

How valid is the assessment process during independent patrol?

In regards to this question, the majority of sergeants completing this survey chose to skip any response of substance due to the role assumption of the SDRO in terms of formal assessment of the student officers. Sergeant Participant 4 did suggest that due to the infrequent visits of the SDROs, the shift supervisor would provide a much more stable and consistent measure of student officer performance. Their feedback would ultimately be linked to true practical performance guidelines and not the recorded observations of the trainer/mentor staff.

How much formal/informal assessment is conducted during this phase (until confirmation)?

Similar to all other survey participants, there is a consensus that there is significantly greater informal assessment integrated into the training programme than formal assessment. While the recording process may be designed to allow student officers and their supervisors to monitor their unique process over the term of the training, it is the informal assessment that is situational and defining that has a much greater impact on performance. Sergeant Participant 1 recognised that there is inadequate time to sit down with the student at every stage of the process; instead, the informal process provides the main support for training and assessment. Sergeant Participant 2 recognised that, due to on-going informal assessments, all formal assessments should be conducted by the SDRO, limiting the involvement in mentors in the overall assessment process.

Do you feel competent to assess student officers?

All of the survey participants felt that they were confident to assess student officers based on experience and supplementary assessment qualifications, including the tutors; course and A1 assessor certification. Sergeant Participant 4 did mention that as the programme evolves, she would like to be involved in the development of the assessment standards and programme guidelines, contributing to the practical information that needs to be included in order to enhance the programme in general. Such desire to participate amongst the sergeants is based on perceived opportunities for programme revision that can contribute positively to an improved transition from the PDU phase of the training to the independent patrol phase.

Is the length of probation sufficient to develop student officers? If not, why not?

The sergeants were quizzed regarding whether the duration of the probationary period was sufficient. The responses were unanimous that the two year period is sufficient to develop the students. Sergeant Participant 1 commented that:

Yes, two years is ample. It's long enough as an entire process to identify development needs. Being qualified largely depends on you completing the whole SOLAP process. Some people do not get on with the SOLAP structure and the finite detail required. To document everything you say, think, feel, what's that got to do with how you dealt with the incident and how you recorded it? Why do you have to evidence every finite detail?

The recording process, as highlighted by Sergeant Participant 1, can be arduous, often resulting in the complicated analysis of minutiae that can result in overwhelming student officers with procedure instead of practical application. Sergeant Participant 2 took such comments even further, recognising that, in order to overcome some deficiencies in the programme, those areas which are fundamentally linked to the outcomes expected during daily operations should be addressed prior to many more irregularly occurring issues. While this sergeant did recognise that there is value in extended knowledge, she also suggested that there are many scenarios that do not arise during days, weeks, or even years of policing. Instead, more emphasis should be placed on such practical policing as RMS and statement writing competencies. Such skill sets are mandatory and encompass daily components in the operations process.

Do you have sufficient time to assess student officers during their probation period?

The sergeants all recognised that there is sufficient time to assess student officers given limited situational influences. From extensive public responsibilities to a heightened workload, the time to assess is reduced by a variety of factors in daily policing. In order to overcome such temporal pitfalls, sergeants must instead be prepared to schedule time with their students, ensuring that assessment is supportive and conducive to the learning required of these individuals.

Do the 22 NOSs equate to the core competencies of a police officer?

While the sergeants generally had limited experience with the 22 NOSs, their overall perception regarding these standards is that they are detailed and complete. While Sergeant Participant 4 suggested that there is currently not anything substantial missing from this part of the programme, Sergeant Participant 6 offered the suggestion that additional work related requirements should be integrated, focusing on the practical performance of the student officers during their actual policing participation.

Does the IPLDP deliver a competent officer?

For this final question, there were conflicted results offered by the sergeants, primarily linked to their unique interpretations of the question and the IPLDP itself. The expectations, as highlighted by these sergeants, are clear, contributing to a successful blueprint for trainee progression. While the responses were generally supportive of the IPLDP standards, several participants did suggest that such standards must be considered on a case-by-case basis, as some individuals are simply incompetent or 'un-trainable' by more traditional, standardised means. Sergeant Participant 2 suggested that the programme itself is insufficient for training a competent officer; however, when coupled with the support of an experienced mentor in the field, the student is given a chance to gain valuable knowledge and skills that can improve competency. The ultimate objectives associated with the IPLDP must be based on the development of core skills and competencies that provide the necessary foundation for responding appropriately to stimulus when active in the field.

4.15 Students and Interview Responses

In order to provide a balanced perspective of all participants within the IPLDP, students who had either recently commenced the programme or had commenced within the past year were surveyed. A total of nine student interviews were conducted; all were completed in person where the individual was stationed. Of those nine officers (referred to as student officers for consistency), four were male and five were female. Current assignments and ranks were not evaluated, and the only prerequisite for inclusion in this survey was that they had completed the IPLDP within the last year.

4.15.1 Student Questions and Responses

Did you feel competent to commence independent patrol after the PDU phase? If not, why not?

Competency, as expressed by the students is a general concept, one which cannot completely accommodate the extensive variety of expectations, responsibilities, and skills required to perform officer duties. Student Participant 1 did recognise that during the transition from SD1 and PDU training to the independent patrol phase of the training, there was a lot of information to recall, and in many cases, refresher support from supervisors and tutors was necessary. Underlying such comments was the concept of repetition, or more specifically, the practical application of learned skills and behaviour on a regular basis in real world scenarios. Student Participant 3 recognised that the transition to independent patrol demonstrated how sheltered the initial training had been, as shift leaders continued to demand a much broader spectrum of performance than that expected during training. It is the concept of transition that fundamentally overwhelms the student's recall process, demanding application but often inspiring a flood of knowledge that is muddled and obscured by the variability of actual policing scenarios.

Did you come across anything during the independent patrol phase that you did not feel equipped to deal with? If so, what?

The students in general felt that they were competent to progress to the independent patrol phase of the training. There were particular areas in which they required reinforcement or training, as those participants who started during IPLDP implementation were left out of such training programmes as driver training, until very late in their probation. The reality of the transition period is that many of the departmental sergeants have had limited exposure to the entirety of the IPLDP. For this reason, the ability to mandate particular performance reinforcement is handicapped, resulting in students who are attempting to pursue completion of their SOLAP but finding that they are not supported by their superiors. Student Participant 3, for example, highlighted deficiencies in awareness which sergeants had exhibited during the independent patrol phase, commenting that they were not entirely aware of what learning was needed, instead using the trainees as shift supplements and officer support.

The consequence of such a deterioration of the training programme is that many skill sets are packaged into very concise and abrupt segments, as students attempt to complete their competencies both within and outside the independent patrol programme.

Is the assessment within the PAC appropriate? How can we improve it?

The PAC was recognised by the students as an effective, accurate means of defining expectations and skill sets for the student officers. For those who had not completed the SOLAP programme online, as it is now, there were concerns about the time allotted for completion during the training phase. Student Participant 1 commented that he had had to take the training packet home to evidence those skills that were required for progression in the programme. The concerns raised about the PAC were limited to differentiation between understanding and application, as many participants felt that they were given the skills needed but not the time or scenarios in which to apply them effectively.

Student officer training uses what is called a blended approach, which means a mix of classroom training, 'practicals', e-learning and the PDU phase. Is the balance of these training methods correct?

While the blended training methods were recognised as a positive strategy for administering the entirety of the IPLDP, the students continued to emphasise that a much greater range of time should be spent on practical application and scenarios than classroom training and theory. Student Participant 2, for example, recognised that while the classroom training is necessary, there are specific areas (for example, RMS) that require practical experience and on-going use to improve. As such skill sets are dominant in daily duties for these student officers, the weighting of classroom training was viewed as excessive, emphasising more of a shift towards extended PDU training and practical scenario assessment.

In the questionnaires, the areas identified as giving officers the most difficulty were: Suspect Interviewing, Preparing Case Papers, Giving Evidence in Court, RMS, Anti-Social Behaviour, Construction and Use offences, Road Traffic Incidents, and Driving without Due Care. Which of the above should more time be given during SD1, SD2, or PDU phase?

Similar to the student responses that were compiled during the electronic survey, the participants in this qualitative investigation all suggested that the concepts listed in this question could be covered more in-depth. From Suspect Interviewing (as the most important and least addressed during training) to Anti-Social Behaviour, these participants felt that the areas where they had the most difficulty in the post-training phase were those that required more practical application of obscure skills and concepts. While daily application of skills in programmes such as RMS will ultimately enhance the skill sets of the trainees, the overall support provided for such initiatives is limited when on independent patrol. There is a lot of independent learning, requiring students either to establish firm mentor relationships or to learn simply by trial and error. Unfortunately, such methods can be costly when considering the consequence of deviant actions from a health and safety perspective.

Do the 22 NOSs equate to the core competencies of a police officer?

While the majority of the student officers chose not to elaborate upon the 22 NOSs, their overarching view is that these standards do equate to the core competencies of a police officer. Such findings are based on the application of particular skill sets on a daily basis over a broad range of scenarios. Student Participant 6 suggested that while students may not get to cover all of these competencies in detail during training, they are eventually reinforced during the independent patrol phase of the programme. Even then, the realisation was that not all issues will be addressed all of the time. There continue to be scenarios that will require years of service in order for the students to encounter and practice.

To summarise, does the IPLDP specifically deliver a competent officer?

Overwhelmingly, the student officers surveyed feel that the IPLDP is sufficient for developing a competent officer. For those students who did not support such claims, they believe that work based tutoring was linked to the concept of basic knowledge versus applicable skill sets. Fundamentally, the students are provided with the knowledge necessary to perform their daily duties; however without practical experience, they are not fully-functional, competent officers. Student Participant 8 recognised that it is much better for the programme to extend the attachment detail of the students, allowing them to rotate throughout various practical scenarios in order to enhance and solidify their skill sets.

From the Interviewing Team to the Safe Neighbourhood Team, the ability to witness and participate with seasoned police officers contributes substantially to skills development.

How could the IPLDP be improved?

Improvement in the IPLDP, as reported by these students, is entirely based on practical scenarios and reassignment of weighting to particular subjects that are dealt with more frequently. Student Participant 8 recognised that it is beneficial to be taught by police officers for particular scenarios in order to gain the perspective of an individual who has already engaged in particular behaviours, rather than a trainer who may understand the concepts, but has had little practical experience. The underlying themes expressed by these participants can be retraced to the initial trainer survey analysis whereby knowledge itself is based on the applicability of learned skills and behaviours, the depth of the training, and the scope of the application.

Looking at the programme as a whole, do you think from Day 1 to the completion of your probation that the whole programme was timed and pitched about right? If not, why not?

Overwhelmingly, the students felt that the timeline of the programme as a whole was long enough; however, they did support the reassignment of time to specific practical training areas in which they could work on developing their skill sets. Student Participant 7 recognised that although the two year training period may be seen as an extensive programme upon inception, once past the six month mark, most students realise that there is a substantial body of knowledge which they must continue to access very rapidly in order to achieve commencement. It is the visualisation of completion and the variability in the programme itself that keeps students focused on the ultimate objectives of police officer certification. While the training may emphasise particular areas over others, the students did not believe that one area was less important than any other; however, they did feel that there were ways to weight the time spent on practical training in order to improve application.

What do you think about the assessment process throughout the programme?

The student comments regarding the assessment process were limited, echoing a similar vein that assessment was fair and adequate given the training timeline. Student Participant 3 stated that there was a good balance of assessment methods; however, he felt that the SOLAP portion of the training became overwhelming. Student Participant 2 asserted that assessment was difficult because officers are assigned to do a practical job; however, the assessors are focused on evaluating such performance on a theoretical basis. Through the development of more practical assessment schemes, the overall effectiveness of support programmes could be enhanced (in the opinion of these students).

4.16 Summary

This data presentation has provided extensive quantitative and qualitative evidence regarding the current IPLDP and its net impact on the training of student officers. From the perspectives of all of the primary participants within the programme's administration and attendance, this analysis has identified a range of opportunities for improvement and gradual optimisation. Student officers felt that there were inadequacies in their training programme that left them ill-prepared and ill-equipped to deal with the reality of the policing environment, and found great difficulty in completing a number of their operational roles and responsibilities in what could be assumed to be basic functional aspects, such as Participating in Operations, Identifying and Presenting Case Papers, Attending Court and Giving Evidence, and Using Information and Intelligence. Many other areas, although much more positive in terms of the student officers' perceptions about adequacy, would have been assumed to be higher in terms of their adequacy, such as Building Community Relations, Searching People, Conducting Arrest and Process procedures, handling Custody Suite Procedures, Interviewing Suspects, Conducting Initial Investigations, Conducting Patrols, and Responding to Incidents. Clearly, the results indicate that students believe there is room for considerable improvement in the current police training model.

In terms of the sergeant survey validation, those trainers who participated thought that the students were much more competent than the students themselves felt, although there were some areas that were similarly noted as needing more improved training processes.

These areas of improvement included Responding to Incidents, Conducting Investigations, and Interviewing Victims and Witnesses as well as Entry Standards, Information and Intelligence Use, Conducting of Investigations and Initial Response to Incidents. The professional development officer noted similar competency gaps in the training and skills sets of the officers.

Ultimately, there is conflicting evidence and experience maintained by all of the participants in this survey; however, the ability to generate universal standards that create a 'best-fit' programme for consistent and widespread application in the future is linked to such diversity in perspective. The findings have been segregated into two unique data streams; it is obvious that the responses of all survey participants are not only similar, but also address consistent phenomena or key deficiencies within this programme that should be revised and modified in order to better suit the students and the organisation.

In tying these findings to the research aims and objectives, the evaluation of the extant training and development programme is not adequate to current industry and external stimuli or to strategic goals of the policing environment; nor is it adequate for officer trainees entering the police force as they feel ill-equipped to handle successfully very critical aspects of this environment. In terms of standards of leadership, there seemed to be a critical gap across all operational duties when it came to providing officer trainees with best practices for knowledge and skills transmission and expansion.

The training did not effectively link knowledge with how behaviours and attitudes also impact actions and performance; nor did it illustrate the importance of on-going development and assessment as the external environment changes in regards to legislation and stakeholder expectations. Tools that tie skills development and the need for certain knowledge (including aspects of working with the community and general public, and understanding the position of victims and witnesses; as well as various aspects of training in diversity, interpersonal communications, investigative techniques, motivation, leadership, teamwork, and community interaction), did not seem to be as emphasised or integrated into the core operational training. This seems to indicate that training is not structured in a relevant fashion to the current external environment faced by police officers in terms of community and social issues. This disconnection can make officers feel ill-prepared for their jobs since the training seems more theoretical than applications-based.

The next two chapters highlight such areas, suggesting alternatives to current guidelines in the IPLDP and proposing a broader scope of practical learning that is field-driven, as opposed to theory and classroom derived.

5 Analysis and Discussion

A wide range of empirical and theoretical data has been introduced over the course of this investigation in order to evaluate the effectiveness of the IPLDP in achieving its underlying educational objectives. Yet, establishing whether or not this programme is effective is not a viable strategy; instead, the effectiveness must be gauged according to the spectrum of responses that have been analysed and incorporated into this investigation. Kirkpatrick (1998, p. 19) establishes four levels of evaluation for training programmes, emphasising the systematic review of reactions, learning, behaviour, and results. The following is a brief definition of each of these analytical categories (Kirkpatrick, 1998, p. 19-23):

- Reaction: Evaluation of the programme itself and how the participants react to it.
- Learning: The extent to which participants change attitudes, improve knowledge, and/or increase skill as a result of attendance.
- Behaviour: The extent to which changes in behaviour have occurred as a direct result of the training programme.
- Results: These are the actual results achieved as a direct result of the training programme, both positive and negative.

The initial aims of this research were as follows:

- To evaluate effective training and development in modern organisations in order to develop an applicable model of standardised trainee education in the UK police service.
- To assess the standard of leadership within the IPLDP identifying those practices which best contribute to learner development.
- To offer evidence of the variables which contribute to or detract from the capacity for knowledge transmission and expansion within the extant policing environment.
- To evaluate and assess the efficacy of the IPLDP as a standard training tool for new recruit development.

This research also explored the following issues as a means of enhancing this academic contribution:

- To identify the variables which hinder and support constable performance during IPLDP administration and provide evidence of opportunities for programme revision.
- To draw conclusions regarding the style of leadership in the modern UK police service and suggest alternative means of improving upon programme participation and officer commitment.
- To connect industry stimuli in a strategic fashion that emphasises effectiveness and standardisation in policing procedures that can be transferred to all individuals regardless of region or position.

The following represent the key research questions that were answered over the course of this investigation:

- Are the entry assessment standards correct?
- Is the assessment fit for students to learn effectively over the two year probation period?
- Is the assessment strategy fit for students to be assessed according to gained knowledge/skills?
- Is the assessment practice fit for students to be assessed according to practical and transferrable skills?
- Is the assessment strategy fit to meet the Police Training Centres' cultural leadership agenda objectively?
- Is the programme fit to adequately assess the 22 National Occupational Standards?
- Is the programme better suited to a university programme?
- Is the assessment strategy fit to meet public needs?
- Is the programme fit for the Home Office police modernisation agenda?

Each of these aims, objectives and key research questions were addressed over the course of this investigation; however, they are necessarily discussed in more detail in order to link the findings of this research to the guiding mechanisms behind this research project.

The first aim involved evaluating the training and development programme as it stands in the UK police service today. The principle objective underlying this aim was the generation of a model of training education that could improve upon current standards and practices.

A variety of survey participants suggested that while classroom training may provide the fundamentals necessary for practical policing, there are inherent deficiencies in the field-based learning process because of labour shortages, consistency in training, and situational differences. In fact, many of the student officers surveyed were unable to claim proficiency in various categories (for example, ASBO and Giving Evidence in Court) because they were not exposed to such daily influences. The question remains then as to whether or not competency should be based on situational learning and competency, or if there should be an overarching learning standard that emphasises generalisation and pragmatic policing. As identified in Fielding (2005), the consequence of intuitive policing can be significant, as reactionary results are often negatively associated with public need. The positive affiliation between personal values and policing techniques must be de-conflicted, refocusing such techniques on more standard, universal principles of comportment.

The fact that the supervisors surveyed found deficiencies in preparedness for independent patrol (for example, Searching People) suggests that there are areas of the IPLDP which could be improved. Returning to Kirkpatrick's (1998) four evaluative categories, the response and behaviours associated with the training programme have been successful; however, the knowledge category and the results are currently deficient, requiring improvement to achieve key strategic objectives. The student officers in this survey recognised that there were inconsistencies in the training process and the expectations of application when placed into independent patrol. The importance of practical training was continuously cited, recognising that while classroom training does give a foundation to students, the manifestation of such knowledge into a viable skill set is not representative of such training. In such an active and practical environment, the situational nature of officer performance has a direct and negative impact on the value of classroom training.

Therefore, in order to circumvent such pitfalls, a core model of policing knowledge must be developed and additional time should be committed to field trainers, who can support the application of such capabilities. There should also be tighter linkages between strategic and operational capabilities and responsibilities, and that certain types of skills and knowledge are necessary and why. This means that the content of the training should provide a real world context and rely on specific real world applications, role playing, and case studies so that trainees can gain a better understanding of what is important to utilise on a daily or weekly basis versus what may not be so prominent in their roles and responsibilities.

As such, this is less about theoretical book knowledge, which illustrates how this police training model is more about the classroom and less about the real world application. Additionally, patterns should be exposed that illustrate the importance of a cognitive and emotional connection to the job that can be gained only through on-going leadership and mentoring of officer trainees in an induction type programme that ingrains the culture of the policing organisation and cements a more learning-type organisational structure to training and development.

The second aim of this investigation was based on the identification of those variables which facilitate knowledge development in the current environment. The NOSs were introduced as an example of time spent on competencies that may not have a direct, practical application in modern policing. While such findings may be related to the distanced nature of the National Occupational Standards from police training, these findings suggest that a negative student officer response could result in poor downstream performance. Following Kirkpatrick's (1998) four categories model, the response from students has been less than supportive, and supervisors are concerned with the amount of time taken away from practical experience by such programmes. Therefore, it is essential that the training programme define basic skills early in the process and then evolve towards more specific, strategic policing skill sets that link, in a standardised fashion, certain behaviours and attitudes to action and performance, regardless of position or region, as well as to the social, economic, political and legislative stimuli that impacts the policing environment. Again, leadership and mentoring plays a key role here in the transmission and expansion of knowledge and specific skills. These changes are important to increasing the quality – content, context, and consistency – of the training model currently in use.

The third and final aim of this research focused on new recruits and their knowledge development within the police service. Survey participant groups, such as the sergeant base, argued that due to individual inadequacies and a broad distribution of initial skill sets amongst trainees, the value of the IPLDP was insufficient. On the other hand, the student officers and senior officers felt that such training programmes do develop a competent officer. SDROs argued that competency amongst the officer base was subjective in nature and that there was a limited basis in the IPLDP to define such a standard of officer. Regurgitation of classroom lessons does not summarily define the competent officer; nor does practical application of knowledge in fabricated scenarios.

Instead, an on-going training programme, which is linked to patrol-based training and development, is needed in order to generate the effective, competent officer.

In seeking to resolve further Kirkpatrick's analysis of training programme effectiveness, it is obvious that there is conflicting evidence provided by various survey participants according to their experience and expertise. While the student officer may feel capable and confident when they are placed into independent patrol, the SDRO or the PDO may view severe gaps in the knowledge category as a direct result of training deficiencies. In this research, such variability is considered a handicap of the IPLDP. While there are limited alternatives to the progress from basic to more specific knowledge, the in-field training programme can be revised in order to facilitate the community of knowledge highlighted by Fuller and Unquin (2004). The expected result of a competent, effective police officer can be achieved only through additional practical support that is delivered by competent, field-tested trainers. The behaviour of the trainees in a post-training scenario has suggested that they are somewhat proficient in their duties; however, reinforcement of a more strategic and targeted nature is needed in order to enhance their relative knowledge base.

Leadership and mentoring again play a key role, as does the establishment of a learning organisation culture within the UK policing environment that recognises the on-going need to evolve the training model, curriculum, knowledge and skills focus to more closely resemble the realistic working environment that these officers face. There is a greater need to link training to specific goals and objectives established as part of the national, regional, and local policing strategies to ensure that the training is aligned with the necessary skills needed to accomplish those strategies. Therefore, that not only means considerable standardisation of the training mechanisms and processes, but also involves further customised training programmes that respond to specific community and social issues found in particular areas of the UK that might involve greater diversity training or investigative skills.

To summarise, based on the four elements:

- **Reaction:** The trainees and police organisation have reacted positively to the training programme, noting the many benefits and advantages that the programme offers. However, part of their reaction did involve feeling ill-prepared for certain aspects of the policing environment that are very important in relation to community interaction as well as to the ability to investigate and solve crimes. These include investigation work, interviewing victims and witnesses, case paperwork, and interaction with the court system. That there was a certain lack of confidence in abilities – whether in the officer trainees themselves or their superiors and their trainers – illustrates the need for training programme enhancement across a number of training components.
- **Learning:** In considering how the participants have changed attitudes, increased skills, and improved knowledge, there is clearly some level of competency developed that provides a general sense that learning has been transmitted to the officer trainees. However, there are skills and knowledge gaps that indicate that the training programme does not transmit enough learning on certain subjects in the 'right' way and in a way that stimulates the desire for turning the policing environment into a learning organisation. There is a disconnection in terms of isolating the learning and making it temporary as well as not linking it to the changing external stimuli, including social, economic, and political changes.
- **Behaviour:** Trainee officers have learned much of their behaviour from the training programme as well as through the organisational culture that they have entered. It would seem that the current policing culture does not integrate well with external changes in policing. It can be said that there is another misalignment in terms of needed behaviour and exhibited behaviour. Having a training programme that helps officer trainees learn the right behaviours is an essential aspect when recommending training programme revisions.
- **Results:** It is positive that officer trainees have learned basic skills and have a general knowledge of how to perform their duties on a daily basis. The negative results are that the training provided is more theoretical and less practical in terms of being in touch with the current external environment that these officers must face. If components of the training programme were changed, it could help officer trainees be more successful in terms of lowering crime and establishing a better relationship with their communities.

6 Conclusions and Recommendations

This analysis has investigated a broad segment of data related to initial police recruit training in, its effectiveness, and the long-term objectives of Hampshire Constabulary. While localised to a specific region within the UK, the implications of the findings in this research are much more significant. Procedural foundations, conceptual guidance, and knowledge administration are all areas in which policing has been compartmentalised and segmented, resulting in a disconnection between concept and practical application. The recommendations presented in this analysis are based on a fundamental evaluation of outcomes in comparison with the objectives of such programme dynamics. Using trainer responses to survey questions as a thematic bounding mechanism for the review of various survey participants, the findings of this survey echo the concerns of many supervisors, students, and officers:

The IPLDP is too rigid and must become more dynamic to meet the needs of operational police work in terms of incorporating components that tie in to the policing organisation's culture and its strategic objectives, in order to better serve and involve the community and other stakeholders, as well as upgrade its operational standards to be aligned with the changing social, economic, and political landscape.

Accordingly, this requires a training programme that is more flexible, involves greater real world application, and includes specific components related to interpersonal skills, diversity training, and more crime scene and investigative training, along with instruction that involves learning about strategies, planning, teamwork and employee relations. Introducing this into training can help evolve the current policing culture in a way that better integrates it with the society it is serving.

To understand better the concept of a dynamic organisation, the literature review touched on the work of Teece (1997) who concludes that proactive, knowledge-driven corporations that embrace strategic learning and programme flexibility. While the IPLDP has been successful over the past several years at administering knowledge, the adherence to the rigid standards of the KUSAB, SOLAP, and PAC has resulted in an inflexibility that hinders the practical learning of these students.

In the learning organisation, West (1994) recognises that there are several realisations that must be achieved prior to advancement of the training scheme including that learning is of value, the quantity or quality of learning should and must be variably increased or decreased, learning is on-going, and shared learning is more sustainable than independent theoretical analysis. The IPLDP values independent and team learning; however, the ratios are skewed and must be addressed in order to enhance the overall outcomes of such initiatives. Students are challenged to manage their own SOLAP training without addressing those underlying reasons why SOLAP is the ultimate test of the competent officer. This illustrates the lack of alignment in terms of the programme's content and its context in a way that puts it out of touch with the realities of the current policing organisation. Based on the findings in this research, the competent officer is intangible, indefinable, and often, non-existent within a society that values change and diversity. There also does not appear to be a high standard of leadership within the IPLDP that has the vision and drive to infuse the trainee education with a more dynamic approach.

This investigation has explored, analysed, and synthesised a broad spectrum of considerations relative to the IPLDP in terms of its effectiveness as an applicable and standardised model of trainee education for the UK police force. From student experiences to sergeant recommendations, the scope of analysis has been extended to encompass all participants within this programme at a variety of stages. Both quantitative and qualitative analysis of the programme components have been incorporated into the data presentation and review phase of this investigation and have illustrated that many current variables within the programme detract from knowledge transmission and expansion in key areas that are critical to have within the current policing environment.

Based on such findings, and in association with the theories and concepts introduced during the literature review, there are significant opportunities for programme improvement that could substantially improve the competency of the student officers. Recognising that there have already been several adjustments to this training initiative during its short lifecycle, several general conclusions can be drawn on the effectiveness of the programme in its present iteration:

- **Timeline:** The eighteen week IPLDP is more effective than the twenty-two week programme that was initially proposed and practiced in the early stages of inception. While the extant weighting of particular learning strategies and programme components should be adjusted based on the findings of this investigation, the overall timeline should not be extended beyond the eighteen week standard. While current developments will adjust this timeline to fifteen weeks in the coming months, this decline in timing will not impact the learning process of these students negatively. Instead, through various revisions to modules and methods, more efficient training practices can be installed.
- **Training:** Based on the comments by students, trainers, and field officers, trainers' responsibilities are too significant to place into the hands of inexperienced professionals. There needs to be a higher level of experience and leadership when it comes to directing and overseeing such a critical programme. Recognising that the present programme has been successful at pairing future trainers with field officers in order to enhance the knowledge base of these professionals, this investigation suggests that there are skill foundations that can be taught by non-officer trainers. On the other hand, there are also areas (such as, Suspect Interviewing) that require the support of trained, experienced officers. Either way, the level of leadership and direction needs to be enhanced through the introduction of officers who have the level of leadership needed to bring the dynamic component that is necessary for improving and enhancing the programme. Having dynamic, visionary leaders in place can help to provide a better context for that which they are learning and can also create a shift in culture to establish a learning organisation framework that encourages on-going learning and development, helping to build officer commitment and engagement.
- **Practical Assessment:** The practical assessment protocol within the IPLDP training is perhaps the most successful of all assessment strategies. The student commentary evaluated during the qualitative survey establishes particular themes of applicability, support, education, and experience. It is such resonance that defines the solutions to programme deficiencies proposed in this investigation by offering key areas where officers in the field recognise those areas that need further attention and emphasis within a revised training framework.

Perhaps these officers can even return to the training programme as advisors in helping to explain how it could be changed as well as be involved in some of the training application aspects, since they are in touch with current policing in the field.

- PDU and Independent Patrol: These two phases of the training programme are recognised as the most successful by all survey participants. While the SD1 training segment may provide the students with the conceptual understanding, the tutelage and mentoring that is encountered during PDU and patrol phases takes intangible concepts and solidifies them into concrete procedural foundations. Given the emphasis currently manifest within the UK policing programme on procedural consistency, student participation within such boundaries is essential and prescribes new standards of consistency for the force as a whole.

Given these four general categories of effectiveness within the IPLDP, there are additional areas which are deficient and ineffective, requiring adjustment in order to enhance the learning potential of student officers. Retreating to the original aims and objectives of this investigation, a primary concern was the pursuit and identification of those variables which hinder or support constable performance during IPLDP administration. This concern can be further addressed as follows:

- KUSAB, Training, and Conceptual Foundations: Emphasised throughout the survey process, KUSAB is one of the primary foundations for the initial training phase of the student officers. Nearly all participants surveyed recognised that there are serious deficiencies in the weighting of these categories, recognising that knowledge and understanding gain a much greater share of the training process than skills, attitudes, and behaviours. Undeniably such governance is linked to those objectives underlying officer competencies and abilities. Such boundaries are limiting in their current iteration and should be revised in order to emphasise more practical training measures.
 - KAPA: A revised mnemonic that could improve the delivery of the training programme, KAPA stands for Knowledge, Assessment, Practical, and Application.

- **Knowledge:** The training programme presently in place for student knowledge acquisition is a necessary and beneficial means of achieving the general knowledge qualifications required for competent police officers. This programme simply needs to be streamlined in order to represent those areas highlighted by students, supervisors, and trainers in this investigation that are a more impactful inclusion in the student's daily operations. From Suspect Interviewing to RMS, knowledge training should reflect the daily practices of an officer, emphasising competencies that are relevant to the independent patrol transition period.

- **Assessment:** Undeniably, the assessment techniques currently used in the IPLDP training are effective. All participants in these surveys have recognised the assessment process as functional and viable, achieving the desired results of the programme. The one area which must be improved is the assessment of practical application of theory. While written examinations and reviews are beneficial from a conceptual perspective, additional attention must be directed towards the practical assessment of skills.

- **Practical:** In the original KUSAB programme, skills, attitude, and behaviour are all addressed and assessed under a practical programme. From mentor partnerships earlier in the programme to lectures held by experienced police officers, the practical training components of the student officer programme must be revised. Students require reinforcement after new knowledge has been gained in order to cement such skills for future application.

- **Application:** Innate to the training process, the application of skills and knowledge in practical scenarios is a necessary and essential component of the training programme. Application, however, cannot be limited to simple manifestation in the social environment without supervision. Instead, application must be a witnessed, assessed practical examination that focuses on honing and enhancing student officer skills and competencies.

- PDU and Mentoring: Addressed previously in the KAPA mnemonic, the relevance of police mentoring in the IPLDP has been marginalised by the achievement of a variety of programme objectives including SOLAP and PAC. Instead of placing a significant emphasis on these skills assessment programmes, a training-mentor connection must be developed in order to place students into practical scenarios that are scored, ranked, and then revised in future scenarios.
 - Resource Concerns and Human Investment: The future of the UK police service depends upon the support provided to its newest recruits. The recruitment phase embarked upon in spring 2011 will establish the boundaries of successful policing for the next generation of officers. Investment in practical field training contributes to more successful manifestation of skills and impact on service delivery to the public.
 - Motivation, Capability, and Support: Field trainers must not only be competent police officers; they must be competent assessors. While the A1 assessor programme does provide the foundation for such 'hands on' knowledge guidance, additional mentoring capabilities need to be encouraged amongst these field trainers through additional continuing professional development (CPD).

This investigation has generated a thematic code, one which emphasises five areas of particular concern for trainers, students, and supervisors during the completion of the IPLDP. These categories include Knowledge, Behaviour, Training, Assessment, and Governance. While the fundamental responsibility for programme development may be allocated to the regional administrators of each of the individual police forces, there needs to be an overarching standard that is linked to the themes identified during this investigation. The net impact of each of these categories has a direct effect on student knowledge acquisition and application. In redirecting responsibility onto the shoulders of supervisors from those of the mentoring team, or requiring trainers to advance their practical knowledge and experience prior to placing them into a training scenario, advancement can be made to this programme that is tangible, quantifiable, and practical.

To start with adjustments to the IPLDP, course designers should consider re-weighting the practical and theoretical programme dynamics. In addition, practical assessments should be based on tangible, thematic qualities within student behaviour that can be linked to more specific learning objectives. From Suspect Interviewing to RMS, the practical application of skills is much more important to the development of the competent officer than the conceptual recall that allows students to complete a written examination successfully. There are time issues, and resource issues; the issues associated with such recommendations are myriad. Yet in spite of such challenges, the investment in this programme has already been made. Accordingly, investment in its success should be mandatory. From the results in this investigation, it can be concluded that successful modification of the IPLDP will generate a body of motivated, competent officers that have been practically integrated into the police service long before they are placed on independent patrol. The KAPA programme proposed would eliminate many of the unnecessary stages in the development process, focusing on knowledge, assessment, practical training, and application over the course of the student's training tenure.

6.1 Personal Evaluation

Whilst conducting this research I have realised issues that have become part of my learning and development over the last four years:

- I now know I had too many research questions and on reflection would reduce the questions by about half.
- I had some preconceived ideas regarding the potential outcome. If I had followed my ideas, this would have resulted in unreliable analyses and findings. My decision to allow others to conduct the interviews allowed me to analyse the data objectively. Further, my employment in this sector allowed me to ask more apt questions that an independent researcher may not have the insight to conduct.
- My research skills have improved and I now feel confident to conduct research robustly, that will add value to a real world context and application.

6.2 Contribution to Police Sector

The police sector has and continues to undergo thorough scrutiny and change to deliver what the government and public expects; this sector is in its infancy regarding scrutiny and accountability. This research, together with police reform and austerity reviews, has already delivered some tangible outcomes:

- A reduced IPLDP from eighteen to fifteen weeks.
- The removal of PDUs, resulting in students being tutored on shift in a practical context with a focus on practical policing operations, facilitated by a tutor and assessed by a competent operational police officer in the workplace.
- A review of supporting documentation – SOLAP and PAC, which are now aligned to a Diploma in Policing Level 3. All documentation is standardised with a focus Student officers are now also assessed by their own supervisors and operational police officers in the workplace.
- A pre-employment gateway module has been developed to reduce classroom contact time and introduce blended learning.
- An accredited prior learning process is in place to support Police Community Police Officers and Special Constables in becoming student officers.

The findings may inform those who have a positive impact in the way we evolve operation police training against the complex and diverse demands of public and global threats that have evolved at a pace that recruit training may have not. This is the first time that this recruit training programme has been evaluated in an operational setting by a practitioner in the police sector.

6.3 Future Research

Firstly, future research in this environment should consider a larger sample size and other Police Forces to gather a diverse set of data, possible to include other international Police Forces. Secondly, worth considering, are the recruitment entry standards and the role and responsibility of the student officers' supervisors. This research highlights that current entry standards may not be appropriate for training requirements to meet the needs of modern day operational police work, specifically in literacy and information technology entry standards.

Thirdly, Supervisors and senior officers have been directed by the Home Office to professionalise the police sector with assistance from the National Police Improvements Agency (who are due to be disbanded in 2012). Policing is a vocation and there were pockets of resistance identified during this research; these may be worth further exploration to identify whether the police sector really does have the appetite to be professionalised and reform as the Home Secretary has directed. Fourthly, the issues of leadership styles and mentoring relationships also rose as a concern regarding expectations, skills, knowledge and cultural commitment and warrants further research, this has some linkage to the conflict of operational demand compared to protected learning time in the workplace. Finally, it is recommended that future iterations of IPLDP are robustly evaluated against the Kirkpatrick model to embed a continuous improvement culture and learning organisation approach; this will ensure that the public obtains the best trained officers to meet the national and international threats of the modern age.

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Appendices

Appendix A: Participation Statement and Background

Hampshire Constabulary



A researcher (Brian Seggie – Learning & Development Standards Manager of Hampshire Constabulary) is evaluating the Initial Police Learning and Development Programme that you have recently completed during your 2 year probation to become a confirmed Police Constable. The Researcher is completing this activity as the final part of a 4-year doctorate at the University of Southampton.

The research will comprise of questionnaires and interviews to evaluate the IPLDP training programme to ensure that it is meeting your needs as well as the needs of the organisation and the public we serve. The focus of the research is the assessment process.

The data gathered will be anonymous so that your valuable views cannot be traced back to you and the researcher wishes you to be open and honest about your experiences as a police officer during your training and probation period.

The research will be conducted during your working hours with approval from your Sergeant. It is to be stressed that your views are purely voluntary and you do not have to take part in this research, you can also withdraw at any time during the research.

The results of the IPLDP research will be published on The Constabulary intranet 2010 and a link will be sent to you.

The overarching outcome is to objectively evaluate your training with a view to recommend improvements, if required.

I would like to thank you in advance for providing your valuable views.

Brian Seggie
Learning & Development Standards Manager
Hampshire Constabulary

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Appendix B: Student Officers' Survey Rankings

Student Officers' Ranking of Difficulty Experience During First Three Months of Independent Policing													
Category	No Difficulty	%	Some Difficulty	%	Quite Difficult	%	Very Difficult	%	Not Dealt With/Used	%	No Response	%	Total Participants
Golden Hour Principles	54	51.92%	33	31.73%	9	8.65%	0	0.00%	6	5.77%	2	1.92%	104
Statement Taking	77	74.04%	25	24.04%	2	1.92%	0	0.00%	0	0.00%	0	0.00%	104
Witness Interviewing	76	73.08%	20	19.23%	6	5.77%	0	0.00%	1	0.96%	1	0.96%	104
Crime Reporting	71	68.27%	29	27.88%	3	2.88%	0	0.00%	0	0.00%	1	0.96%	104
Arrest and Present to Custody	68	65.38%	31	29.81%	5	4.81%	0	0.00%	0	0.00%	0	0.00%	104
Suspect Interviewing	42	40.38%	44	42.31%	16	15.38%	2	1.92%	0	0.00%	0	0.00%	104
Prepare Case Papers	18	17.31%	47	45.19%	29	27.88%	10	9.62%	0	0.00%	0	0.00%	104
Giving Evidence in Court	21	20.19%	14	13.46%	9	8.65%	10	9.62%	50	48.08%	0	0.00%	104
RMS	41	39.42%	42	40.38%	16	15.38%	5	4.81%	0	0.00%	0	0.00%	104
Stop and Search	74	71.15%	22	21.15%	6	5.77%	1	0.96%	1	0.96%	0	0.00%	104
ASBO	15	14.42%	21	20.19%	13	12.50%	7	6.73%	48	46.15%	0	0.00%	104
Missing Person	69	66.35%	29	27.88%	4	3.85%	2	1.92%	0	0.00%	0	0.00%	104
Sudden Deaths	67	64.42%	30	28.85%	5	4.81%	1	0.96%	1	0.96%	0	0.00%	104
Theft	87	83.65%	16	15.38%	0	0.00%	1	0.96%	0	0.00%	0	0.00%	104
Robbery	40	38.46%	34	32.69%	6	5.77%	2	1.92%	22	21.15%	0	0.00%	104
Drunkenness	79	75.96%	19	18.27%	4	3.85%	1	0.96%	1	0.96%	0	0.00%	104
Public Order	67	64.42%	24	23.08%	8	7.69%	1	0.96%	2	1.92%	2	1.92%	104
Criminal Damage	86	82.69%	16	15.38%	1	0.96%	1	0.96%	0	0.00%	0	0.00%	104
Burglary and Aggravated Buglary	61	58.65%	30	28.85%	9	8.65%	1	0.96%	3	2.88%	0	0.00%	104
HORT 1, NIP & VDRS	41	39.42%	41	39.42%	10	9.62%	4	3.85%	7	6.73%	1	0.96%	104
Con & Use Offences	17	16.35%	22	21.15%	18	17.31%	6	5.77%	39	37.50%	2	1.92%	104
Drink Drive	60	57.69%	20	19.23%	4	3.85%	1	0.96%	19	18.27%	0	0.00%	104

Disqualified Drivers	29	27.88%	21	20.19%	8	7.69%	2	1.92%	43	41.35%	1	0.96%	104
Road Traffic Incidents	36	34.62%	43	41.35%	16	15.38%	3	2.88%	5	4.81%	1	0.96%	104
Due Care & Dangerous Driving	17	16.35%	23	22.12%	16	15.38%	3	2.88%	44	42.31%	1	0.96%	104
TWOC	38	36.54%	20	19.23%	6	5.77%	1	0.96%	36	34.62%	3	2.88%	104
Offensive Weapons & Related Offences	57	54.81%	27	25.96%	3	2.88%	1	0.96%	15	14.42%	1	0.96%	104
Fraud Act	29	27.88%	34	32.69%	12	11.54%	5	4.81%	23	22.12%	1	0.96%	104
Drugs	61	58.65%	31	29.81%	6	5.77%	1	0.96%	4	3.85%	1	0.96%	104
Assaults	81	77.88%	22	21.15%	0	0.00%	1	0.96%	0	0.00%	0	0.00%	104
Indecency	23	22.12%	26	25.00%	10	9.62%	3	2.88%	42	40.38%	0	0.00%	104
Domestic Disputes	67	64.42%	28	26.92%	5	4.81%	2	1.92%	0	0.00%	2	1.92%	104
Hate Crime	35	33.65%	29	27.88%	10	9.62%	2	1.92%	27	25.96%	1	0.96%	104

Student Officers' Ranking of Task Importance Relative to Organisational Needs													
Category	Very Important	%	Quite Important	%	Fairly Important	%	Not Very Important	%	Not Relevant	%	No Response	%	Total Participants
Golden Hour Principles	82	78.85%	6	5.77%	7	6.73%	0	0.00%	0	0.00%	9	8.65%	104
Statement Taking	79	75.96%	11	10.58%	4	3.85%	1	0.96%	0	0.00%	9	8.65%	104
Witness Interviewing	75	72.12%	14	13.46%	5	4.81%	1	0.96%	0	0.00%	9	8.65%	104
Crime Reporting	58	55.77%	23	22.12%	13	12.50%	1	0.96%	0	0.00%	9	8.65%	104
Arrest and Present to Custody	72	69.23%	16	15.38%	6	5.77%	1	0.96%	0	0.00%	9	8.65%	104
Suspect Interviewing	82	78.85%	8	7.69%	3	2.88%	1	0.96%	0	0.00%	10	9.62%	104
Prepare Case Papers	77	74.04%	13	12.50%	5	4.81%	0	0.00%	0	0.00%	9	8.65%	104
Giving Evidence in Court	65	62.50%	14	13.46%	14	13.46%	2	1.92%	0	0.00%	9	8.65%	104
RMS	73	70.19%	15	14.42%	7	6.73%	0	0.00%	0	0.00%	9	8.65%	104
Stop and Search	58	55.77%	23	22.12%	11	10.58%	2	1.92%	1	0.96%	9	8.65%	104
ASBO	31	29.81%	25	24.04%	23	22.12%	13	12.50%	3	2.88%	9	8.65%	104
Missing Person	69	66.35%	14	13.46%	10	9.62%	1	0.96%	1	0.96%	9	8.65%	104
Sudden Deaths	62	59.62%	16	15.38%	13	12.50%	4	3.85%	0	0.00%	9	8.65%	104
Theft	65	62.50%	13	12.50%	14	13.46%	1	0.96%	2	1.92%	9	8.65%	104

Robbery	71	68.27%	12	11.54%	9	8.65%	0	0.00%	2	1.92%	10	9.62%	104
Drunkenness	61	58.65%	13	12.50%	18	17.31%	1	0.96%	2	1.92%	9	8.65%	104
Public Order	68	65.38%	13	12.50%	11	10.58%	0	0.00%	2	1.92%	10	9.62%	104
Criminal Damage	65	62.50%	11	10.58%	16	15.38%	0	0.00%	2	1.92%	10	9.62%	104
Burglary and Aggravated Burglary	74	71.15%	10	9.62%	9	8.65%	0	0.00%	2	1.92%	9	8.65%	104
HORT 1, NIP & VDRS	29	27.88%	31	29.81%	22	21.15%	9	8.65%	4	3.85%	9	8.65%	104
Con & Use Offences	28	26.92%	26	25.00%	25	24.04%	11	10.58%	5	4.81%	9	8.65%	104
Drink Drive	60	57.69%	17	16.35%	12	11.54%	2	1.92%	4	3.85%	9	8.65%	104
Disqualified Drivers	48	46.15%	23	22.12%	17	16.35%	3	2.88%	4	3.85%	9	8.65%	104
Road Traffic Incidents	57	54.81%	22	21.15%	11	10.58%	2	1.92%	3	2.88%	9	8.65%	104
Due Care & Dangerous Driving	42	40.38%	28	26.92%	19	18.27%	3	2.88%	3	2.88%	9	8.65%	104
TWOC	54	51.92%	23	22.12%	14	13.46%	1	0.96%	3	2.88%	9	8.65%	104
Offensive Weapons & Related Offences	63	60.58%	19	18.27%	10	9.62%	1	0.96%	2	1.92%	9	8.65%	104
Fraud Act	45	43.27%	25	24.04%	20	19.23%	1	0.96%	2	1.92%	11	10.58%	104
Drugs	70	67.31%	14	13.46%	8	7.69%	1	0.96%	2	1.92%	9	8.65%	104
Assaults	72	69.23%	12	11.54%	9	8.65%	1	0.96%	0	0.00%	10	9.62%	104
Indecency	58	55.77%	26	25.00%	10	9.62%	1	0.96%	0	0.00%	9	8.65%	104
Domestic Disputes	79	75.96%	10	9.62%	4	3.85%	2	1.92%	0	0.00%	9	8.65%	104
Hate Crime	76	73.08%	11	10.58%	5	4.81%	1	0.96%	1	0.96%	10	9.62%	104

Student Officers' Ranking of Frequency of Skill Use or Incident Application													
Category	Almost Daily	%	Weekly	%	Monthly	%	Less Than Monthly	%	Have Not Dealt With	%	No Response	%	Total Participants
Golden Hour Principles	30	28.85%	24	23.08%	13	12.50%	15	14.42%	1	0.96%	21	20.19%	104
Statement Taking	57	54.81%	25	24.04%	1	0.96%	2	1.92%	0	0.00%	19	18.27%	104
Witness Interviewing	41	39.42%	28	26.92%	12	11.54%	4	3.85%	0	0.00%	19	18.27%	104
Crime Reporting	57	54.81%	19	18.27%	8	7.69%	1	0.96%	0	0.00%	19	18.27%	104
Arrest and Present to Custody	24	23.08%	52	50.00%	8	7.69%	1	0.96%	0	0.00%	19	18.27%	104
Suspect Interviewing	19	18.27%	52	50.00%	12	11.54%	2	1.92%	0	0.00%	19	18.27%	104
Prepare Case Papers	15	14.42%	36	34.62%	31	29.81%	3	2.88%	0	0.00%	19	18.27%	104

Giving Evidence in Court	0	0.00%	3	2.88%	6	5.77%	55	52.88%	20	19.23%	20	19.23%	104
RMS	80	76.92%	4	3.85%	0	0.00%	0	0.00%	0	0.00%	20	19.23%	104
Stop and Search	29	27.88%	37	35.58%	13	12.50%	6	5.77%	0	0.00%	19	18.27%	104
ASBO	3	2.88%	10	9.62%	17	16.35%	27	25.96%	28	26.92%	19	18.27%	104
Missing Person	17	16.35%	29	27.88%	30	28.85%	8	7.69%	1	0.96%	19	18.27%	104
Sudden Deaths	3	2.88%	13	12.50%	32	30.77%	36	34.62%	1	0.96%	19	18.27%	104
Theft	21	20.19%	48	46.15%	12	11.54%	4	3.85%	0	0.00%	19	18.27%	104
Robbery	5	4.81%	14	13.46%	31	29.81%	32	30.77%	3	2.88%	19	18.27%	104
Drunkenness	29	27.88%	40	38.46%	11	10.58%	5	4.81%	0	0.00%	19	18.27%	104
Public Order	28	26.92%	44	42.31%	6	5.77%	7	6.73%	0	0.00%	19	18.27%	104
Criminal Damage	25	24.04%	43	41.35%	13	12.50%	4	3.85%	0	0.00%	19	18.27%	104
Burglary and Aggravated Burglary	11	10.58%	37	35.58%	23	22.12%	13	12.50%	1	0.96%	19	18.27%	104
HORT 1, NIP & VDRS	4	3.85%	13	12.50%	25	24.04%	37	35.58%	5	4.81%	20	19.23%	104
Con & Use Offences	2	1.92%	10	9.62%	18	17.31%	35	33.65%	20	19.23%	19	18.27%	104
Drink Drive	4	3.85%	12	11.54%	28	26.92%	37	35.58%	4	3.85%	19	18.27%	104
Disqualified Drivers	4	3.85%	9	8.65%	20	19.23%	37	35.58%	15	14.42%	19	18.27%	104
Road Traffic Incidents	10	9.62%	25	24.04%	25	24.04%	24	23.08%	1	0.96%	19	18.27%	104
Due Care & Dangerous Driving	2	1.92%	8	7.69%	20	19.23%	39	37.50%	16	15.38%	19	18.27%	104
TWOC	3	2.88%	8	7.69%	21	20.19%	41	39.42%	12	11.54%	19	18.27%	104
Offensive Weapons & Related Offences	4	3.85%	18	17.31%	31	29.81%	31	29.81%	1	0.96%	19	18.27%	104
Fraud Act	4	3.85%	5	4.81%	26	25.00%	42	40.38%	7	6.73%	20	19.23%	104
Drugs	21	20.19%	24	23.08%	26	25.00%	14	13.46%	0	0.00%	19	18.27%	104
Assaults	28	26.92%	39	37.50%	15	14.42%	2	1.92%	0	0.00%	20	19.23%	104
Indecency	1	0.96%	9	8.65%	25	24.04%	40	38.46%	10	9.62%	19	18.27%	104
Domestic Disputes	48	46.15%	31	29.81%	3	2.88%	3	2.88%	0	0.00%	19	18.27%	104
Hate Crime	2	1.92%	13	12.50%	28	26.92%	36	34.62%	5	4.81%	20	19.23%	104

Appendix C: Thematic Qualitative Analysis of Trainers' Interviews

Line No.	Response	Thematic Coding
1	DS300066	
2	<i>Sex: Female</i>	
3	<i>Occupation: IPLD Trainer SD1</i>	
4	When we spoke validity meaning. From the point of view of their knowledge, I think the	Knowledge
5	assessments are valid. They are appropriate and we do test that. Both within the lesson with	assessment, testing
6	many knowledge checks and a questionnaire at the end of the lesson and in exams. But for the	review, examination
7	practical assessments I don't think there the best at it.	assessment, practical
8	Knowledge without a doubt. As far as an examination we'll have tested the knowledge. There is	knowledge, examination
9	a degree of testing the knowledge in the practical scenarios. Knowledge understanding again I	testing, knowledge, practical, scenario
10	think goes hand in hand with both the practical and the scenarios and they might be able to	practical, scenario
11	demonstrate it in the example whether or not they can apply it practically is a different matter	demonstration, application
12	altogether. That sits with skills as well I think. Attitude and behaviour I think is something that	skills, attitude, behaviour
13	as trainers we do raise, but we don't seem to have an appropriate process for addressing those	trainer, awareness, address issues
14	issues.	
15	It's definitely they're both. Different processes for different types of assessment. With the	Assessment
16	exams, we used to debrief them going through individual questions so that they would be able to	examination, questions, follow-up
17	take away that knowledge. We don't do that anymore. We just tell them the areas in which	Knowledge
18	they've had a failing. Let's say you fail a criminal damage question, robbery question and that.	failing, scenario
19	Which I think is perhaps a better way of doing things because we don't want them to go away	best-fit
20	with one particular point of law, they need to understand the whole of robbery and that. With the	legal, understanding
21	other assessments they are told they there and then sometimes it's summarised at the end. It's a	assessment, summative
22	mixture.	
23	From the point of view of the branch of knowledge, I think they're fine. They are assessed	knowledge, assessment
24	primarily on the work they've done in that period before. But as the exams progress through the	examination, application

25	key subjects are always there. Then the last one they get assessed on the key subjects and a	Assessment
26	range of the other areas. So that keeps their knowledge going into these subjects. So I think	Knowledge
27	that's probably fine. I think occasionally some of those questions that we ask are a little deep.	questions, depth
28	We have to remember that they are student officers. They're not going for exams it's not	level, examination
29	sergeants' exams. Some of the questions aren't necessarily at the right level. We have	examination, level
30	acknowledge that some need to be more difficult than others. The timing of exams I think is	acknowledgement, examination, timing
31	fine with the exception of the week 18 exam. Which I have concerns about from the practical	examination, practical
32	point of view because if they take it on the Monday of the very last week, if they fail it,	failing,
33	ordinarily they will be given to the Friday to delay a little time to get their knowledge levels up	knowledge, support
34	to date. But we, because they are passing out on the Friday, insist that they take it on the	study, behaviour,
35	Thursday. So they have a day less study time. An also from a practical point of view it puts	Practical
36	them in a position because they have this passing out ceremony on a Friday. Their friends and	
37	family relatives whoever is invited along to that. They are invited beforehand, and we could be	
38	a position where on that Thursday that student has to turn around and say sorry don't travel down	
39	from Scotland oh too late you're already here I'm not actually passing out. And I nearly had that	
40	situation once before, but fortunately the student passed on the second attempt. From a practical	Practical
41	point of view that's a lot of pressure on the student.	Pressure
42	Oh I think that's (inaudible) we informally assess all the time. I think that's part of our role.	informal, assessment, responsibility
43	Give feedback and document where necessary. Sometimes it's just a word in the ear and it	feedback, documentation, dialogue
44	doesn't necessarily need documentation. Other times it will be put onto the electronic student	Documentation
45	record sheet so that any patterns that are emerging can be seen and then we can address it further.	records, patterns
46	Um yeah, we've got the practical exercises which are formal. But that's where my concern is	Practical
47	that perhaps we're not robust enough with that formal assessment. Where the written exams is	formality, assessment, written
48	very clearly this is pass and fail, we have got a pass and fail on the practical assessments, but it's	failing, practical, assessment
49	not endorsed in such a strong way as it would be if it was a written exam.	Support
50	Yes, I think my experience as a police officer	
51	A1 Assessor	
52	I've been an expert in assessing all be it without the qualification because I've been a tutor	Assessment
53	constable...I was a student development recruiting officer and I was a full time recruiting officer	responsibility, role
54	as well.	

55	Yes, I think that there are areas of the curriculum where it probably does need subject matter	Subject
56	experts. There are parts of the curriculum that would benefit....domestic abuse. Yeah we can	improvement, adjustment
57	give the theory in an overview, but unless you've actually dealt with it in any great degree I think	
58	people like that we should have guest speakers come in more regularly to give input in those	
59	areas. Mental health you know we teach mental health we're not experts although we can teach	expert, teaching
60	the law and we can give them advice about what we think they should do, but to actually talk	advising, dialogue
61	about mental health issues itself, it is very dependent on the trainer's personal experiences as to	Experience
62	whether they give that level of input.	
63	Current assessment methods...No. Because I don't think and it goes back to the practical	assessment, practical
64	assessment. I don't think we're robust enough in assessing whether or not somebody is actually	
65	able to put in place what they've learned in the classroom. And I think that when we do, we	application, learning
66	don't do enough about it.	
67	I think the knowledge is there. You know as well as I do it's not all about having knowledge.	Knowledge
68	You can have the knowledge but can be useless in applying it	application, knowledge
69	Yep, Being more robust about the process we've got in place and actually looking at that and	
70	saying okay they didn't do very well on that we need to do something about it. And doing it	activism, support
71	about it at an early stage. Instead of saying let's give them another chance let's give them	
72	another chance let's see if they can do any better on the next one. No let's actually find them	
73	and let's do something about them now. The IDP process is all about development and I think	development, support
74	we have got a responsibility to both the student and the organisation to say you're not where you	responsibility,
75	should be. It's a dangerous job out there and we need to make sure that you're safe to leave	Awareness
76	here. I appreciate that they've got a tutoring period as well. But we've got an obligation to the	obligation, expectation
77	tutor units to be able to give them a student of a reasonable standard before they leave here.	Standards
78	18 weeks currently	
79	Um...yes. I think it is although I do think the programme needs some tweaking with more	Change
80	emphasis to some subjects where it doesn't need it and less to others where it is. The	Adjustment
81	programme has been written a little bit back to front in that we say there's a morning there make	written, programme
82	that subject fit that instead of actually looking at the time needed for the subject matter and then	subject, context
83	fitting that into the programme.	best-fit
84	I think the 18 weeks is fine. You know. When we go into pre-employment there are subjects	Timeline

85	being taken out but as trainers we haven't been consulted about that so we don't know how these	trainer, consultation
86	decisions are being made.	decision making
87	Not any more we don't need to. We don't need to do that now because it's going to the	
88	diploma anyway so things have changed slightly. The advice of the SDROs is that that's there	change, advice
89	role and that gets picked up once they're finishing towards the end of their PD	responsibility, accomplishment
90	We talk about it. We talk about the fact that they're doing it. We talk about the sort of	Discussion
91	assessment. They do have a lesson which is called introduction to work based learning but it	assessment, curriculum
92	doesn't go into any great detail about these ESOLAP that lesson I have rewritten with Claire	
93	Winter. It's electronic.	
94	They know that's the assessment, but the actual assessment in respect of their ESOLAP is only	Assessment
95	knowledge and understanding here. They don't get anything else written off.	knowledge, understanding
96	I have great concerns about the programme in respect of there is no environmental scanning that	programme, awareness
97	is going on. New legislation new policies come in and the only time that that gets addressed is if	policies, analysis, legislation
98	we pick it up as an individual. Nobody looks at the programme and it's something that I've been	programme, awareness
99	on about ever since I've been doing it for the last three years. Any changes to policy any	Changes
100	changes to legislation is a real ad hoc work when it gets put in.	Legislation
101	DS300067	
102	<i>Sex: Male</i>	
103	<i>Position: IPLD Trainer SD1</i>	
104	I would say that for the learning objectives that have set for law policy and procedure, I'd say	learning, legal, policy
105	that it was pretty good. I would say that there are clearly some areas that were never intended to	Curriculum
106	be completely covered by SD1 as part of the course. And I wouldn't make any claims in relation	
107	to that but where we do start going into the areas of looking at the skills, then I um there are	skills, abilities
108	opportunities in very particular areas such as for instance witness interviews and suspect	improvement, adjustment
109	interviews for there to be a very good look how at that moment in time the student is doing and	
110	and give them feedback. I'd say they're valid in those regards.	feedback, support
111	My personal view pure personal view you can only measure behaviour you can only make	measurement, behaviour
112	assumptions about attitudes because attitudes are only represented through behaviours and you	attitude, behaviour
113	can really only measure behaviours that may be influenced by that. But who knows. As far as	
114	behaviours are concerned, we are interested in behaviours that are listed in say the learning	Behaviours

115	development review looks at say particular areas like communication, behaviours, respect for	curriculum, communication, expectation
116	race and diversity, but certainly both of those areas there are lots of opportunities to see evidence	opportunity, awareness
117	of certainly good and bad performance for those two areas. We also look at personal	Performance
118	responsibility, that is there are some opportunities to measure that because it's a very structured	opportunity,
119	environment. You might say that we don't get as true of view as if we left someone completely	responsibility, control
120	off the reins but I'd say that's down to vision outside of SD1. All we can do is can you make	
121	sure you get this filing in time. Given that we give them designated clear amounts of time to do	delegation, time
122	that it seems quite doable. So some behaviours easy to measure to some extent. Slightly	accomplishment, behaviour
123	different environment to policing generally. But then some behaviours aren't really that easy	Behaviours
124	that easy to measure in a purely training environment.	measurement, training, environment
125	We definitely use both. I'd say certainly within the realms of appropriate emphasis on both. the	
126	focus from a student point of view is often on summative elements if its high stakes. Then if	summative, focus
127	they're going to get back coursed or if they feel that their job is at risk in some way then their	back course, risk, consequence
128	focus will be on the exam. But I'd say from my point of view I'm at least as interested in	focus,
129	developing people rather than seeing where they got to in the end of the process.	development, timeline, summative
130	On the whole, yes. I would say that timings as in they appear in the course...It's acceptable at the	Timeline
131	moment. If somebody would say we're going to chop it down to just three exams or make them	examination, quantity
132	longer, there wouldn't be any massive objections from me. But I haven't got any massive	
133	objections to what we've got at the moment either.	
134	It kind of depends what you mean by informal assessment. But I'd say, there's very little which	assessment, informal
135	is completely informal. As in people tend to know we're asking you to do this, you're at work,	informal, expectation, awareness
136	therefore, whether you can or can't do it you can never completely remove the formality from	formality, distance
137	that but it may feel to them informal. For instance yesterday I give them some dragger devices, I	Informal
138	show them how to use it, eventually, today, there is going to be a formal process of seeing that	formal, process
139	they know what they're doing with these breath test procedures, but yesterday its almost at the	procedures, application
140	point where I'm saying within certain limitations play around with these until you feel that you	Limitations
141	know that you really know what you're doing with them and you're comfortable with them and it's	performance, consistency
142	really not an issue for you to use them. Whether that's assessment or not, that in itself is	Assessment
143	assessment by the student, there is really little written down by me at the time. But I'm going to	assessment, writing
144	act upon somebody immediately if there is going to be...saying they can't do something. And there	action, achievement, failing

145	will be other assessments which will be straightforward knowledge checks where it's made quite	assessment, knowledge, analysis
146	clear that there are not going to be any consequences of significance because it's all about getting	Consequence
147	people to where they need to be rather than measuring have they finally got there yet. They still	achievement, performance
148	feel like a test. They have an element of formality about them in that way. People are motivated	testing, formal, motivation
149	to do them, but everybody knows from the outset that if you do really badly, nobody's going to	Failing
150	be saying now we're going to throw you off the course. It will be purely a case of where are we	Consequence
151	going to go now to get you to where you need to be. I see it as quite a sliding scale between formal	improvement, adjustment, formal
152	and informal. As a continuum I suppose.	Informal
153	I wouldn't be comfortable with using the word expert. But I'd be happy to use the word	
154	competent in an operational environment and sufficiently competent to be able to be trusted to	competency, environment
155	assess other people.	Assessment
156	I've got a postgraduate certificate of education and that included a dissertation on assessment.	ability, skills, training
157	That is a formal qualification. It's more generic than A1 in some ways.	Qualification
158	Only partially, it's certainly got to be both. For instance, it's all very well seeing something is not	
159	working out quite as it should be, but then I've got to go further than that and identify what it is	working, awareness, identification
160	exactly that has gone wrong. And then move on about possible strategies to put something right.	strategy, change
161	The classic case is that you've got a supervisor out there that will say this statement isn't detailed	oversight, detail
162	enough. This is just too generic for somebody to know what that they are the missing details here.	generic, detail
163	Sometimes that's easy to answer it doesn't require a great deal of additional skill. And	skill, competency
164	sometimes I rely on skills, where the difficulty is for me to pick up on exactly where somebody	skill, collaboration
165	has gone wrong in thinking about something or approaching something and that comes from	approach, thought
166	training skills rather than the police officer skills. It might be that the policing objectives are	training, policing, objectives
167	actually quite straightforward to kind of see whether it's there or not, the rest is training skills.	skills, training
168	This is just for SD1? Does it meet all the needs? It meets many of the needs, given the amount	needs, expectations
169	of time and resources that are available and I'm thinking about the amount of staff that are	time, resources
170	available to assess things. I think bearing in mind all the limitations, it appears from my	assessment, limitations
171	perspective to be doing a good job. Whether it's meeting all of the needs or not, there are some	needs, achievement
172	difficulties, for example, we're at a point where we have got quite restricted opportunities if	Restrictions
173	somebody's doing not brilliantly say in a particular skills area of the course, there are limited	Consequence
174	opportunities to reassess that person. We can't always take the step of right now we're	consequence, assessment

175	back coursing you for three weeks and you do that whole stage of the course again. Which is	back course, consequence, repetition
176	quite a drastic step but it does happen and it happens on quite a regular basis but only for people	Frequency
177	with very significant issues or at least significant issues. If somebody has say a problem today	problems, significance
178	with for example their drink driving practical procedure, it is much more difficult, not impossible	procedure, achievement
179	to say right we're going to have another day where we have a look at how you're doing at the	
180	drink driving practical and see whether you've improved at all. The outcome of that is, because	Improvement
181	what's really difficult to do, if something's really difficult to do like that it will tend to get done	difficulty, frequency
182	less often. So the blatant cases where somebody is clearly incompetent, I'm sure all the trainers	competency, training
183	would do something about that. But for those middle ground people where you think this person	level, performance
184	could do with a bit more but things aren't that bad at the moment, I imagine that quite often,	
185	things like that are being let slip a little bit because there are not the resources to create endless	resources, limitations
186	practical days.	Practical
187	It could be improved, but at the same time, it may be the case that it may be more appropriate to	
188	live with the fact that there are inadequacies with it remembering that this is a part of a bigger	Inadequacy
189	process which is that somebody's going to get tutored for ten weeks after this. And the	
190	question is how much is it going to cost the organisation to make it better and is it worth it.	costs, change, improvement
191	There would be, if there was enough time available, another area for instance might be ways in	time, scope
192	which you could be more imaginative in how you approach files and statements. It would take	strategy, methods
193	quite a lot of time and work to put this into place. For example everything we do is quite time	time, investment
194	consuming whereas every time it's with a statement where we get you to write a statement now	statement, writing
195	and then assessment. Both the assessment and the writing take quite a long time. And I think	assessment, writing
196	writing I wouldn't want to eliminate that, but there seem to be opportunities where people could	opportunity,
197	perhaps spend a shorter period of time in addition to that of looking at here's a statement that	time, preparation
198	was prepared earlier what's good about it, what's missing from it, and you'd actually get quite a	Adjustment
199	lot of mileage from that in a minimal investment of time. You'd still need time to put resources	investment, time
200	into place to get that kind of idea going, but I think that the payback that you'd get from it, rather	
201	than every time...it's just using a demonstration approach, but it's a demonstration that	time, demonstration
202	immediately leads into an assessment as well. Can this person spot inadequacies, and if they	assessment, awareness, failing
203	can do that they can probably do that a lot faster than writing out an entire statement on that area	writing, time
204	and then being told what they're missing.	Expectation

205	Yes.	
206	Is this in relation to generally the national occupation standards. What we do is that the	Standards
207	ESOLAP has a series of performance criteria and another series of knowledge and understanding	performance, knowledge, understanding
208	areas, whilst we take the standard process, we don't individually start taking ..., we have a	Standards
209	process whereby so long as students have successfully met certain standards on exams, and other	Examination
210	forms of assessment, practical assessments as well, then we contribute to somebody else making	assessment, contribution
211	the decisions to whether they can be signed off. So we don't directly write on the document	decision making, writing
212	itself.	
213	Absolutely, it's basically at the end of the SD2 phase, once they've done quite a few things, an	Timeline
214	A1 assessor from TPSU department will say well you've passed all of these things, and that	Assessment
215	means that it's therefore satisfactory for you to get those boxes, and the only way that person's	achievement, performance, expectation
216	getting that evidence is by SD1 trainers training and then assessing students who are well on	Assessment
217	their way. They wouldn't be able to do that part of their job without us providing that	performance
218	information.	
219	Yeah, I'm happy to...	
220	DS3000068	
221	<i>Sex: Female</i>	
222	<i>Position: IDLP Trainer SD1</i>	
223	Well I haven't completed the SD1 term, so I cannot give a complete answer in all aspects of the	
224	training, I can only give an answer in regards as to what I have seen trained or what I have	training, witnessing
225	trained so far. So far the assessment that I have seen are valid. Week seven. Which means I'm	assessment, timeline
226	also on week seven. We've had a couple of assessments as regards statements etcetera.	Assessment
227	There are a couple of areas which I believe need updating somewhat such as mind process files,	improvement, update
228	because the assessment on those are different than the assessments given as regards statements	Assessment
229	per se. But other than that they are relevant and they are needed.	relevance, necessity
230	Yep. No. The K and the U are because its knowledge and understanding. I think the actual two	knowledge, understanding
231	end areas, the A and the B, I think that's more probably when they're focused outside with PDU.	Scope
232	I think that'd probably be more relevant. I think with the assessment programme, when we're	relevance, assessment
233	actually assessing people, yes, but again there are some areas where we don't do that, I think the	Assessment
234	main one is the mind process file.	

235	I think we do both, don't we, because on the areas I've done so far, we cover those areas in as	
236	much as that you're teaching, you're then doing maybe a knowledge check. You may also do a	Knowledge
237	pre knowledge check to see what their understanding is of the subject before you start teaching	understanding, instruction, preparation
238	it. And also you on some of those subjects you are actually doing a formal assessment which is a	Assessment
239	practical assessment to do in that way. Yeah, I think you're probably covering both aspects.	practical, assessment
240	I think where the exams are put on the programme are appropriate because the teaching leads up	examination, instruction
241	to that initial exam and then second exam and so forth. So yes, they are put in the right place. I	Preparation
242	agree that the exams are good because it's a good way to find out if they've understood what	Awareness
243	they've been told. My feeling about exams is personal and the way that I think our exams are	
244	written I find personally, I know other people who have dyslexia, and I have dyslexia, have	Limitations
245	found them near impossible because you can miss out words etcetera because you are not taking	
246	in all the information because the time scaling is so bad. So, that's more from a personal point,	Time
247	but then again there are people who have learning difficulties as with dyslexia who come to my	Learning
248	classroom and struggle with it.	
249	Again, I haven't done the full 18 weeks so you can only base it on what I've done so far. In all	
250	honestly, I think it's quite equal, because in formal assessments, knowledge checks, you do it	assessment, knowledge,
251	almost every lesson. So, there's your formal assessment, and the informal ones well that comes	assessment, formal, informal
252	with discussion and what have you and the teaching. So I think it's probably quite equal.	discussion, teaching
253	Yes. And I say yes because I know when you're out and about as a police officer you go into	
254	specialised areas and you become rusty on particular areas like traffic for example, but you've	specialisation
255	got that foundation of knowledge on those areas where you've actually done it as a trained police	knowledge, training
256	officer yourself and actually done little bits of particular things. So I think as long as a person	
257	can come into this area of training, they are willing to spend some time studying those areas, yes.	training, time, studying
258	Because you're getting your training as a foundation. It's a building block is how I see it. And	training, growth
259	when people go out as a police officer, they've got that foundation and they learn by experience,	foundation, experience
260	so they have building blocks on those particular areas.	Growth
261	I do. Without a doubt. Especially when it comes to child offences, sexual offences, domestic	
262	violence, statements, statement writing, interviews, etc., and that's because I've been specialised	specialisation
263	trained in those areas.	Training
264	To start with the individual, yes it probably does because they're being assessed on what they've	Assessment

265	learned. So it's reached their needs of what that subject is. I think each trainer would probably	learning, training
266	add examples within the teaching environment to cover questions that come up all the time.	teaching, questions, environment
267	Does it reach when they go out. Again it's a foundation, so they've reached to be able to go out	foundation
268	and build upon it. And that's what PDU is. And I think PDU's very important. What we used	
269	to have when I joined up, especially you had your own tutors within a shift. And I think the	
270	PDU's more important and better, in my opinion, because the fact is that they can build upon	growth
271	those blocks and when they do go to shift on their own, they've got more practice, and to be able	practice, experience
272	to give from their own foundation of knowledge. As opposed from when I joined up you	knowledge
273	supposedly had a tutor, I had eleven tutors because they moved about. I think, yeah, it works.	tutor, frequency
274	Time. Everything's time isn't it. Unfortunately they're shortening the hours again. It's a shame	time
275	we don't have a wee bit more time in order to do more practical's with them. In the different	time, practical
276	aspects. That would be I think beneficial, but again its time. Because we can't, that's what we at	necessity
277	the PDU should be doing. And taking it upon themselves to do.	
278	I think 18 weeks is sufficient. I don't like the thought that they're going to be shortening it. You	timeline, shorter
279	can do it within the 18 weeks, people are doing it within the 18 weeks. It would be nice to have	timeline
280	it be lengthened if anything so you can incorporate other sorts of practical's within it all, you	extension, timeline practical
281	don't get other areas that are a bit more complex. But saying that again that's what PDU should	complexity
282	do to take it upon themselves. But shortening it, I'm not so sure that that's such a good idea.	shorter
283	Don't get involved in it. I haven't even seen the ESOLAP. I do the ESOLAP that's our part of it	
284	which is the training and assessing for the practical's and anything we have to mark, that's our	training, practical
285	part of the ESOLAP, but other than that with the ESOLAP booklets that they get they deal with	
286	outside with their SROs.	
287	DS300069	
288	<i>Sex: Male</i>	
289	<i>Position: IDLP Trainer SDI</i>	
290	It's valid. I think it covers what it needs to do. Obviously it assesses their knowledge by way of	knowledge
291	exams, on-going process in the classroom. And it assesses their abilities in a number of practical	examination, practice, ability, practical
292	areas. The concern I've always had about initial training, is that my perception is that it tries to	training
293	achieve too much.	breadth, scope
294	I think it's weighted towards knowledge and understanding and not so much skills attitudes and	knowledge, understanding, skills

295	behaviours.	
296	I think it's a combination of both I think....my perception is that it's fairly evenly balanced.	
297	I think they're appropriate. I think with any exam of course you do get individual questions	examination, individual
298	which always cause concern for some students. Having said that the exams we use have been	concerns, exams
299	through the mill and I think most of those hiccups have been sorted out. 6, 9, 15, and 18, no, I	Timeline
300	think the timing's fine. Given that the limitations of any exams, and the fact for some students	time, limitations, examination
301	they would always cause difficulty because they're not always good at exams. Excepting the	difficulty, examination, ability
302	limitations and accepting the need for exams, I think they serve their purpose.	necessity, examination
303	The formal is by its nature, sort of built into the structure. So they've got their exams as already	formal, examination, process
304	stated at 6,9,15,and 18, there is also the learning development review process, which is relatively	timeline, development, learning
305	new to me is at 9 and 15 I think. Where we actually put into writing a summary of where we	writing, timeline
306	think the student's at. That goes on all the time. I think because of the nature of the course	achievement, ability, scope
307	record book which is kind of an on-going diary of the course. I think on an informal basis, it kind	informal, writing, tracking
308	of goes on all the time. Yeah, I'd say it goes on all the time in a slightly more informal basis.	Informal
309	And I'd say in addition to that of course there are the trainers discussing amongst themselves	training, discussion, recording
310	how they think individual students are doing.	performance, individual
311	I think I'm in a strong position being an ex-police officer and having been involved in training	ability, training, experience
312	for some considerable time. There may be individual subject matters where I don't feel	subjects, scope
313	particularly qualified. For example, sex offence investigation is a subject covered not	qualification, subjects
314	necessarily in SD1, but in the SD process. I have no particular experience in that field. And	Experience
315	therefore, although I feel quite comfortable covering the objectives of the lesson, I don't feel as	comfort, teaching
316	comfortable with those as I do with some other topics where I have practical experience. But	comfort, practical, experience
317	generally speaking, I feel that I am in a strong position because of my training experience and	experience, training
318	my operational experience as well.	operational, experience
319	Strange enough, what I actually feel that I'm an expert in is initial police training. I have no	qualification, training
320	particular expertise as a police officer, but I have been involved at training police recruits in	experience, training
321	excess of fifteen years. In fact, I actually feel if anything I'm an expert at initial police training as	time, experience
322	opposed to any specific subject.	Subjects
323	I have the equivalent of an A1, which prior to that was a D32 and a D33 and a C25 which is a	Qualification
324	coaching unit. I have a city and guilds qualification in adult education and a number of	qualification, education

325	qualifications obtained which are internal qualifications achieved through police.	qualification, achievement
326	Yes, I do. I think in keeping with a lot of people, I think if my perception is that it may have	Awareness
327	become cumbersome. I think there are a lot of performance criteria to be met, it kind of links to	Performance
328	what I said earlier about I think that maybe in initial training, we are and have historically tried	training, time
329	to achieve too much too early. It's kind of like what it says on the tin, it's initial training and I	achievement, training, scope
330	think sometimes we come under pressure, we've come under pressure from people outside of	pressure, internal, external
331	training who have criticised the product that has turned out. Because they can't do certain	training, results, achievement
332	things, they don't know this, they don't know that, they can't do that. I think sometimes they've	Ability
333	lost sight of the fact that what we're involved in here is initial training. We give people a	Training
334	skeleton on which to go out and to develop things. And I think sometimes, and historically, we	foundation, development
335	may have attempted to do too much. And then of course, that has to be assessed. If we're going	scope, assessment
336	to do something, we need to assess what we're doing, how we're doing it, whether we're doing it	Assessment
337	to the right standard and because we're trying to do so much in initial training that then has to be	Standards
338	assessed, I think the assessment process has kind of become cumbersome.	process, influence
339	Part of me says we're kind of going that way a little bit on the basis of that we've moved from	
340	the NVQ to the diploma. We were talking about 20 plus units, we're now down to ten units. I	scope, system
341	understand however, and I'm not 100 per cent conversely with them that those 10 units are quite	
342	long. And I'm not sure yet what we've actually achieved, although we've got less units, I don't	Achievement
343	know the amount of assessment has been significantly reduced. But I think what we need to do,	
344	what we're trying to do I think is correct we're trying to assess that people have the skills	assessment, skills
345	necessary to do the job. I don't know if we've overcomplicated it with the number of criteria	necessity, complexity
346	that we're actually asking people to evidence. They've got to evidence it and then we've got to	performance, skills
347	assess everything. And my perception is there's just an inordinate amount of it which is why we	Assessment
348	have assessment files which are 5 inches thick. That to me seems to be cumbersome, more than	Assessment
349	necessary.	Necessity
350	Really, it kind of links to my overall view. I've been involved in training where the initial course	Training
351	has been anything from 10 weeks to 22 weeks. I've seen 12 weeks, 15 weeks, 22 weeks, and 18	Timeline
352	weeks. And it looks like we're going to 16 instead of 17 weeks. The reality is that a course can	timeline
353	be as long as you want it to be. You just have to tailor what you want to achieve during that	scope, achievement
354	time. I still stick to the fact and I appreciate the job has probably become more complicated or	complexity

355	certainly has more admin and bureaucracy has become more complicated, but if we don't put as	complexity
356	much in initial training, it doesn't need to be 18 weeks. It's all tailored to whatever it is you	training, timeline
357	want to achieve. If the course designers of initial training were alright this is what we need	development, programme
358	students to cover in this course, and it takes 18 weeks then that's appropriate, the question for me	evaluation, timeline
359	is are we covering things in initial training that maybe we don't need.	training
360	One dictates the other. I've always believed and still do that maybe we're trying to do too much	scope
361	in initial training. We're not reading what it says on the tin. Given what we're trying to cover at	training
362	the minute, 18 weeks is probably appropriate.	timeline
363	I hadn't until this course, cause my previous course I'd been involved in had a manual SOLAP,	
364	I've only just, this course been involved with an E.	
365	As far as I'm aware, it sort of is.	
366	DS300070	
367	<i>Sex: Female</i>	
368	<i>Position: IDLP Trainer SD1</i>	
369	I think it's really important that we do assessment. How we actually implement it at the	assessment
370	moment, we're not actually using it to its advantage. We put a lot of time and effort into	time, effort
371	assessment, where that falls down slightly is if students aren't meeting the standards we are	assessment, standards, achievement
372	assessing too, there's no time in the timetables to do anything about that. This course is about	timeline
373	developing people. If you've not met that standard, you're not doing it satisfactorily.	development, standard, achievement
374	Yes, I would say so, if we follow...I say yes. We've had on some of our practical's for example,	practical
375	we've all written, were proper assessment forms, where the behaviour is always monitoring as	writing, behaviour, awareness
376	closely as it should be.	
377	I'd say they're probably equal. Yeah, it's an on-going process.	process
378	Yes, I do now. We've put a lot of work in to them over the last two years. Initially no, when the	investment, time
379	programme first came back here, then certainly not. But we've put a lot of work into them, and I	programme, investment
380	think they do test the students well. And they do now pick out students that have development	testing, development
381	issues. Yeah, good now.	
382	I think the majority of it is formal. What we do a lot of paperwork, recording, things formally.	formal, writing, recording
383	I've had a down week because my class was on holiday and there've been four days of that	
384	writing assessments. Yes. Very careful to cover ourselves and I think we do that by recording	assessment, writing, accountability

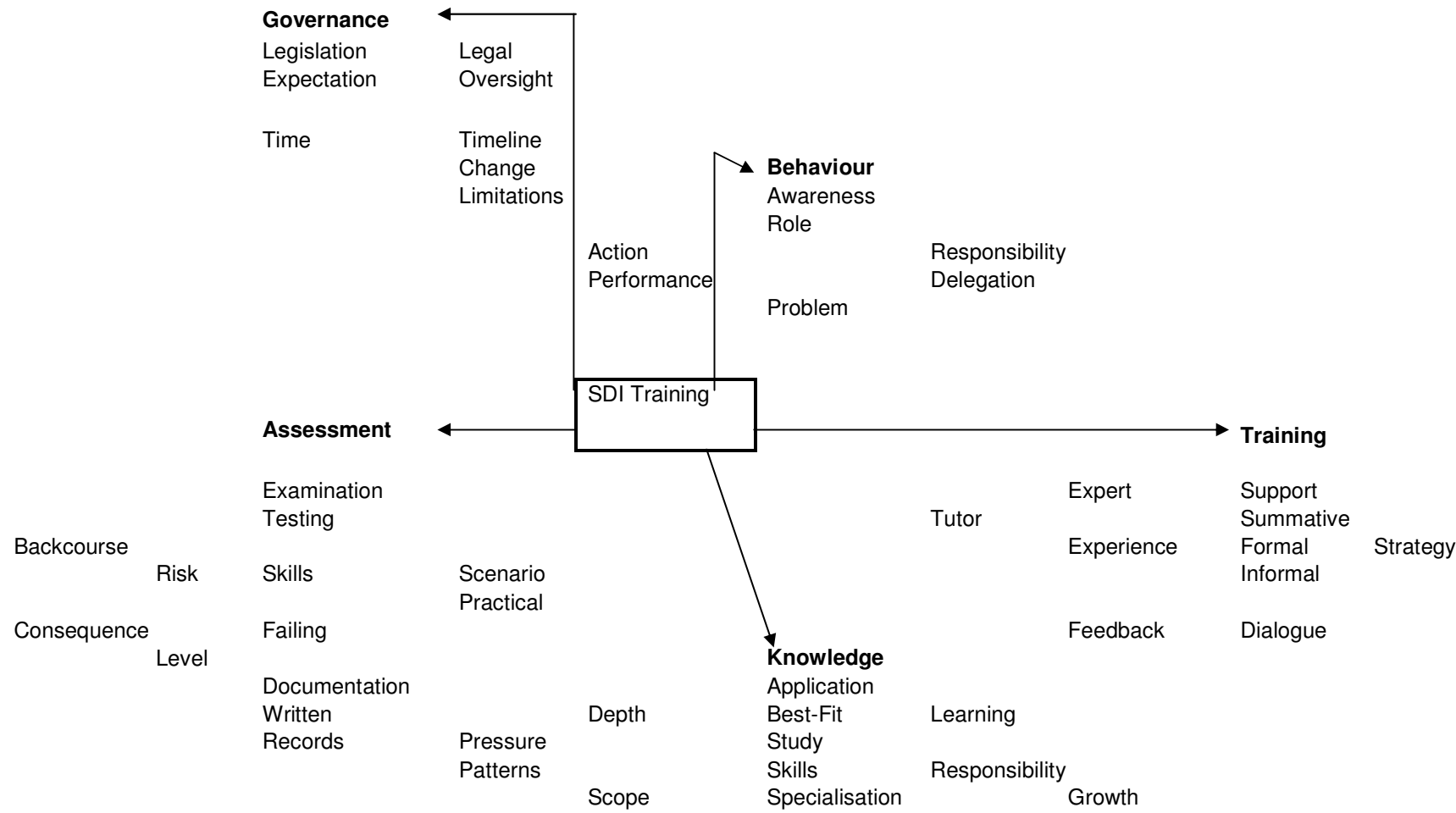
385	things formally. Even if it's a personal chat with a student that may be seem as struggling that	formal, dialogue
386	might be seen as informal, that is then recorded.	informal, recording
387	Benefit of the organisation probably	
388	I do now. I feel competent now. Coming into this job 4 years ago, certainly not. I don't think I	competency, experience
389	was given adequate training and experience to prepare me at the time. And was then running a	training, experience
390	course where I was probably blagging my way through the assessment process. I was an IT	assessment, skills
391	trainer I was a trainer in a private organisation. No policing experience. I would say now	experience
392	moving on 4 years later, through a lot of hard work and experience, I am at a level now where I	experience, commitment
393	can assess.	assessment
394	I would say yes. Where it falls down is the inconsistency between classes and trainers. I don't	consistency
395	mean that in a derogative manner towards any of my colleagues, but we are all doing things	
396	differently still. Yes approach and delivery. I'll give you an example which has caused me	diversity, method, performance
397	concern recently. Is that I've had a student who was back coursed to me so she joined us at 9	back course
398	weeks. She's never had anything marked, her PNB's never been marked. She's never had any	consistency, expectation
399	feedback on statements and we have set pieces of work, for example written work, a report in	dialogue, support, writing
400	offenders files, there's a statement that needed to be marked. She's never received any feedback	marking, feedback
401	on that, i.e. it's never been assessed. That causes me quite a lot of concern, because then I'm	assessment
402	having to backtrack and trying to get her up to speed by saying I'll find your work and get it	
403	marked. And that student's gone 9 weeks now without having any assessment.	timeline
404	It's a good process.	
405	Yes, perfectly happy with the exams now. So from a theory point of view, I think we're sorted.	examination
406	It's the practical assessments that cause an issue times and times again. We put a lot of work	assessment, workload
407	into those as trainers, put a lot of emphasis on those with the students, but it's the back to if they	training, achievement, expectation
408	are not meeting the standards we want in practical, very rarely do they get back coursed on	standards, practical, back course
409	practical. So there's this mind-set which has been here for these last 3-4 years of I'll only get	practical, consistency
410	back coursed if I fail the exam.	back course, failing, examination
411	There is, there is supposed to be. But again, it's more subjective. Where like the exam there is a	
412	pass mark, you might assess a practical and we might have a different opinion. So it's subjective.	practical, opinion, subjective
413	That's where trainers don't have the confidence to fail somebody on a practical. There's reasons	training, failing, practical
414	for that, one of the reasons stated is that there's not time in the time table to do something about	Timeline

415	it.	
416	I'm concerned that we're cutting our timetable even more because we need...we don't really	timeline, scope
417	have an adult learning environment here even though we're teaching adults. I'm not saying we	environment, learning
418	should go down the university route, but it's all good for students being sat in class. It's okay if	teaching, classroom
419	everyone's going along very merrily, that's fine, but we don't have the capacity to cope with any	achievement, ability
420	deviation from that. You've got some students that fly and maybe need more work, and students	performance
421	that are struggling, there's no time for them to catch up. If they start falling behind, it's	time, expectation, failing
422	impossible for them. So in answer to your question, what I would like to see maybe is an adult	
423	learning environment where there is allocated one day a week or something that would give us as	Time
424	trainers the capacity to catch people up and redo practical.	training, improvement
425	Little bit torn on this. I'd say, no, and the reason for that is that when they come back and do	
426	SD2, that to me is irrelevant, because they've probably dealing with a lot of stuff on SD2 already	
427	in the year they've been out there. I've sat down with PD sergeants and said tell me what they	
428	need when they to you. And a lot of the stuff was stuff that we covered on SD2, so things like	Scope
429	vulnerable interviewing, they don't do until a year later, but they're expected to do it as soon as	expectation, performance
430	they leave here. That concerns me. I'd like to see SD2 tacked on to SD1. Get all the training	ability, skills, training
431	done and then get them out there.	
432	No, not now. ESOLAP tends to be down to the PDUs.	
433	DS300071	
434	<i>Sex: Female</i>	
435	<i>Position: IDLP Trainer</i>	
436	I think the use of (unintelligible) is appropriate and I think they are set at a good level. I think we as a	standards, expectation
437	team are getting more robust about actual practical assessment and I think now that they are at a	practical, assessment
438	level that is useful within the SD1 area. In that when they move on to PDU, that's when we're	
439	really going to be able to assess them on a practical level, and in a more appropriate environment	Assessment
440	and that will be the job for the PDU to develop that area. I think we're doing quite well in the	
441	SD1` phase. I would like to see maybe a bit more written sort of guidance, where we seem to be	writing, guidance
442	we link into the learning the various points, KUSAB, for the purpose of assessments that we do	learning, assessment
443	on a practical level, we could have more criteria set out that needs to be covered, we do it	scope, criteria
444	naturally because of our knowledge now. And I'm sure that police officers have that knowledge	Knowledge

445	know what they're looking for. We've gleaned that from them. It'd be nice to have something	
446	more structured to assess with that we'll be able to sort of say here we've got, you didn't do this	structure, expectation
447	this and this, and that will be a fail. You'll need to redo.	failing, back course
448	I think probably knowledge and understanding or something; knowledge seems to be the key.	knowledge, understanding
449	Understanding is coming a little bit lower. And I supposed that I can accept that the PDU will	Understanding
450	have more to do on the understanding. Understanding to the degree that they could relate it to an	Understanding
451	exam question or a very basic scenario.	examination, scenario
452	I'd say it's more of a formative or kind of we are assessing as they go along. In total looking at a	formative, assessment
453	whole, we've got formative assessment going throughout the course where they have, we're	formative, assessment, progress
454	looking at how they are at that point in time and then their opportunity to develop from that. So	Development
455	more formative. I think we're getting better at doing on-going assessment, development	formative, assessment, development
456	assessment, etc., but yes, there still seems to be a fair amount of emphasis on the exams and the	assessment, examination
457	summative deciding things there.	Summative
458	I think it does, I think so, yes. I think we need to have a number of exams really to keep the	Examination
459	students cementing that learning. Revisiting learning that came from earlier on in the course. So	Learning
460	I think there is an appropriateness to the amount of the exams and the content of the exams.	Examination
461	The informal is very much down to the individual tutor. I think there is a fair amount of	informal, tutor
462	informal assessment and I think that is purely because the department has developed, formal	informal, assessment, formal
463	assessment we do have, and that's the more obvious and what I guess we'd say there is yes, there	Assessment
464	is more of the formal because its more obvious. The informal down to the individual trainer.	formal, informal, training
465	I would say that that again is something that working with police officers managed to increase	
466	my skill base in that area, my knowledge understanding, not only what's written in black and	skills, improvement, knowledge
467	white so the law side of things, after being able to supplement that through working with police	legal, understanding
468	officers, but if you take me a couple of years ago, not at all, I say not at all, that's really wrong to	support, training
469	say, but that's really lower.	
470	Yes, but you've got the qualification, you've got the understanding, it's then right, what am I	qualification, understanding
471	actually looking at. And that has been developed over time. We do attachments, then we have	development
472	to rifle through to say right that's good practice, that's bad practice. To be fair, I think that	expectation
473	could also be true for some police officers some of the time.	
474	As they currently exist, I think we are struggling to tackle some of the problems we're having	challenges

475	with some students. It's only a handful, but when it comes to a problem student, we are not	performance, problem, failing
476	dealing with it robustly enough. And I don't really know whether that's an issue with our	methods, strategy
477	assessment of them or whether it's an issue with the robustness of the department to actually take	assessment, scope
478	positive action. It could be behaviour, where we identify somebody as not really having the	action, behaviour
479	qualities that you're looking for in a police officer, it may not come out in the exams, they could	qualities, expectations, skills
480	fly through the exams. In the assessments we could hit a barrier with those. They might be okay	assessment
481	sometimes, they might not be so good and then that could potentially end in a back coursing.	back course
482	We're kind of not robust enough.	scope
483	I think really, to really look at our actual assessment criteria as far as practical's go, we are	practical, assessment
484	improving things like statements, writing criteria, PMB criteria, so we are revisiting those, but I	statement, writing, performance
485	think the assessment be more specific about exactly what we're looking for, seems a lot of	Assessment
486	assumptions being what we expect from the students and I think there's a bit of a blurry line	Expectations
487	there.	
488	I think so, I think because the 18 weeks has been running now for well over a year, maybe a	Timeline
489	couple of years, I cannot think of how long it's been in. It's not thrown up any major issues.	Timeline
490	You can generally if there are issues with students that they can be dealt with within the 18	Expectations
491	weeks. As far as the knowledge and understanding of what they need to know is covered with in	
492	the 18 weeks. We're forever trying to develop the course, but I don't think more time...	Development
493	In general, yes. If they're not, I think there are other issues.	Challenges
494	I think so, I know there are some areas. We see feedback from PDUs. It'd be nice to do a	feedback, support
495	handover with the PDUs. I've spoken to some of the sergeants. And the student we'll send out	
496	with a vice if we think there are certain areas that aren't so strong. And we tend to be getting	development, alternatives
497	that right. But this is only a very small sample that I can talk about. Those that we say yes,	
498	they're fine, tend to be getting that right. We've had feedback on certain areas I-RMS, the use of	feedback, support
499	computers, etc., that's an on-going issue by the sounds of things, but I think that in general the 18	
500	weeks is sufficient for them because you can't replace practical experience.	practical, experience

Appendix D: Thematic Analysis of SD1 Training



Appendix E: Managers' Survey

Student Officer Training Survey - Managers

1. Training for the role

The learning and development of Student Officers uses a blended approach; which means that a variety of interventions are used to deliver the best level of learning and development.

For this force, that means the Initial Skills Development course (SD1) at Netley, which also includes some mandatory e - learning; the PDU phase - where the student officer is tutored on the streets; SD2 - which is another Netley based course; and then the work based assessment, against the national standards, on independent patrol status until confirmation.

This survey seeks your views of the learning and development a Student Officer receives.

The IPLDP programme started in April 2006. At the beginning of 2008, the SD1 phase changed from 22 weeks duration to 18 weeks duration. The survey also attempts to identifies if these changes have made any significant difference to the knowledge and ability of Student Officers at the point they start independent patrol.

The final aspect being considered is the amount of development required to be delivered on shift. There never has been any attempt to deliver a fully competent officer prior to them arriving on shift; there are things that they will only ever learn from doing it for real. It always has been a balancing act, between the cost of keeping them within a training environment and away from operational policing, against the time and effort required by their colleagues and their supervisors on shift filling the gaps in their knowledge and ability. But we would like to know if the present system achieves the right balance.

Student Officer Training Survey - Managers

2. Personal information

These personal information questions are required to enable comparisons to be made and will not be used to identify any individual.

1. What is your role?

2. Do you serve at an urban or rural station?

☐ Urban

☐ Rural

3. What is your length of police service?

☐ Under 10 years

☐ 11 - 15 years

☐ 15 - 20 years

☐ over 20 years

4. What is your length of service in the rank?

☐ Under 2 years

☐ 2 - 5 years

☐ 6 - 10 years

☐ over 10 years

5. How many student officers, who have completed or part way through IPLDP training (started May 2006), have you supervised?

☐ 1 - 10

☐ 11 - 20

☐ More than 20

Student Officer Training Survey - Managers

3. Role Profile Competencies

The competencies in the following question are those of the role profile of a TPT Constable

1. In relation to each competency, how effective are officers trained prior to starting independent patrol?

	Very well	Well	Adequately	Poorly	Non-existent	Don't know
Conducting Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to Incidents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in police and agency led operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct initial investigations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interviewing Witnesses and Victims	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interviewing Suspects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Searching people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carry out arrest/reporting procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Custody suite procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and present case materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend and give evidence in court	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting equality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building community relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use information and intelligence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Has there been any noticeable difference in relation to level of knowledge and ability of officers since the introduction of IPLDP (in June 2006), compared to those trained at a District Training Centre, and then again after the introduction of the 18 week SD1 in July 2008?

	Much better	Better	The same	Not so good	Don't know
Between June 2006 and July 2008 (22wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post July 2008 (18 wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Officer Training Survey - Managers

3. Officers are trained using the KUSAB model (Knowledge, Understanding, Skills, Attitude and Behaviour); how would you rate the average student officer in relation to these areas?

	Very good	Good	Satisfactory	Poor	Very poor	Don't know
Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Managers

4. Assessment During Independent Patrol

The move to IPLDP in force training also saw the introduction of the Policing level 3/4 NVQ. This entails assessment of the student officer throughout their time on independent patrol until they achieve the NVQ and are confirmed in post.

This

1. What is your view of the requirement for the student officer to complete the NVQ (tick as many as apply)

- ☐ The NVQ is an appropriate way to measure performance and is not too onerous
- ☐ The NVQ allows performance to be measured but is onerous
- ☐ The TPT Sergeant is ideally placed and is capable of assessing performance
- ☐ The TPT Sergeant while ideally placed does not have the time to properly assess and record performance
- ☐ All assessment should be conducted by the SDRO
- ☐ the NVQ is not an effective way to measure performance and development
- ☐ The NVQ is an irrelevance/distraction to assessing an officer's performance
- ☐ There should be no requirement to gain a qualification and assessment of performance should be included in the PDR
- ☐ Other (please specify)

Other (please specify)

2. Student Officer training uses what is called a blended approach, with classroom based training (SD1 & SD2, and SD3 for earlier IPLDP

courses), a mentoring phase (PDU), distance learning (e - Learning and NCALT programmes) and "on - the - job " (post independent patrol). Have we got the balance of methodologies right?

	Too much	Sufficient	Inadequate	Non - existent	Don't know
Learning & Development Phases (SD1 & SD2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-learning (Student Officer mandatory e - learning only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Managers

3. Are there any areas/subjects/topics that you feel need more time spent on them?

☐ Yes

☐ No

If "Yes" (please specify)

Student Officer Training Survey - Managers

5. Anecdotal evidence

With so many variables in relation to the training of student officers, any evaluation will tend to result in generalisations in many areas. This final page seeks any anecdotal evidence that you might have in relation to the training of student officers.

1. What anecdotal evidence have you got that is favourable in relation to Student Office training?

2. What anecdotal evidence have you got that is unfavourable in relation to Student Office training?

3. What anecdotal evidence have you got in relation to Student Office training, that is neutral in nature?

4. Any other comments in relation to the training of Student Officers.

Thank you for completing this survey

Appendix F: PDO Survey

Student Officer Training Survey - PDO's

1. Section A - Introduction

The learning and development of Student Officers uses a blended approach; which means that a variety of interventions are used to deliver the best level of learning and development.

For this force, that means the Initial Skills Development course (SD1) at Netley, which also includes some mandatory e - learning; the PDU phase - where the student officer is tutored on the streets; SD2 - which is another Netley based course; and then the work based assessment against the national standards post independent patrol status till achieving confirmation.

This survey seeks your views of the learning and development a Student Officer has received up to the point where they leave the SD1 phase of their training.

The IPLDP programme started in April 2006. At the beginning of 2008, the SD1 phase changed from 22 weeks duration to 18 weeks duration. The survey also attempts to identify if these changes have made any significant difference to the knowledge and ability of Student Officers at the point they start independent patrol.

The final aspect being considered is the amount of development you are required to deliver on shift. There has never been any attempt to deliver a fully competent officer prior to them arriving on shift; there are things that they will only ever learn from doing it for real. It always has been a balancing act, between the cost of keeping them within a training environment and away from operational policing, against the time and effort required by such people as yourself in filling the gaps in their knowledge and ability. But we would like to know if the present system achieves the right balance.

The questions on the following pages are based on the role profile of a police constable and seeks your views on the aspects listed above.

Student Officer Training Survey - PDO's

2. Section B - Responsibilities and Behaviours of a Police Constable

This section asks questions based on the level of competency of student officers once they have completed the PDU phase of their training.

Each question is broken down into four parts:

1. How competent is the average student after the PDU phase of their training to conduct the specific competency?
2. Is the tutoring given to the students sufficient to enable them to complete the PDU phase of their training competently?
3. How sufficient was the assessment used to measure the competency of the student officer?
4. A free text box for your comments in relation to the training in this area.

Student Officer Training Survey - PDO's

3. Conduct Patrol

Conduct patrol responding to calls and requests for assistance, countering criminal activity and public disorder and minimising risks to public safety.

1. How competent is the average student in relation to conducting general patrol and responding to requests for assistance by the end of the PDU phase of their training?

	Very competent	Competent	Not very competent	Not competent at all
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Is the tutoring of 'Conducting Patrol' (duties as above) sufficient to enable the student officers to complete the PDU phase of their training competently?

- ☐ Yes
- ☐ No
- ☐ I don't know

If not, why not?

3. How effective was the assessment used to measure the competency of the student officer with regards to 'Conducting Patrol'?

	Very effective	Effective	Not very effective	Not effective at all
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Comments in relation to the tutoring of 'Conducting Patrol'. These include responding to calls and requests for assistance, countering criminal activity and public disorders and minimising risks to public safety.

Student Officer Training Survey - PDO's

4. Provide an initial response to incidents

Respond promptly and take control of the incident by correctly identifying the nature of the incident and take appropriate action to ensure that it is dealt with and recorded correctly.

1. How competent is the average student in relation to responding to incidents as directed by the Force Control Room and taking appropriate action to ensure that it is dealt with and recorded correctly by the end of the PDU phase of their training?

	Very competent	Competent	Not very competent	Not competent at all
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Is the tutoring of 'providing an initial response to incidents' sufficient to enable the students to complete the PDU phase of their training competently?

- ☐ Yes
- ☐ No
- ☐ I don't know

If not, why not?

3. How effective was the assessment used to measure the competency of the student officer with regards to 'providing an initial response to incidents'?

	Very effective	Effective	Not very effective	Not effective at all
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Comments in relation to the tutoring of 'providing an initial response to incidents'. This includes identifying the nature of the incident and taking appropriate action to ensure that it is dealt with and recorded correctly.

Student Officer Training Survey - PDO's

5. Conduct investigations (PIP L1)

Conduct the investigation and scene preservation with the relevant investigation policies and legal requirements, and within the required timescales. Demonstrate support for victims and witnesses and recognise any possible impact on the community.

1. How competent is the average student in relation to 'conducting investigations' after the PDU phase of their training? This includes fully investigating occurrences, ensuring that data quality standards are met and students are complying fully with the Victim Charter.

	Very competent	Competent	Not very competent	Not competent at all
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Is the tutoring in 'conducting investigations' sufficient to enable the student officers to complete the PDU phase of their training competently?

- ☐ Yes
- ☐ No
- ☐ I don't know

If not, why not?

3. How effective was the assessment used to measure the competency of the student officer with regards to 'conducting investigations'?

	Very effective	Effective	Not very effective	Not effective at all
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Comments in relation to the tutoring of 'conducting investigations'. This includes giving regular and effective service during investigations, giving consideration to scene preservation relevant legislation and complying fully with the Victim's charter.

Student Officer Training Survey - PDO's

6. Interview victims and witnesses (PIP L1)

Interview victims and witnesses in accordance with the law and with reference to the Victims Charter and current guidance.

1. How competent is the average student in relation to interviewing victims and witnesses in accordance with the law and the Victim's Charter after the PDU phase of their training?

	Very competent	Competent	Not very competent	Not competent at all
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Is the tutoring of 'interviewing victims and witnesses' sufficient to enable the student officer to complete the PDU phase of their training competently?

- ☐ Yes
☐ No
☐ I don't know

If not, why not?

3. How effective was the assessment used to measure the competency of the student officer with regards to 'interviewing victims and witnesses'?

	Very effective	Effective	Not very effective	Not effective at all
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Comments in relation to the tutoring of 'interviewing victims and witnesses'.

Student Officer Training Survey - PDO's

7. Use information/intelligence to support policing objectives

Use information/intelligence to support the achievement of community safety and crime reduction objectives. Ensure that intelligence is used ethically and in accordance with the relevant legislation, policy, protocols and codes and practice.

1. How competent is the average student in relation to actively seeking and submitting intelligence and by doing so supporting policing objectives' by the end of the PDU phase of their training?

	Very competent	Competent	Not very competent	Not competent at all
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Is the tutoring of 'using information/intelligence to support policing objectives' sufficient to enable student officers to complete the PDU phase of their training competently?

- ☐ Yes
☐ No
☐ I don't know

If not, why not?

3. How effective was the assessment used to measure the competency of the student officer with regards to 'using information/intelligence to support policing objectives'?

	Very effective	Effective	Not very effective	Not effective at all
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Comments in relation to the tutoring of 'using information/intelligence to support policing objectives'. This includes how well students are able to actively seek and submit quality intelligence.

Student Officer Training Survey - PDO's

8. Maintain standards of professional practice

Ensure your behaviour complies with Force values and organise your own work effectively to meet the demands of your role. Identify, implement and monitor development activities to enhance your own performance.

1. How competent is the average student in relation to 'maintaining standards of professional practice' by the end of the PDU phase of their training? This will show the student to be a key 'face' of Hampshire Constabulary and ensure that standards are therefore maintained.

	Very competent	Competent	Not very competent	Not competent at all
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Is the tutoring of 'maintaining standards of professional practice' in PDU phase sufficient to enable student officers to complete this phase of their training competently?

- ☐ Yes
☐ No
☐ I don't know

If not, why not?

3. How effective was the assessment used to measure the competency of the student officer with regards to 'maintaining standards of professional practice'?

	Very effective	Effective	Not very effective	Not effective at all
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Comments in relation to the tutoring of 'maintaining standards of professional practice'.

Student Officer Training Survey - PDO's

9. Entry, pre - entry and training assessment standards

This survey will also look at the level of assessments given to student officers during pre - employment and their probation period. It also looks at the IPLDP training as a whole and whether or not is fit to adequately assess the 22 National Occupational Standards necessary for the student officer to complete to become occupationally competent or whether this can be achieved in another way.

1. How effective are the entry standards in determining the quality of a potential police officer prior to the commencement of training?

	Very effective	Effective	Not very effective	Not effective at all
Entry Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Give examples if you wish

2. Does having pre - employment assessments on the following subjects make a positive or negative impact on the training of the student officer or does it make no difference what their skills level is in these areas?

	Positive	Negative	Indifferent
Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IT skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any further comments

3. How useful would it be to introduce pre - employment modules to save course/cost duration?

	Very Useful	Useful	Not very useful	Not useful at all
Pre - employment modules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Examples of modules useful for pre - employment

4. How effective is the assessment strategy that is currently in place to enable the students to learn effectively over their 2 year probation period?

	Very effective	Effective	Not very effective	Not effective at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SD2 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Officer Training Survey - PDO's

5. How effective is the assessment strategy for assessing students according to gained knowledge and skills?

	Very effective	Effective	Not very effective	Not effective at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SD2 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How effective is the assessment strategy for assessing students according to gained practical and transferable skills?

	Very effective	Effective	Not very effective	Not effective at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SD2 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How well does the training programme fit to adequately assess the 22 National Occupational Standards?

	It fits very well	It fits adequately	it doesnt not fit very well	Does not fit at all
Training programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Further comments

8. Some forces have chosen to send students on a university programme for them to achieve a foundation degree in Policing. Do you think that a university programme is better suited to achieve the 22 National Occupational Standards than the method currently used in Hampshire (classroom based training with assessment)

☐ Yes

☐ No

Please give a rationale for your answer

Student Officer Training Survey - PDO's

10. Student Officer Training Survey

Thank you for taking the time to complete this survey. This survey is completely confidential and there will be no link at all to the person completing it. However, if you would be willing to take part in an interview please leave your name and collar number.

1. Please give your name and collar number here if you are willing to take place in an interview with regards to Student Officer training.

Appendix G: SDRO Survey

Student Officer Training - SDRO's

1. Section A - Introduction

The learning and development of Student Officers uses a blended approach; which means that a variety of interventions are used to deliver the best level of learning and development.

For this force, that means the Initial Skills Development course (SD1) at Netley, which also includes some mandatory e - learning; the PDU phase - where the student officer is tutored on the streets; SD2 - which is another Netley based course; and then the work based assessment against the national standards post independent patrol status till achieving confirmation.

This survey seeks your views of the learning and development that a Student Officer has received by the end of their probationary period.

The IPLDP programme started in April 2006. At the beginning of 2008, the SD1 phase changed from 22 weeks duration to 18 weeks duration. The survey also attempts to identify if these changes have made any significant difference to the knowledge and ability of Student Officers at the point they start independent patrol.

The final aspect being considered is the amount of development you are required to deliver on shift. There has never been any attempt to deliver a fully competent officer prior to them arriving on shift; there are things that they will only ever learn from doing it for real. It always has been a balancing act, between the cost of keeping them within a training environment and away from operational policing, against the time and effort required by such people as yourself in filling the gaps in their knowledge and ability. But we would like to know if the present system achieves the right balance.

The questions on the following pages are based on the role profile of a police constable and seeks your views on the aspects listed above.

Student Officer Training - SDRO's

2. The competency of the student officer by the end of their probationary peri...

This section asks questions based on the level of competency of student officers once they have completed their probationary period. It also asks questions about the assessment process used during this period. There is also a freetext box at the end for any comments you may have.

★ 1. How competent is the student officer by the end of the probationary period to perform the following competencies?

	Very competent	Competent	Not very competent	Not competent at all
Golden hour principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statement taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Witness interviewing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crime reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrest and present to custody	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suspect interviewing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare case papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving evidence in court	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RMS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stop and search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mispr	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sudden deaths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robbery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drunkeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Criminal damage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burglary & aggravated burglary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HORT1, NIP & VDRS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Con & Use offences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disqualified drivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Road Traffic Incidents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Due care and dangerous driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TWOC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offensive weapons & related offences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fraud Act	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Officer Training - SDRO's

Assaults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indecency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic disputes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hate crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How effective is the assessment used to measure the competency of the student officer during the SDRO phase of the student officer's training?

- ☐ Very effective
- ☐ Effective
- ☐ Not very effective
- ☐ Not effective at all

If not, why not?

* 3. Is the assessment within the PAC appropriate?

- ☐ Yes
- ☐ No
- ☐ I don't know

If not, why not?

4. Is the length of the SDRO phase sufficient to develop Student Officers to post confirmation?

- ☐ More than enough
- ☐ Enough
- ☐ Not enough

If not enough, please comment?

Student Officer Training - SDRO's

5. Is there enough contact between the SDRO and the student officer during the student officer's probationary period?

☐ Yes

☐ No

If not, how much would be sufficient

6. Is the training given to student officers sufficient to produce a competent police officer by the end of the probationary period?

☐ Yes

☐ No

☐ I don't know

If not, why not?

7. Are there any areas/subjects/topics that you feel need more time spent on them during the probationary period?

☐ Yes

☐ No

If 'Yes' (please specify)

Student Officer Training - SDRO's

3. Interview

1. We will need to do follow - up interviews with some Student Development Recruitment Officers as a result of this survey. If you are willing to be interviewed, please add you details below.

Name	<input type="text"/>
Collar number	<input type="text"/>

Appendix H: Student Officers' Survey

IPLDP Student Officer Questionnaire

1. Section A. Personal information

These personal information questions are required to enable comparisons to be made and will not be used to identify any individual.

1. When did you start your training?

	Month	Year
Month and Year of the start of your SD1	<input type="text"/>	<input type="text"/>

2. Do you serve at an urban or rural station?

☐ Urban

☐ Rural

3. What is your deployment?

☐ SNT

☐ TPT

☐ Other

Other (please specify)

IPLDP Student Officer Questionnaire

2. Section B - Training for the role

The questions on the following pages are based on your role profile.

Each question requires a four part answer:

1. Do you consider that you were adequately trained to do this part of your role?
2. How effective was each part of your training? This question assumes that you received some training on SD1 and/or SD2, during your PDU phase and "on - the - job " training whilst on independent patrol.
3. Do you feel that you need or would you like any additional training in this area?
4. A free text box for your comments.

IPLDP Student Officer Questionnaire

3. Conduct Patrol

Conduct patrol responding to calls and requests for assistance, countering criminal activity and public disorder and minimising risks to public safety.

1. Do you consider that you were adequately trained to "conduct patrol"?

☐ Yes

☐ No

2. In relation to conducting patrol, how effective was each part of your training?

	Very good	Good	Adequate	Poor	Non-existent
SD1 and SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel that you need or would like any additional training in relation to "conducting patrols"?

☐ Yes

☐ No

4. Comments in relation to the training you received with regard to "Conducting patrol activities".

IPLDP Student Officer Questionnaire

4. Respond to incidents

Respond promptly and take control of the incident by correctly identifying the nature of incident and take appropriate action to ensure that it is dealt with and recorded correctly.

1. Do you consider that you were adequately trained to "Respond to incidents."?

☐ Yes

☐ No

2. In relation to responding to incidents, how effective was each part of your training?

	Very good	Good	Adequate	Poor	Non-existent
SD1 and SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel that you need or would like any additional training in relation to "responding to incidents"?

☐ Yes

☐ No

4. Comments in relation to the training you received with regard to "responding to incidents".

IPLDP Student Officer Questionnaire

5. Participate in operations

Participate in police and agency - led operations, working within appropriate authority limits and carrying out tasks necessary for the successful implementation of the operation whilst managing risks to the operation and acting in accordance with legislation and procedure.

1. Do you consider that you were adequately trained to "Participate in police and agency led operations"?

☐ Yes

☐ No

2. In relation to "Participate in police and agency led operations", how effective was each part of your training?

	Very good	Good	Adequate	Poor	Non-existent
SD1 and SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel that you need or would like any additional training in relation to "Participate in police and agency led operations"?

☐ Yes

☐ No

4. Comments in relation to the training you received with regard to "Participate in police and agency led operations".

IPLDP Student Officer Questionnaire

6. Conduct initial investigation

Conduct the initial investigation and scene preservation in accordance with the relevant investigation policies and legal requirements, demonstrating support for victims and witnesses and recognising any possible impact on the community.

1. Do you consider that you were adequately trained to "Conduct the initial investigation"?

☐ Yes

☐ No

2. In relation to "conducting the initial investigation", how effective was each part of your training?

	Very good	Good	Adequate	Poor	Non-existent
SD1 and SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel that you need or would like any additional training in relation to "conducting the initial investigation"?

☐ Yes

☐ No

4. Comments in relation to the training you received with regard to "conducting the initial investigation".

IPLDP Student Officer Questionnaire

7. Interview victims and witnesses

Interview victims and witnesses in accordance with the law and with reference to the victims charter and the 'Practical Guide to Investigative Interviewing'.

1. Do you consider that you were adequately trained to "Interview victims and witnesses in accordance with the law and with reference to the victims charter and the 'Practical Guide to Investigative Interviewing'"?

☐ Yes

☐ No

2. In relation to "interview victims and witnesses", how effective was each part of your training?

	Very good	Good	Adequate	Poor	Non-existent
SD1 and SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel that you need or would like any additional training in relation to "interview victims and witnesses"?

☐ Yes

☐ No

4. Comments in relation to the training you received with regard to "interview victims and witnesses".

IPLDP Student Officer Questionnaire

8. Interview suspects

Interview suspects in accordance with the legislation and the 'Practical Guide to investigative interviewing'

1. Do you consider that you were adequately trained to "Interview suspects in accordance with the legislation and the 'Practical Guide to investigative interviewing'"?

☐ Yes

☐ No

2. In relation to "interview suspects", how effective was each part of your training?

	Very good	Good	Adequate	Poor	Non-existent
SD1 and SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel that you need or would like any additional training in relation to "interview suspects"?

☐ Yes

☐ No

4. Comments in relation to the training you received in relation to "interview suspects".

IPLDP Student Officer Questionnaire

9. Searching people

Search person(s) in accordance with the relevant legislation, policy, procedures, whilst respecting the dignity of the individual and being aware of the possible impact on the community.

1. Do you consider that you were adequately trained to "Search people"?

☐ Yes

☐ No

2. In relation to "searching people", how effective was each part of your training?

	Very good	Good	Adequate	Poor	Non-existent
SD1 and SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel that you need or would like any additional training in relation to "searching people"?

☐ Yes

☐ No

4. Comments in relation to the training you received in relation to "searching people".

IPLDP Student Officer Questionnaire

10. Arrest and Process Procedures

Carry out arrest /process procedures in accordance with the relevant legal requirements and policy, having regard for human rights, security, health and safety of person(s) detained, members of the public, colleagues and self.

1. Do you consider that you were adequately trained to "Carry out arrest /process procedures"?

☐ Yes

☐ No

2. In relation to "arrest and process procedures", how effective was each part of your training?

	Very good	Good	Adequate	Poor	Non-existent
SD1 and SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel that you need or would like any additional training in relation to "arrest and process procedures"?

☐ Yes

☐ No

4. Comments in relation to the training you received in relation to "arrest and process procedures".

IPLDP Student Officer Questionnaire

11. Custody Suite Procedure

Attend the custody suite, as the arresting officer with the person detained under escort. Whilst ensuring the security and welfare of the person detained, comply with the custody reception procedures required by law, current codes of practice and policy.

1. Do you consider that you were adequately trained to "Attend the custody suite, as the arresting officer with the person detained under escort"?

☐ Yes

☐ No

2. In relation to "custody suite procedure", how effective was each part of your training?

	Very good	Good	Adequate	Poor	Non-existent
SD1 and SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel that you need or would like any additional training in relation to "custody suite procedure"?

☐ Yes

☐ No

4. Comments in relation to the training you received in relation to "custody suite procedure".

IPLDP Student Officer Questionnaire

12. Identify and present case materials

Identify and present case materials, working with the CPS to progress the case.

1. Do you consider that you were adequately trained to "Identify and present case materials, working with the CPS to progress the case"?

☐ Yes

☐ No

2. In relation to "identify and present case papers", how effective was each part of your training?

	Very good	Good	Adequate	Poor	Non-existent
SD1 and SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel that you need or would like any additional training in relation to "identify and present case papers"?

☐ Yes

☐ No

4. Comments in relation to the training you received in relation to "identify and present case papers".

IPLDP Student Officer Questionnaire

13. Attend and give evidence in court

Attend court and give evidence in accordance with legislation.

1. Do you consider that you were adequately trained to "Attend court and give evidence in accordance with legislation"?

☐ Yes

☐ No

2. In relation to "giving evidence in court", how effective was each part of your training?

	Very good	Good	Adequate	Poor	Non-existent
SD1 and SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel that you need or would like any additional training in relation to "giving evidence in court"?

☐ Yes

☐ No

4. Comments in relation to the training you received with regard to "giving evidence in court".

IPLDP Student Officer Questionnaire

14. Promoting equality

Promote equality, diversity and Human Rights in working practices by developing and maintaining positive working relationships, ensuring that colleagues are treated fairly and contributing to developing equality of opportunity in working practices.

1. Do you consider that you were adequately trained to "Promote equality, diversity and Human Rights"?

☐ Yes

☐ No

2. In relation to "promoting equality", how effective was each part of your training?

	Very good	Good	Adequate	Poor	Non-existent
SD1 and SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel that you need or would like any additional training in relation to "promoting equality"?

☐ Yes

☐ No

4. Comments in relation to the training you received with regard to "promoting equality".

IPLDP Student Officer Questionnaire

15. Build Community Relations

Build and maintain community relations by providing a service that is responsive to the needs of all communities, and by ensuring that those affected by crime receive a fair and anti - discriminatory service.

1. Do you consider that you were adequately trained to "Build and maintain community relations"?

☐ Yes

☐ No

2. In relation to "building community relations", how effective was each part of your training?

	Very good	Good	Adequate	Poor	Non-existent
SD1 and SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel that you need or would like any additional training in relation to "building community relations"?

☐ Yes

☐ No

4. Comments in relation to the training you received with regard to "building community relations".

IPLDP Student Officer Questionnaire

16. Health & Safety

Ensure that you show a duty of care and take appropriate action to comply with health and safety requirements at all times.

1. Do you consider that you were adequately trained to "Ensure that you show a duty of care and take appropriate action to comply with health and safety requirements at all times"?

☐ Yes

☐ No

2. In relation to "Health & Safety", how effective was each part of your training?

	Very good	Good	Adequate	Poor	Non-existent
SD1 and SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel that you need or would like any additional training in relation to "Health & Safety"?

☐ Yes

☐ No

4. Comments in relation to the training you received with regard to "Health & Safety".

IPLDP Student Officer Questionnaire

17. Use information and intelligence

Use information and intelligence to support the achievement of crime reduction objectives. Ensure that information and intelligence is used ethically and in accordance with the relevant legislation, policy, protocols and codes and practice.

1. Do you consider that you were adequately trained to "Use information and intelligence to support the achievement of crime reduction objectives"?

☐ Yes

☐ No

2. In relation to "use information and intelligence", how effective was each part of your training?

	Very good	Good	Adequate	Poor	Non-existent
SD1 and SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel that you need or would like any additional training in relation to "use information and intelligence"?

☐ Yes

☐ No

4. Comments in relation to the training you received with regard to "use information and intelligence".

IPLDP Student Officer Questionnaire

18. First Aid

Identify the nature of illness or injury and provide the necessary first aid treatment in accordance with approved procedures.

1. Do you consider that you were adequately trained to "Identify the nature of illness or injury and provide the necessary first aid treatment in accordance with approved procedures."?

☐ Yes

☐ No

2. In relation to "First Aid", how effective was each part of your training?

	Very good	Good	Adequate	Poor	Non-existent
SD1 and SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Do you feel that you need or would like any additional training in relation to "First Aid"?

☐ Yes

☐ No

4. Comments in relation to the training you received with regard to "First Aid".

IPLDP Student Officer Questionnaire

19. Section C - Training Experience

The following questions are about your overall training experience.

1. Student Officer training uses what is called a blended approach, with classroom based training (SD1 & SD2, and SD3 for earlier SO), a mentoring phase (PDU), distance learning (e - Learning and NCALT programmes) and "on - the - job " (post independent patrol). Have we got the balance of methodologies right?

☐ Yes

☐ No

2. If you have answered "No" to the above question, what needs to be improved or changed?

3. Are there any areas/subjects/topics that you felt needed more time spent on them?

☐ Yes

☐ No

4. If you have answered "Yes" to the above question, what are they?

1.
2.
3.
4.
5.

5. Comments in relation to your overall training experience.

IPLDP Student Officer Questionnaire

20. Section D - Interview

1. Would you be willing to be interviewed or take part in a focus group to obtain more information following an analysis of the returned questionnaires?

☐ Yes

☐ No

2. If you have answered "yes" to the above question, please give your contact details

Thank you for taking the time to complete this questionnaire.
future Student Officers.

The results will be used to improve the training for

Appendix I: Student Officers' Survey Follow Up

Student Officer Follow-up Questionnaire

1. Introduction

This survey is a follow - up to the Student Officer survey conducted earlier in the year.

This survey uses a "DIF" analysis. "DIF" stands for Difficulty, Importance and Frequency.

You are asked to grade each aspect for the skills, procedures and legislation covered on your SD1 and SD2 courses

Student Officer Follow-up Questionnaire

2. Section A. Personal information

These personal information questions are required to enable comparisons to be made and will not be used to identify any individual.

1. What is your length of service?

☐

Over 36 months

☐

25 - 36 months

☐

12 - 24 months

☐

Under 12 months

2. Do you serve at an urban or rural station?

☐

Urban

☐

Rural

3. Are you male or female?

☐

Male

☐

Female

4. How old are you?

☐

Under 25 years

☐

25 - 30 years

☐

31 - 35 years

☐

Over 35 years

Student Officer Follow-up Questionnaire

3. DIF Analysis - Difficulty

1. During the first three months of independent patrol, how difficult did you find each task?

	Very Difficult	Quite Difficult	Some Difficulty	No Difficulty	Not dealt with/used
Golden hour principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statement taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Witness interviewing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crime reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrest and present to custody	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suspect interviewing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare case papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving evidence in court	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RMS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stop and search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mispr	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sudden deaths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robbery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drunkenness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Criminal damage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burglary & aggravated burglary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HORT1, NIP & VDRS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Con & Use offences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disqualified drivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Road Traffic Incidents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Due care and dangerous driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TWOC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offensive weapons & related offences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fraud Act	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assaults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Officer Follow-up Questionnaire

Indecency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic disputes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hate crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Officer Follow-up Questionnaire

4. DIF Analysis - Importance

1. How important is each skill/task to your role and the organisation?

	Very Important	Quite important but not critical	Fairly important	Not very important	Not relevant to my role
Golden hour principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statement taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Witness interviewing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crime reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrest and present to custody	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suspect interviewing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare case papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving evidence in court	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RMS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stop and search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mispr	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sudden deaths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robbery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drunkenness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Criminal damage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burglary & aggravated burglary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HORT1, NIP & VDRS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Con & Use offences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disqualified drivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Road Traffic Incidents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Due care and dangerous driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TWOC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offensive weapons & related offences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fraud Act	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assaults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indecency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Officer Follow-up Questionnaire

Domestic disputes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hate crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Officer Follow-up Questionnaire

5. DIF Analysis - Frequency

1. How frequently are you called upon to use each skill or deal with an incident?

	Almost daily	Weekly	Monthly	Less than monthly	Have not dealt with this
Golden hour principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Statement taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Witness interviewing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Crime reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arrest and present to custody	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suspect interviewing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare case papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving evidence in court	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RMS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stop and search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASBO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mispr	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sudden deaths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robbery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drunkenness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Criminal damage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burglary & aggravated burglary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HORT1, NIP & VDRS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Con & Use offences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drink drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disqualified drivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Road Traffic Incidents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Due care and dangerous driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TWOC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offensive weapons & related offences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fraud Act	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assaults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Officer Follow-up Questionnaire					
Indecency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Domestic disputes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hate crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Officer Follow-up Questionnaire

6. Interview

1. We will need to do follow - up interviews with some StudentOfficers as a result of this survey. If you are willing to be interviewed, please add your deatils below.

Name & Number	<input type="text"/>
District	<input type="text"/>
OCU	<input type="text"/>

Appendix J: Supervisors' Survey

Student Officer Training Survey - Supervisors

1. Training for the role

The learning and development of Student Officers uses a blended approach; which means that a variety of interventions are used to deliver the best level of learning and development.

For this force, that means the Initial Skills Development course (SD1) at Netley, which also includes some mandatory e-learning; the PDU phase - where the student officer is tutored on the streets; SD2 - which is another Netley based course; and then the work based assessment against the national standards post independent patrol status till achieving confirmation.

This survey seeks your views of the learning and development a Student Officer has received up to the point that they reach you (the start of their independent patrol phase).

The IPLDP programme started in April 2006. At the beginning of 2008, the SD1 phase changed from 22 weeks duration to 18 weeks duration. The survey also attempts to identify if these changes have made any significant difference to the knowledge and ability of Student Officers at the point they start independent patrol.

The final aspect being considered is the amount of development you are required to deliver on shift. There never has been any attempt to deliver a fully competent officer prior to them arriving on shift; there are things that they will only ever learn from doing it for real. It always has been a balancing act, between the cost of keeping them within a training environment and away from operational policing, against the time and effort required by such people as yourself in filling the gaps in their knowledge and ability. But we would like to know if the present system achieves the right balance.

The questions on the following pages are based on the role profile of a police constable and seeks your views on the aspects listed above.

Student Officer Training Survey - Supervisors

2. Personal information

These personal information questions are required to enable comparisons to be made and will not be used to identify any individual.

1. What is your role

☐ TPT Sgt

☐ SNT Sgt

2. Do you serve at an urban or rural station?

☐ Urban

☐ Rural

3. What is your length of police service?

☐ Under 5 years

☐ 5 - 10 years

☐ 11 - 15 years

☐ over 15 years

4. What is your length of service in the rank?

☐ Under 2 years

☐ 2 - 5 years

☐ 6 - 10 years

☐ over 10 years

5. How many student officers, who completed IPLDP training (started May 2006), have you supervised?

☐ 1 - 2

☐ 3 - 4

☐ More than 4

6. Are you a qualified assessor (A1 or other)?

☐ Yes

☐ Working towards

☐ No

7. Are you V1 verifier qualified?

☐ Yes

☐ Working towards

☐ No

Student Officer Training Survey - Supervisors

3. Conduct Patrol

Conduct patrol responding to calls and requests for assistance, countering criminal activity and public disorder and minimising risks to public safety.

1. In relation to "Conducting patrol", how effective are officers trained prior to starting independent patrol?

	Very well	Well	Adequately	Poorly	Non - existent	Don't know
Before June 2006 (Prior to IDLDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between June 2006 and July 2008 (22wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post July 2008 (18 wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In relation to the training for "Conducting patrol", and bearing in mind the blended approach, is the amount of training now being delivered at each phase about right?

	Too much	Sufficient	Inadequate	Non - existent	Don't know
Training Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independant Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Supervisors

4. Respond to incidents

Respond promptly and take control of the incident by correctly identifying the nature of incident and take appropriate action to ensure that it is dealt with and recorded correctly.

1. In relation to "Responding to incidents", how effective are officers trained prior to starting independent patrol?

	Very well	Well	Adequately	Poorly	Non - existent	Don't know
Before June 2006 (Prior to IDLDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between June 2006 and July 2008 (22wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post July 2008 (18 wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In relation to the training for "Responding to incidents", and bearing in mind the blended approach, is the amount of training now being delivered at each phase about right?

	Too much	Sufficient	Inadequate	Non - existent	Don't know
Training Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independant Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Supervisors

5. Participate in Operations

Participate in police and agency - led operations, working within appropriate authority limits and carrying out tasks necessary for the successful implementation of the operation whilst managing risks to the operation and acting in accordance with legislation and procedure.

1. In relation to "Participate in operations", how effective are officers trained prior to starting independent patrol?

	Very well	Well	Adequately	Poorly	Non - existent	Don't know
Before June 2006 (Prior to IDLDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between June 2006 and July 2008 (22wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post July 2008 (18 wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In relation to the training for "Participating in operations", and bearing in mind the blended approach, is the amount of training now being delivered at each phase about right?

	Too much	Sufficient	Inadequate	Non - existent	Don't know
Training Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Supervisors

6. Conduct Initial Investigations

Conduct the initial investigation and scene preservation in accordance with the relevant investigation policies and legal requirements, demonstrating support for victims and witnesses and recognising any possible impact on the community.

1. In relation to "Conduct initial investigations", how effective are officers trained prior to starting independent patrol?

	Very well	Well	Adequately	Poorly	Non - existent	Don't know
Before June 2006 (Prior to IDLDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between June 2006 and July 2008 (22wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post July 2008 (18 wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In relation to the training for "Conduct initial investigations", and bearing in mind the blended approach, is the amount of training now being delivered at each phase about right?

	Too much	Sufficient	Inadequate	Non - existent	Don't know
Training Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Supervisors

7. Interview Victims and Witnesses

Interview victims and witnesses in accordance with the law and with reference to the victims charter and the 'Practical Guide to Investigative Interviewing'.

1. In relation to "Interview victims and witnesses", how effective are officers trained prior to starting independent patrol?

	Very well	Well	Adequately	Poorly	Non - existent	Don't know
Before June 2006 (Prior to IDLDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between June 2006 and July 2008 (22wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post July 2008 (18 wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In relation to the training for "interviewing victims and witnesses", and bearing in mind the blended approach, is the amount of training now being delivered at each phase about right?

	Too much	Sufficient	Inadequate	Non - existent	Don't know
Training Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Supervisors

8. Interview Suspects

Interview suspects in accordance with the legislation and the 'Practical Guide to investigative interviewing'

1. In relation to "Interview suspects", how effective are officers trained prior to starting independent patrol?

	Very well	Well	Adequately	Poorly	Non - existent	Don't know
Before June 2006 (Prior to IDLDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between June 2006 and July 2008 (22wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post July 2008 (18 wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In relation to the training for "interviewing suspects", and bearing in mind the blended approach, is the amount of training now being delivered at each phase about right?

	Too much	Sufficient	Inadequate	Non - existent	Don't know
Training Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independant Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Supervisors

9. Search Persons

Search person(s) in accordance with the relevant legislation, policy, procedures, whilst respecting the dignity of the individual and being aware of the possible impact on the community.

1. In relation to "Searching person(s)", how effective are officers trained prior to starting independent patrol?

	Very well	Well	Adequately	Poorly	Non - existent	Don't know
Before June 2006 (Prior to IDLDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between June 2006 and July 2008 (22wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post July 2008 (18 wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In relation to the training for "searching people", and bearing in mind the blended approach, is the amount of training now being delivered at each phase about right?

	Too much	Sufficient	Inadequate	Non - existent	Don't know
Training Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independant Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Supervisors

10. Arrest and Process Procedures

Carry out arrest /process procedures in accordance with the relevant legal requirements and policy, having regard for human rights, security, health and safety of person(s) detained, members of the public, colleagues and self.

1. In relation to "Arrest and process procedures", how effective are officers trained prior to starting independent patrol?

	Very well	Well	Adequately	Poorly	Non - existent	Don't know
Before June 2006 (Prior to IDLDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between June 2006 and July 2008 (22wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post July 2008 (18 wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In relation to the training for "arrest and process procedures", and bearing in mind the blended approach, is the amount of training now being delivered at each phase about right?

	Too much	Sufficient	Inadequate	Non - existent	Don't know
Training Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Supervisors

11. Custody Suite Procedures

Attend the custody suite, as the arresting officer with the person detained under escort. Whilst ensuring the security and welfare of the person detained, comply with the custody reception procedures required by law, current codes of practice and policy.

1. In relation to "Custody suite procedures", how effective are officers trained prior to starting independent patrol?

	Very well	Well	Adequately	Poorly	Non - existent	Don't know
Before June 2006 (Prior to IDLDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between June 2006 and July 2008 (22wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post July 2008 (18 wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In relation to the training for "custody suite procedures", and bearing in mind the blended approach, is the amount of training now being delivered at each phase about right?

	Too much	Sufficient	Inadequate	Non - existent	Don't know
Training Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Supervisors

12. Identify and present case materials

Identify and present case materials, working with the CPS to progress the case.

1. In relation to "Identify and present case materials", how effective are officers trained prior to starting independent patrol?

	Very well	Well	Adequately	Poorly	Non - existent	Don't know
Before June 2006 (Prior to IDLDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between June 2006 and July 2008 (22wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post July 2008 (18 wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In relation to the training for "identifying and presenting case papers", and bearing in mind the blended approach, is the amount of training now being delivered at each phase about right?

	Too much	Sufficient	Inadequate	Non - existent	Don't know
Training Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independant Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Supervisors

13. Attend court and give evidence

Attend court and give evidence in accordance with legislation.

1. In relation to "Attend court and give evidence", how effective are officers trained prior to starting independent patrol?

	Very well	Well	Adequately	Poorly	Non - existent	Don't know
Before June 2006 (Prior to IDLDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between June 2006 and July 2008 (22wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post July 2008 (18 wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In relation to the training for "attending court and giving evidence", and bearing in mind the blended approach, is the amount of training now being delivered at each phase about right?

	Too much	Sufficient	Inadequate	Non - existent	Don't know
Training Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Supervisors

14. Promote equality, diversity and Human Rights

Promote equality, diversity and Human Rights in working practices by developing and maintaining positive working relationships, ensuring that colleagues are treated fairly and contributing to developing equality of opportunity in working practices.

1. In relation to "Promoting equality and diversity", how effective are officers trained prior to starting independent patrol?

	Very well	Well	Adequately	Poorly	Non - existent	Don't know
Before June 2006 (Prior to IDLDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between June 2006 and July 2008 (22wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post July 2008 (18 wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In relation to the training for "Promoting equality and diversity", and bearing in mind the blended approach, is the amount of training now being delivered at each phase about right?

	Too much	Sufficient	Inadequate	Non - existent	Don't know
Training Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Supervisors

15. Build and maintain Community Relations

Build and maintain community relations by providing a service that is responsive to the needs of all communities, and by ensuring that those affected by crime receive a fair and anti - discriminatory service.

1. In relation to "Build community relations", how effective are officers trained prior to starting independent patrol?

	Very well	Well	Adequately	Poorly	Non - existent	Don't know
Before June 2006 (Prior to IDLDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between June 2006 and July 2008 (22wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post July 2008 (18 wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In relation to the training for "Building community relations", and bearing in mind the blended approach, is the amount of training now being delivered at each phase about right?

	Too much	Sufficient	Inadequate	Non - existent	Don't know
Training Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independant Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Supervisors

16. Health & Safety

Ensure that you show a duty of care and take appropriate action to comply with health and safety requirements at all times.

1. In relation to "Health & Safety", how effective are officers trained prior to starting independent patrol?

	Very well	Well	Adequately	Poorly	Non - existent	Don't know
Before June 2006 (Prior to IDLDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between June 2006 and July 2008 (22wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post July 2008 (18 wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In relation to the training for "Health & Safety", and bearing in mind the blended approach, is the amount of training now being delivered at each phase about right?

	Too much	Sufficient	Inadequate	Non - existent	Don't know
Training Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independant Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Supervisors

17. Use Information and Intelligence

Use information and intelligence to support the achievement of crime reduction objectives. Ensure that information and intelligence is used ethically and in accordance with the relevant legislation, policy, protocols and codes and practice.

1. In relation to "Use information and intelligence", how effective are officers trained prior to starting independent patrol?

	Very well	Well	Adequately	Poorly	Non - existent	Don't know
Before June 2006 (Prior to IDLDP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between June 2006 and July 2008 (22wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post July 2008 (18 wk SD1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In relation to the training for "Use information and intelligence", and bearing in mind the blended approach, is the amount of training now being delivered at each phase about right?

	Too much	Sufficient	Inadequate	Non - existent	Don't know
Training Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU attachment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent Patrol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any comments on above

Student Officer Training Survey - Supervisors

18. Section C - The blended approach

The following questions are about the overall training experience.

1. Student Officer training uses what is called a blended approach, with classroom based training (SD1 & SD2, and SD3 for earlier IPLDP courses), a mentoring phase (PDU), distance learning (e - Learning and NCALT programmes) and "on - the - job " (post independent patrol). Have we got the balance of methodologies right?

☐ Yes

☐ No

2. If you have answered "No" to the above question, what needs to be improved or changed?

3. Are there any areas/subjects/topics that you felt needed more time spent on them?

☐ Yes

☐ No

4. If you have answered "Yes" to the above question, what are they?

1.
2.
3.
4.
5.

5. Comments in relation to your overall training experience.

Appendix K: Trainers' Survey

Student Officer Training Survey - Trainers

1. Section A - Introduction

The learning and development of Student Officers uses a blended approach; which means that a variety of interventions are used to deliver the best level of learning and development.

For this force, that means the Initial Skills Development course (SD1) at Netley, which also includes some mandatory e-learning; the PDU phase - where the student officer is tutored on the streets; SD2 - which is another Netley based course; and then the work based assessment against the national standards post independent patrol status till achieving confirmation.

This survey seeks your views of the learning and development a Student Officer has received up to the point where they leave the SD1 phase of their training.

The IPLDP programme started in April 2006. At the beginning of 2008, the SD1 phase changed from 22 weeks duration to 18 weeks duration. The survey also attempts to identify if these changes have made any significant difference to the knowledge and ability of Student Officers at the point they start independent patrol.

The final aspect being considered is the amount of development you are required to deliver on shift. There has never been any attempt to deliver a fully competent officer prior to them arriving on shift; there are things that they will only ever learn from doing it for real. It always has been a balancing act, between the cost of keeping them within a training environment and away from operational policing, against the time and effort required by such people as yourself in filling the gaps in their knowledge and ability. But we would like to know if the present system achieves the right balance.

The questions on the following pages are based on the role profile of a police constable and seeks your views on the aspects listed above.

Student Officer Training Survey - Trainers

2. Section B - Responsibilities and Behaviours of a Police Constable

This section asks questions based on the level of competency of student officers once they have completed the SD1 phase of their training.

Each question is broken down into four parts:

1. How competent is the average student after the SD1 (and SD2) phase of their training to conduct the specific competency?
2. Is the training given to the students sufficient to enable them to complete the SD1 and SD2 phase of their training competently?
3. How sufficient was the assessment used to measure the competency of the student officer?
4. A free text box for your comments in relation to the training in this area.

Student Officer Training Survey - Trainers

3. Conduct Patrol

Conduct patrol responding to calls and requests for assistance, countering criminal activity and public disorder and minimising risks to public safety.

1. How competent is the average student in relation to conducting general patrol and responding to requests for assistance by the end of the SD1 phase of their training?

	Very competent	Competent	Not very competent	Not competent at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Is the training of 'Conducting Patrol' (duties as above) sufficient to enable the student officers to complete the SD1 phase of their training competently?

- ☐ Yes
- ☐ No
- ☐ I don't know

If not, why not?

3. How effective was the assessment used to measure the competency of the student officer with regards to 'Conducting Patrol'?

	Very effective	Effective	Not very effective	Not effective at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Comments in relation to the training of 'Conducting Patrol'. These include responding to calls and requests for assistance, countering criminal activity and public disorders and minimising risks to public safety.

Student Officer Training Survey - Trainers

4. Provide an initial response to incidents

Respond promptly and take control of the incident by correctly identifying the nature of the incident and take appropriate action to ensure that it is dealt with and recorded correctly.

1. How competent is the average student in relation to responding to incidents as directed by the Force Control Room and taking appropriate action to ensure that it is dealt with and recorded correctly by the end of the SD1 phase of their training?

	Very competent	Competent	Not very competent	Not competent at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Is the training of 'providing an initial response to incidents' sufficient to enable the students to complete the PDU phase of their training competently?

- ☐ Yes
☐ No
☐ I don't know

If not, why not?

3. How effective was the assessment used to measure the competency of the student officer with regards to 'providing an initial response to incidents'?

	Very effective	Effective	Not very effective	Not effective at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Comments in relation to the training of 'providing an initial response to incidents'. This includes identifying the nature of the incident and taking appropriate action to ensure that it is dealt with and recorded correctly.

Student Officer Training Survey - Trainers

5. Conduct investigations (PIP L1)

Conduct the investigation and scene preservation with the relevant investigation policies and legal requirements, and within the required timescales. Demonstrate support for victims and witnesses and recognise any possible impact on the community.

1. How competent is the average student in relation to 'conducting investigations' after the SD1 phase of their training? This includes fully investigating occurrences, ensuring that data quality standards are met and students are complying fully with the Victim Charter.

	Very competent	Competent	Not very competent	Not competent at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Is the training in 'conducting investigations' sufficient to enable the student officers to complete the PDU phase of their training competently?

- ☐ Yes
☐ No
☐ I don't know

If not, why not?

3. How effective was the assessment used to measure the competency of the student officer with regards to 'conducting investigations'?

	Very effective	Effective	Not very effective	Not effective at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Comments in relation to the training of 'conducting investigations'. This includes giving regular and effective service during investigations, giving consideration to scene preservation relevant legislation and complying fully with the Victim's charter.

Student Officer Training Survey - Trainers

6. Interview victims and witnesses (PIP L1)

Interview victims and witnesses in accordance with the law and with reference to the Victims Charter and current guidance.

1. How competent is the average student in relation to interviewing victims and witnesses in accordance with the law and the Victim's Charter after the SD1 and SD2 phase of their training?

	Very competent	Competent	Not very competent	Not competent at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SD2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Is the training in 'interviewing victims and witnesses' sufficient to enable the student officer to complete the SD1 and SD2 phase of their training competently?

- ☐ Yes
- ☐ No
- ☐ I don't know

If not, why not?

3. How effective was the assessment used to measure the competency of the student officer with regards to 'interviewing victims and witnesses'?

	Very effective	Effective	Not very effective	Not effective at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SD2 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Comments in relation to the training of 'interviewing victims and witnesses'.

Student Officer Training Survey - Trainers

7. Use information/intelligence to support policing objectives

Use information/intelligence to support the achievement of community safety and crime reduction objectives. Ensure that intelligence is used ethically and in accordance with the relevant legislation, policy, protocols and codes and practice.

1. How competent is the average student in relation to actively seeking and submitting intelligence and by doing so supporting policing objectives' by the end of the SD1 and SD2 phase of their training?

	Very competent	Competent	Not very competent	Not competent at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SD2 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Is the training of 'using information/intelligence to support policing objectives' sufficient to enable student officers to complete the SD1 and SD2 phase of their training competently?

- ☐ Yes
- ☐ No
- ☐ I don't know

If not, why not?

3. How effective was the assessment used to measure the competency of the student officer with regards to 'using information/intelligence to support policing objectives'?

	Very effective	Effective	Not very effective	Not effective at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SD2 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Comments in relation to the training of 'using information/intelligence to support policing objectives'. This includes how well students are able to actively seek and submit quality intelligence.

Student Officer Training Survey - Trainers

8. Maintain standards of professional practice

Ensure your behaviour complies with Force values and organise your own work effectively to meet the demands of your role. Identify, implement and monitor development activities to enhance your own performance.

1. How competent is the average student in relation to 'maintaining standards of professional practice' by the end of the SD1 and SD2 phase of their training? This will show the student to be a key 'face' of Hampshire Constabulary and ensure that standards are therefore maintained.

	Very competent	Competent	Not very competent	Not competent at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SD2 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Is the training of 'maintaining standards of professional practice' in SD1 and SD2 phase sufficient to enable student officers to complete this phase of their training competently?

- ☐ Yes
☐ No
☐ I don't know

If not, why not?

3. How effective was the assessment used to measure the competency of the student officer with regards to 'maintaining standards of professional practice'?

	Very effective	Effective	Not very effective	Not effective at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Comments in relation to the training of 'maintaining standards of professional practice'.

Student Officer Training Survey - Trainers

9. Entry, pre - entry and training assessment standards

This survey will also look at the level of assessments given to student officers during pre - employment and their probation period. It also looks at the IPLDP training as a whole and whether or not is fit to adequately assess the 22 National Occupational Standards necessary for the student officer to complete to become occupationally competent or whether this can be achieved in another way.

1. How effective are the entry standards in determining the quality of a potential police officer prior to the commencement of training?

	Very effective	Effective	Not very effective	Not effective at all
Entry Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Give examples if you wish

2. Does having pre - employment assessments on the following subjects make a positive or negative impact on the training of the student officer or does it make no difference what their skills level is in these areas?

	Positive	Negative	Indifferent
Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IT skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any further comments

3. How useful would it be to introduce pre - employment modules to save course/cost duration?

	Very Useful	Useful	Not very useful	Not useful at all
Pre - employment modules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Examples of modules useful for pre - employment

Student Officer Training Survey - Trainers

4. How effective is the assessment strategy that is currently in place to enable the students to learn effectively over their 2 year probation period?

	Very effective	Effective	Not very effective	Not effective at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SD2 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How effective is the assessment strategy for assessing students according to gained knowledge and skills?

	Very effective	Effective	Not very effective	Not effective at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SD2 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How effective is the assessment strategy for assessing students according to gained practical and transferable skills?

	Very effective	Effective	Not very effective	Not effective at all
SD1 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PDU phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SD2 phase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How well does the training programme fit to adequately assess the 22 National Occupational Standards?

	It fits very well	It fits adequately	it doesnt not fit very well	Does not fit at all
Training programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Further comments

Student Officer Training Survey - Trainers

8. Some forces have chosen to send students on a university programme for them to achieve a foundation degree in Policing. Do you think that a university programme is better suited to achieve the 22 National Occupational Standards than the method currently used in Hampshire (classroom based training with assessment)

☐ Yes

☐ No

Please give a rationale for your answer

Student Officer Training Survey - Trainers

10. Student Officer Training Survey

Thank you for taking the time to complete this survey. This survey is completely confidential and there will be no link at all to the person completing it. However, if you would be willing to take part in an interview please leave your name and collar number.

1. Please give your name and collar number here if you are willing to take place in an interview with regards to Student Officer training.