A case study evaluation of a fast-track detective scheme carried out by a Police service in the South of England

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Abbreviations

ACPO	Association of Chief Officers
AP	Adult Protection
BCU	Basic Commands Unit
CAQDS	Computer Assisted Qualitative Data Analysis
CENTREX	Central Police Training and Development Authority
CID	Criminal Investigations Department
CMA	Computer Misuse Act
CoP	College of Policing
CP	Child Protection
CPIA	Criminal Procedure and Investigations Act (1996)
CPS	Crown Prosecution Service
DA	Domestic Abuse
DC	Detective Constable
DCI	Detective Chief Inspector
Det Supt.	Detective Superintendent
DHEP	Degree Holder Entry Programme
DI	Detective Inspector
DS	Detective Sergeant
FPN	Fixed Penalty Notice
GDPR	General Data Protection Regulation
GO CID	General Office Criminal Investigation Department
HOLMES	Home Office Large Major Enquiry System
ICIDP	Initial Crime Investigators Development Programme
IDM	Investigation Development Module
ILPDP	Initial Police Learning and Development Programme
MIM	Murder Investigation Manual
MIRSAP	Major Incident Room Standardized Administrative Procedures
MIT	Murder Investigation Teams
MPS	Metropolitan Police Service
NCB	National Central Bureau
NIE	National Investigators Examination
NPCC	National Police Chiefs Council
NPIA	National Policing Improvement Agency

OBTJ	Offences Brought to Justice
PACE	Police and Criminal Evidence Act (1984)
PC	Police Constable
PCSO	Police Community Support Officer
PEQF	Policing Education Qualifications Framework
PIP	Professionalising Investigation Programme
PPAF	Policing Performance Assessment Framework
PSA	Public Service Announcement
QDA	Qualitative Data Analysis
RIPA	Regulation of Investigatory Powers Act (2000)
RTIP	Return to Investigative Practice
SC	Special Constable
SIO	Senior Investigating Officer
SIODP	Senior Investigating Officer Development Programme
SMT	Senior Management Team
SRS	Stratified Random Sampling
TDC	Trainee Detective Constable
TIC	Taken into Consideration
TRIM	Trauma Risk Incident Management
VISOR	Violent and Sex Offender Register
VIT	Vulnerability Investigation Team

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Abstract

This research study was the third phase of a longitudinal research project that was initiated in 2019 (Evans, 2019) and focused on a police service in the South of England which used an innovative fast-track detective programme as a method of recruitment. When the first phase of this research was conducted in 2019, UK police services had experienced a huge shortfall nationally in recruitment of detective constables (DC) (Tong and O'Neill, 2019). To combat this national shortage, Police services and the UK Government created different pathways that would train, develop, and recruit potential detectives more quickly and efficiently (HMIC, 2016). Structured programmes were introduced with the aim of professionalising policing by the College of Policing (CoP) and the National Police Chiefs' Council (NPCC) which included the Professionalising Investigation Programme (PIP), civilian conversion courses and direct entry routes. The fast-track detective scheme was one of these new initiatives and this research study utilises the concept of Organisational Change by exploring various theories which create a framework that underpins this research and reveals themes and areas for further research to be undertaken (Ransley and Mazerolle, 2009). This research was created due to the fast-track programme being so new, research about the detective world being so limited and to discover the perceptions of candidates and management on a fast-track scheme (Morris, 2007; Gascon & Foglesong, 2010; Sherman, 1998). This study used a multi-method approach by conducting 1-1 interviews with 22 detective constable's, supervisors and managers who were either involved with, trained on, or supervised candidates on a fast-track programme. The following research has three main research questions: what are management and supervisors' perceptions of a fast-track detective programme? What are candidates' perceptions of a fast-track detective programme? Lastly, did the fast-track detective programme prepare candidates effectively for their role? These questions are answered by exploring, analysing, and interpreting the newly accredited DC's, management and supervisor's perceptions of the training, supervision, time spent in uniform, candidate qualities, and support available on the programme.. Inevitably there were aspects of the programme that candidates and management felt needed further consideration or development. However, despite these varying perspectives on different elements within the scheme, all agreed that this new initiative has ultimately been a success.

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Introduction

Although there has been a slow increase in policing research relating to the uniformed police, there is still very little research regarding the complex nature of investigations and the role of a detective (Morris, 2007; Gascon and Foglesong, 2010; Brodeur, 2010). A combination of falling detection rates and failings by the police in several high-profile criminal investigations (Smith, 2002; MacPherson, 1999; Jay, 2015) contributed significantly to criticisms of detective practice (Jones, 2006). These cases highlighted police failings, revealed the complexities of investigations, identified a gap in this area of research and showed there was a critical need for more research about the role and world of a detective (Brodeur, 2010). This research study acknowledges the complexities involved with implementing organisational changes and focuses on these different operational and recruitment methods, changes to structure and the effects of these changes on the police organisation. This study also seeks to determine any variables that may have had an impact on retention rates within the police and on the overall perceived quality of the candidates on the fast-track programme.

Firstly, to understand why there are gaps in this area of research, it is important to first look at the current pathways available to becoming a detective (Tong and Bowling, 2006; Brodeur, 2010). Previously, the only way to become a detective was to have been a police constable (PC) for at least 2 years first. However, this process meant aspiring detectives would need to still undertake a national 19-week training course as part of the Initial Police Learning and

Development Programme (IPLDP) (College of Policing, 2019). Having completed this programme, PCs were then made to serve two years in uniform within the probationary period (Tong and O'Neill, 2019). Officers could make the decision to specialise in specific areas of their choice and it was only at this point that an officer could then consider undertaking the programme to become a detective constable. The options that were available for officers were to undertake an attachment within a Criminal Investigation Department (CID) or crime group before they completed the Initial Crime Investigators Development Programme (ICIDP). Overall, the process for becoming a detective would take a minimum of four years or more, hindered further by limited space on these courses with National Investigators Examinations (NIE) taking place only at specific times in the year. Since this route was offered only to PCs, information for research purposes regarding detectives has been incredibly limited (Hallenberg, O'Neill, and Tong, 2016).

Several high-profile serious offence cases deemed to have been mishandled by the Police resulted in a wave of criticism about policing and criminal investigations in the UK (Laming, 2003, Bichard, 2004; Scraton, 2016). Lack of police resources due to budget cuts have only added to the challenges for the police and the many complexities and challenges within investigations (Tong, 2017). By 2019, the estimated shortfall of detectives was 5000 and therefore, police services began to search for more innovative pathways to recruit detectives (Tong and O'Neill, 2019). To counteract this shortfall of detectives and other issues with policing practice, changes around investigations and more formality and structure was introduced using different types of initiatives (Tong and O'Neill, 2019; Tong, 2017). One of these initiatives was the Professionalising Investigations Programme (PIP) which ultimately

ended up falling short with 'The strategic review of policing in England and Wales' (2022) most recently stating the detective shortfall had increased to 6,851 at the time their report was released (NPCC, 2021; A New Mode of Protection, 2022). There were some positives with the programme such as detectives taking more initiative, responsibility, and autonomy. However, the fact that detectives could still specialise in an area of their choice meant there were certain departments that were severely understaffed within an already heavily under resourced Criminal Investigation Department (CID) (Chatterton, 2008). A strained General Office Criminal Investigation Department (GO CID) would continue to struggle significantly whilst trying to co-exist within an already austerity-stricken UK due to cuts in all police roles including support staff, detectives, and officers alike (James and Mills, 2012; Westera, Kebbell, Milne, and Green, 2014). According to Chatterton (2008) there were other factors that contributed to these significantly poor retention rates but this imbalance no doubt contributed to the large number of resignations and high sick leave amongst staff (Chatterton, 2008). Although Chatterton's (2008) study was conducted pre-austerity, the shortfall of detectives is still a primary cause for concern within the police and therefore this research still has significant relevance to this study (A New Mode of Protection, 2022; Chatterton, 2008). Notably, staff who were brought in to cover this shortage of officers were not necessarily sufficiently trained to cover this level of investigation regardless of whether an officer was a Police Constable (PC) or a Detective Constable (DC) (HMIC, 2016). The HMIC (2016) stated that there needed to be better ways of recruiting and developing the talents of potential detectives (James & Mills, 2012; Stelfox, 2013; Tong, 2016; Horvath & Bryant, 2009).

New initiatives were developed by both the College of policing (CoP) and the National Police

Chiefs Council (NPCC) to encourage more applicants to apply for detective roles and three different initiatives were created to try to counteract this shortfall. Firstly, a direct entry route was developed and was used by the Metropolitan Police Service (MPS). Applicants spent no time in uniform and instead were transferred directly into the detective role (Hurn, 2018; Evans, 2019). Secondly, civilian conversion courses were created to develop and train either existing officers or ex-police staff up to the level of an investigator (HMIC, 2016). Finally, there was the development of the fast-track detective scheme which used conventional methods to develop applicant's talents but via a process that was less time-consuming overall. On the fast-track scheme trainee detective constables (TDC) were expected to spend at least 10 weeks in uniform which is significantly less than the conventional method which stands at 2 years. Candidates undertook attachments within either the Criminal Investigation Department (CID) or the Vulnerability Investigation Team (VIT) for 3 months and did 12 weeks of weekly rotational attachments within specialised departments across different divisions. By the end of the second year, candidates become accredited detectives by completing the Initial Crime Investigators Development Programme (ICIDP) and then taking a National Investigators Examination (NIE). Candidates must also complete a portfolio which demonstrates their understanding and experience of working on different crime types and investigations. Overall, this method takes around 2-3 years which is still a much faster process than the conventional route (Evans, 2019). Due to these new initiatives being so recently introduced, there is a distinct lack of research surrounding their effectiveness and it could take years before we fully see the results and impact of each pathway. However, by using the perspective of Organisational Change for this research study, the main research questions can be formulated to help discover whether this new initiative is successfully recruiting quality

candidates at a fast-track pace; and whether the positives outweigh the negatives when it comes to this method of recruitment.

Smith and Flanagan (2000) introduced the notion of an effective detective and attempted to understand what made an effective SIO (Smith and Flanagan, 2000). Westera et al (2014) conducted a study in New Zealand and Australia which focused on trying to measure a detective's effectiveness and although geographically very different, both have similar judicial and investigatory procedures to the UK. Similar issues with detective retention rates and poor work-life balance were found in both countries' forces. They also discovered that the skills deemed most vital to being an effective detective were communication, motivation, decision-making and good management ability (Westera et al, 2014). Fahsing and Ask (2016) compared UK Senior Investigating Officer's (SIO) against Norwegian's counterparts, giving them hypothetical scenarios, then pairing the results against the 'gold standard' of investigative decision-making. Expertise, accountability, and professionalism ranked highest in importance (Fahsing and Ask, 2016). However, still no definitive set of skills has been universally recognised as being the essential set of attributes needed to be an 'effective detective'. Therefore, there is a vast amount of room for research into categorically identifying the skill set good investigators need (Westera et al, 2016; Fahsing and Ask, 2016; Smith and Flanagan, 2000).

It was this distinct lack of policing research that led to phase one of this study being introduced and conducted by Evans (2019) which was the first part of three separate phases of this longitudinal study. Phase one focused on one police force within the South of England

and was conducted independently from the police services. Recruiters, leads and candidates of a fast-track detective scheme were interviewed to discover their opinions of the training methods used to assess and recruit applicants, how they quantified detective skills and how they identified these relevant skills – all questions which were considered within phase three of this research study (Evans, 2019). After contacting 43 policeservices using Freedom of Information (FOI) requests, it was discovered only seven were using the fast-track and direct entry method. However, these two pathways differ when it comes to trainee detective constables spending time in uniform with the fast-track programme expecting 10 weeks minimum from candidates, but the direct entry pathway not requiring candidates to spend any time in uniform (Tong and O'Neill, 2020; FOI, 2018; Evans, 2019). This study is phase 3 and is a continuation of the phase one of the research conducted by Evans (2019) which focuses on the same police service with the main purpose of gathering the opinions and experiences of newly accredited candidates, managers and supervisors from the original fast-track detective programme.

The first chapter of this thesis explores the evolution and differing historical perspectives of the role of a detective whilst critically analysing any available literature that currently exists. It is only once the gaps in available literature are identified that the key research questions for this study can be formed which are: what are management and supervisors' perceptions of a fast-track detective programme? What are candidates' perceptions of a fast-track programme? Did the fast-track detective programme prepare candidates effectively for the role?

The skills, traits and attributes considered valuable to be a 'good detective' will also be

explored highlighting the issues and challenges with measuring detective effectiveness. Following this, the chosen methodological approach will then be explained in detail, with research design, approach, theoretical framework, participant sampling, analysis and ethical considerations being discussed in detail. Once the methodological approach to this study has been explained, the findings of the data collection gathered from the one-to-one participant interviews conducted by the researcher will then reveal the themes identified from the data analysis. The next chapter of this thesis will provide a more in-depth discussion of the research findings in this study and compare themes discovered that contradict or correspond to any existing theoretical perspectives or research studies. Lastly, all key themes, issues and challenges discovered by this research case study will be highlighted with a set of recommendations for police services and future policing researchers to consider.

Chapter 1- Literature Review

In recent years public police failings and falling detectives' rates have forced the police and researchers alike to acknowledge the limited understanding and lack of research available about criminal investigations and the role of detectives. Before this study can begin, it is vital to identify and critically evaluate any literature or research studies that currently exist about the world of a detective (Brodeur, 2010; Hart, 2018). It is only once gaps in the research have been identified that further areas of research can be considered, and this study was conducted in direct response to trying to help bridge this gap (Brodeur, 2010; Tong and Bowling, 2006). This research study uses the concept of Organisational Change for evaluating the fast-track detective scheme with the aim of identifying any issues and by offering the police potential resolutions to help address these challenges. This perspective also allows the researcher to offer the police the best available evidence, a deeper understanding of any core and underlining issues whilst revealing the nature and probable causes for these issues. Four components to the concept of Organisational Change are: Management, leadership, planning and maintenance of change – all of which are considered within this research study and the research questions for this project.

This Literature review will discuss four main areas, the first being a clear overview of a detective's role and function within the policing world. It will also explore the different

historical perspectives of the detective role, and how the duties and importance of detective work have evolved over the past 200 years. The next area of interest will examine the introduction of new guidance created by the Home Office and Association of Chief Police Officers (ACPO) which include the Murder Investigation Manual (MIM) and the Police Education Qualifications Framework (PEQF) both of which were introduced by the College of Policing (CoP, 2020). Next, new initiatives introduced at the request of HMIC (2016) will be explored which include: the Direct Entry pathway, Police Now, the Fast-track Detective Programme and rejoining routes for officers with previous policing experience such as Return to Investigative Practice (RTIP). The differing opinions and perspectives about detective skills and attributes will then be explored whilst highlighting the challenges around measuring these skills effectively. The national shortage of detectives and possible causes for this gap will then be considered and will be compared against any existing research or statistical information of detective retention rates. Lastly, the purpose and main research questions of this study will be outlined.

Historical perspectives, Law, and the evolution of the role of detectives

To fully understand the purpose of this research, context for how the detective role was first developed must be explored closely including any developments or changes within the law over the years which have impacted on the challenges that modern-day detectives face. It was in 1829 that Sir Robert Peel (1829) and his commissioners first established the Metropolitan Police Services (MPS) in London and created a set of principles and core ideas

which are still considered crucial in policing today. The first unofficial detective post was created in 1839 when the Metropolitan Police Service (MPS) recruited police officers from other stations, including Surrey and Middlesex, to solely focus on the investigation of crime. 1916 saw the development of a form of investigator specific training and this was eventually distributed to other forces by the 1920s (Morris, 2007).

It was throughout the two world wars that A.L Dixon became the senior Home Office official heading up police affairs and Dixon delivered an initiative which consisted of detective work and training receiving a full examination by a departmental committee chaired by Dixon himself (Taylor, 1999). However, Dixon faced criticism from H.B. Simpson (1919) who believed that forces should not be centrally controlled and that they should be locally organised. Simpson voiced what was already widely accepted but still could not justify his reasoning as to why he was in favour of this localised control of law and order over a centralised one (Newburn, Williamson and Wright, 2012). The Second World War meant training was not a priority for at least 6 years, but despite this, detective training continued to develop via the Central Police Training and Development Authority (Centrex) eventually absorbed by National Policing Improvement Agency (NPIA) under the Police and Justice Act 2006 (Newburn, Williamson and Wright, 2012). Despite these developments within policing, there was widespread criticism and allegations relating to corruption, racism, and bigotry within the police. Senior managers were now forced to confront real issues within the police culture as a whole (Manning, 1977; Punch, 2007). By the 1960's the police had tried to professionalise officers by sending them to university to further their education. However, by the 1980's only four chief constables had qualified with a degree, so this idea was not deemed successful

(Punch, 2007). By 1996, almost two thirds of Chief Constables were degree holders, but this created a hostile environment between officer's with and without degrees and this anti-intelligence attitude led to degree holders being considered "as outsiders" (Lee and Punch, 2004; Holdaway, 1983). In the early days of investigating crime, 'good' detectives were recruited based on the number of arrests (detection rates) they had made. High citizen arrests were considered successful and therefore detectives were deemed 'good thief-takers' (Morgan, 1990; Carson, 2009). This training was criticized by Dixon (2004) in his report which suggested an eightweek course which focused on observation of crime scenes and education over etiquette around interrogation. Other critics of these previously accepted draconian method of measuring "success" included Manning (1977); Punch (2007); Lee and Punch (2004), Holdaway (1983) and Reiner (1994).

Overall, in the last 200 years, there have been significant developments to the role of a detective due to the introduction of and adaptions to law and policies, the evolution and restructuring of the investigative process as a whole and the creation of new offences. However, it is the failings and miscarriages of justice identified within major large-scale investigations that often lead to changes and the implementation of various policies and legislation (Neyroud and Disley, 2007). One of those high-profile cases resulted in the Byford Report (1982) which was damning about police conduct and failings which were littered throughout the entire investigation whilst trying to catch the Yorkshire Ripper (Byford Report, 1982). Another highly publicised case was the murder of Stephen Lawerence which led to the inquiry accusing the police of institutional racism. It went on to accuse the police of 'the collective failure of an organisation to provide an appropriate and professional service to

people because of their colour, cultural or ethnic origin' (Macpherson, 1999). The Byford report (1982) also suggested that there needed to be a much more unified and centralised approach when it came to dealing with major incidents and this led to the police implementing the Home Office Large Major Enquiry Systems (HOLMES), the Major Incident Room Standardized Administrative Procedure (MIRSAP) and the Murder Investigation Manual (MIM) (ACPO, 2000; Centrex, 2005; Neyroud and Disley, 2007). These different frameworks were developed in the hope of creating a more unified structure within the investigative process when it came to the investigations of large-scale and major incidents (Neyroud and Disley, 2007).

In 2005, the Professionalising Investigation Programme (PIP) was created by the Association of Chief Officer (ACPO) and the National Policing Improvement Agency (NPIA) due to the expectation on detectives to be much more adept in their investigations and reasoning. (James and Mills, 2012). The concept of PIP was to create a type of training development that was designed to train officers for investigation of different crime types from PIP Level 1 - 4. These four distinct levels are PIP level 1 which focuses on volume crime (burglary, vehicle crime and robbery) (NPIA, 2009). All Police Community Support Officers (PCSO), PC and Special Constable (SC) are PIP Level 1 trained (College of Policing, 2018-2019). The next stage was PIP level 2 which focused on much more serious offences such as rape, blackmail, and abduction. Only DCs and those who had completed and passed a NIE on the ICIDP can investigate these types of cases (College of Policing, 2018-2019). PIP level 3 focused on investigations of the most serious kind which includes but is not limited to kidnapping, murder, and terrorism. These types of investigations must be led by a Senior Investigating

Officer (SIO) who will have already trained under the Senior Investigating Officer Development Programme (SIODP) (College of Policing, 2019). The final level of PIP was level 4 which focuses on the strategic command, leadership, and response when it comes to critical incidences. This level is specifically designed to create strategic management and leadership decisions when it comes to major incidents (College of Policing, 2019). According to McGory and Treacy (2011) the PIP system ensured there was national stability within training for investigations, created continuity of competence and made sure that the key skills needed to be a high caliber detective, were present (McGory and Treacy, 2011). The structure of PIP allowed detectives the autonomy to make decisions at the point of service delivery (Chatterton, 2008; James and Mills, 2012). However, there are those who felt PIP was simply introduced for appearances by the Home Office to show it was actively engaged in reforming the police services (Stelfox, 2007; James and Mills, 2012; O'Neill, 2018).

The Police Federation (2008) reported results of a review into the PIP program which was particularly damning when it stated that trainee detective constables (TDC) were effectively given a baptism of fire by being given full crime-loads immediately. This was sometimes before their courses had even finished. The Police Federation (2008) claimed that this unrealistic expectation on TDC's reflected the senior management team's (SMT) decision to choose funding promoting professional practice over its commitment to the programme itself (Chatterton, 2008). Chatterton (2008) corroborated these claims and James and Mill (2012) stated that the framework overall was far too complex and that even practitioners struggled to implement the police training. The demands placed on the General Office Criminal Investigation Departments (GO CID) were more apparent than ever due to the creation of

'squads' that specialised in specific areas of crime (Chatterton, 2008). Once an individual had completed PIP training, they would then be placed into CID to gain further insight into investigations, after which they could choose to progress to a more specialised team (Chatterton, 2008). Chatterton (2008) argued that there was clear decline in skill sets of GO CID, possibly due to the reforms within the process of investigation such as Basic Command Units (BCU), Major Investigation Teams (MIT) and specialised squads (Maguire, 2003). These squads were created to solve different levels of crime effectively, yet DCs were often taken from GO CID without being replaced, leaving the GO CID significantly under resourced. Those who remained in the GO CID were under enormous pressure due to being understaffed and this led to an increase in poor retention rates (Chatterton, 2008). PIP had been designed to be a comprehensive framework for the development and training of potential DCs, however, its structure was far too complex, and this created many challenges (James and Mill, 2012). Stelfox (2007) concludes that although the police intended to present itself as an organisation that invests in the skills of its workforce, there needed to be a fundamental change in the culture of its management to accommodate the new relationship dynamics between professionally qualified staff and the individuals enrolled on the programme (Stelfox, 2007).

Criminal Investigation was deemed to be an activity that required its own type of professional practice. The factors that contributed to this recognition by the police were changes to the technological, procedural, and legal framework of criminal Investigations as well as concerns with police conduct and effectiveness (Stelfox, 2007). Changes to the legal framework of criminal investigation occurred after high profile miscarriages of justice and police effectiveness within investigations began being called into question. Some of these Inquiry

reports led to direct changes to legislation such as the Police and Criminal Evidence Act (1984) (PACE) which laid down investigative procedures and defined police powers and suspects rights, the Prosecution of Offences Act (1985) which the Crown Prosecution Service (CPS) established in order to take over responsibility from the police, the Criminal Procedure and Investigations Act (1996) (CPIA) and the Regulation of Investigatory Powers Act (2000) (RIPA) to name but a few (Tong, Bryant and Horvath, 2009).

Advancements in technology have allowed crime to be destructive on a more widespread scale and cybercrime has created even more complexities for detectives prompting the creation of the Computer Misuse Act (1990) (CMA) (Westera et al., 2014). However, not all technological developments hinder the police and with the use of centralized knowledge systems which include HOLMES, Ident1 and even Interpol's National Central Bureaus (NCB) can track and intercept criminal activity by using centralized police computer systems within and across every member country. CCTV, internet traffic, social media accounts, automatic number plate recognition (ANPR) are all digital footprints that are of enormous value to any criminal investigation (Smith, Graboksy and Urbas, 2004; Yar and Steinmetz, 201).

Attributes, Traits and Skills

There have been numerous studies conducted with the aim of discovering what the required characteristics, skills and traits are to make an 'effective detective' (Smith & Flanagan, 2000). In Blackstone's Senior Investigating Officer's Handbook, it suggests that an effective SIO should possess the ability to use reason and logic, be able to analyse material, extract information from minute details and be able to think with great clarity (Cook & Tattersall,

2008). The Effective Detective (1999) report conducted by the Home Office stated that there were 22 critical skill categories which a good detective needed which included management of the communication process and media relations (Feist, 1999). Although there are discrepancies amongst the various studies, there are also clearly some similarities in certain traits and skills. The value of "people skills", communication and the ability to form lines of enquiry efficiently, were considered vital but the key quality unanimously agreed upon was effective investigative decision-making (Burrows et al, 2005). These studies do not necessarily mean that detectives without these traits are "bad", simply that there are several common denominators amongst effective detectives. If these shared traits and skills can be identified and there is a comprehensive list of these required attributes, changes to training and development can be implemented in the process to identify these attributes in any potential TDC's. If recruiters know the traits and skill sets they want from their potential applicants, the training can be adapted to assess these qualities in these individuals. Cohen and Chaiken (1987) conducted a study which focused on identifying potential detectives amongst uniformed officers. However, this study centered on applicants passing entrance exams and not on measuring the success rate of investigators. Cohen and Chaiken (1987) believed the cognitive ability and intelligence shown by successful applicants in these entrance exams could highlight potential talent. Significantly, both stated that detection rates were not sufficient forms of measuring success as many of these did not lead to conviction. Instead, they believed that to measure the effectiveness of a detective, the quality (conviction rates) over quantity (number of arrests made) should be prioritised (Cohen and Chaiken, 1987). The RAND study (Greenwood et al,1977) was conducted over an extensive two-years and took place in 70s America. The study focused solely upon the effectiveness, contribution, and

organisation of police investigations. The research believed that merely testing an officer's ability to arrest was not an accurate enough way of judging the effectiveness of that individual. The RAND study criticised detectives for leaning heavily on public information of a suspect or lead, believing this highlighted their inability to solve crimes without outside help (Greenwood et al, 1977). Bayley (1998) supported RANDs claims by stating that most detective work was 'suspect-centered'. Both studies suggest that detective work relies largely upon public identification and information about offenders rather than their own intuitive reasoning (Bayley, 1998). Greenwood et al's (1977) study also revealed there were factors that could predict successful investigators such as work behaviors, qualifications, performance in the field and subjective traits. The traits identified were stability, motivation, persistence, and intelligence and were identified within one of the first studies ever conducted about successful investigation and investigators. A study conducted by Morgan (1990) believed that a certain set of skills needs to be present to solve crime. These skills include approachability, patience, tenacity, gut feeling and objectivity. Although intuition cannot be taught, other skills can be learnt. Morgan (1990) was highly critical of the structure of detective work at that time and believed a formal structure on a national scale was needed. One of the core issues with this study was the fact Morgan (1990) only focused on one police station and not a variety. Therefore, the issues identified within this police station did not necessarily reflect the issues nationally (Morgan, 1990). A study by McGurk, Platton and Gibson (1994) collaborated with four separate police forces within the UK to develop an official national investigator training course. Amongst the 100 detectives and 15 supervisors interviewed, the most highly rated traits throughout were considered to be managing information, managing tasks, effective communication and 'dealing with people'. Assisting

'colleagues, public and people' were deemed more as tasks rather than skills and 'knowledge' was consistently rated lower. Although undoubtedly these studies have contributed to the developments of legislation, policy, and investigation, it is more than 20 years since these studies were conducted and therefore the impact of the results diminishes somewhat. However, this research has been the foundation for the creation of national programmes and schemes such as the NIE, PIP and ICIDP.

Maguire, Noaks and Hobbs (1992) conducted a government mandated study which researched the 'clear up' rates in six different CID teams as well as the effect their line supervisors had on them. Crimes were separated into high detectability and low detectability, however, high detectability crimes appeared to be deemed more 'praiseworthy' by management believing this as evidence of 'effectiveness'. Although this study is now outdated, its impact on the progression of the CID has even more meaning now (Maguire, Noaks and Hobbs, 1992). More recently, Neyroud and Disley (2007) conducted research which identified four main dimensions for the oversight, management, and supervision of investigation. These are the overall management of performance, the co-ordination and processes of a criminal investigation, leadership and supervision of all staff and officers working within investigation and the oversight of criminal investigations. These dimensions lay a firm foundation and provide the framework for any investigation. At the time of this study, there was very little academic literature or analysis about management of criminal investigations available (Neyroud and Disley, 2007). The measurement of performance by Offences Bought to Justice (OBTJ) focused mainly on detection rates to base success upon. The OBTJ neglects to consider build up procedures before arrests, the gathering of evidence

or the inclusion of forensic services which studies show is a much better way of measuring efficiency (Cook & Tattersall, 2008, Feist, 1999, Burrow et al, 2005). Sanction detection rates are now more rigorous than ever, and they include Fixed Penalty Notices (FPN) and Taken into Consideration (TIC). These sanction rates allow the police to have a greater understanding of how to measure the success of their actions in the lead up to a case and not just in successful case situations.

The mindset of detective work has been the subject of much deliberation and with differing perspectives. It was the work of Tong and Bowling (2006) that first brought about the notion of detective work being categorized into three typologies: Art, Craft and Science. Reppetto (1978) and Tong and Bowling (2006) believe that these three categories all help with characterizing criminal investigation. The idea of detective work as an 'Art' form came about and was centered on instinctive feelings and intuition around crime, an ability to separate the lies from the truth (Sanderson, 1977; Reppetto, 1978; Ericson, 1981). Simon (1991) describes the 'art' of detective work as the "internalized and instinctive" mechanisms that act as a guide (Simon, 1991). Detectives considered 'artful' would not focus solely on what is in front of them but analyse, use logic and reason to discover why something has happened. Simon's (1991) perspective is that 'Art' is a quality that only experience can bring, and that classrooms and books cannot help a detective "read" the streets. He states that very few detectives are perceived as possessing this 'art' yet how they achieve this artistry is still shrouded in mystery.

The idea of detective work as 'craft' suggests the 'old regime' perspective of seasoned detectives that rely on their experience, understanding of suspects, victims, and police, with

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the ability to organise a case in a manner deemed suitable by the detective themselves (Hobbs, 1988). 'Craft' is considered a detective mindset based on past experiences or 'hunches' but something that must be learnt 'on the job' and cannot be taught (Skolnick, 1994). For a long time, 'craft' was accepted as the only way to solve crimes until there was a steep rise in public concern regarding the effectiveness within criminal investigation through very public miscarriages of justice by the police. There were several cases that highlighted the investigative errors that directly resulted in the collapse of a criminal prosecution, delayed recovery of crucial items of evidence and failure to identify suspects (Bichard 2004; MacPherson, 1999; Smith 2002). The dwindling faith of the public in the investigation processes forced researchers, the police, and the government to address these failings within criminal investigation. This pushed for professionalisation of the role, the development of a more formal approach to solving crime and much more research about investigators being produced.

In direct contrast to the other two typologies is the idea of the investigator as a scientist. Science has a much more direct and methodological approach especially when involving the management of crime scenes, investigative interviewing, and use of physical evidence (O'Neill, 2019). This approach requires detectives to be skilled in the different scientific approaches including offender profiling, informant handling and managing the investigative process (Osterburg & Ward, 2000; Rachlin, 1996). A scientific detective has the advantage of forensic science but can also use the advanced knowledge of forensic psychologists for the purpose of interview technique (Tong et al, 2009). The benefit of a scientific detective is that they embellish the professionalism ideals due to the higher level of knowledge and

understanding required of a 'higher-level thinker'. However, Bayley (2002) argues that scientific context shifts away from a 'suspect-centered' approach and replaces it with an 'evidence-based' approach. These competing perspectives with regards to the nature of detective work have only become more complex with the development of police 'professionalism' involving a more scientific approach to police practice (Bayley & Bittner, 1989). Detectives are naturally having to master new and complex scientific methods and technologies regardless of the methods they may have previously used (Kleinig, 1996; Lyman, 1993). Repatto (1978) suggests that investigative work involves at least one, if not all these approaches (Repatto, 1978). Both O'Neill (2012) and Innes (2003) stated that a combination of all three were present in homicide detectives due to their ability to use both past experiences and scientific approach thereby furthering their overall understanding of criminal investigations (O'Neill, 2012.; Innes,2003). There have been several studies conducted that have taken the principles of art, craft and science whilst combining different types of reasoning to understanding a detective's mindset (Tong and Bowling, 2006.; Carson, 2009). Carson believed that the artful side of detectives should be developed and taught to others and like Tong and Bowling (2006) felt it was being overlooked. Furthermore, Carson (2009) believed that this 'art' form could be taught, and he theorised three types of inferential reasoning which were: inductive, deductive, and abductive. Inductive reasoning is when a conclusion is made from validated knowledge i.e., research being conducted on a particular social group which helps predict a certain pattern of behaviour. Deductive reasoning starts with an assumptive approach but takes an accepted principle and relates it to something specific. There are a wider set of methods and concepts when it comes to deductive reasoning, and these are known as 'informal logic' (uses everyday language) and 'formal logic'

(theory). Lastly, there is abductive reasoning in which a logical conclusion is reached based upon all the facts that are laid out before you. It is this type of reasoning that is most common amongst detectives and Innes (2003) supported this in his study which revealed Murder Investigation Teams (MIT) utilised both logic and experience to discover the cause of a critical incident. According to Carson (2009) utilising inferential reasoning will allow detectives to fully engage in the 'artfulness' of detective work and potentially facilitate increased freedom in investigations to develop a style more in line with their own (Carson, 2009). Interviewing is another important skill that was explored in Bull's (2013) study which looked at what characteristics had been identified as important to make a good interviewer. This study discovered multiple skills someone must have to be good at interviewing such as: flexibility, responses to interviewee, utilising tactics, ability to use open and closed questioning, empathy, good communication and open-mindedness. Research conducted by O'Neill (2012) revealed similar findings except within volume crime investigators. Skills and traits noted by O'Neill (2012) as being ranked low included stability, empathy, training, intelligence, and education (O'Neill, 2012).

Measuring the effective detective

The increasing complexities of the diverse nature of criminal investigation cases have made measuring the effectiveness of the police extremely difficult. The differing workloads, locations, work type and levels of experience may well affect an officer's overall performance and ability. (Smith and Flanagan, 2000; Neyroud and Disley, 2007; Westera et al, 2014). The government White Paper (2001) and Home Office Circular (1993) both published the criteria for measuring success on an organisational scale. That criteria has been altered as issues

within criminal investigation become more understood (White Paper, 2001; Home Office Circular, 1993). The Police Performance Assessment Framework (PPAF) assessed a variety of key areas and not just crime detection rates. Some of those key areas included public confidence, performance in diversity, fairness and citizen focus (The National Policing Plan, 2004-7). However, other than the PPAF and these governmental interventions, not much has changed and the conflicting perspectives on the best methods for measuring effectiveness is still as complex as ever. The RAND study (Greenwood, Chaiken and Petersilia, 1977) focused on clearance rates (resolved crimes) used to measure a detective's effectiveness. They believed this was not a reliable method to measure success due to the different variables and geographical locations potentially impacting a detectives clearance rate. Detectives working on serious crimes such as sexual assault and murder are much more likely to have lower clearance rate than detectives working on volume crime cases such as theft and shoplifting offences. Their study revealed that only 7% of investigators spent time on activities that could lead to a conviction and crime solving. Investigators stated that gathering evidence from crime scenes post arrests took up an enormous amount of their time, yet this did not factor into crimes being solved. Interagency communications and reviewing case files also took up a vast amount of their time and this meant there were inadequacies within the investigations leading to an increase in plea bargains, prosecutions dealing with an influx of high dismissal rates and lenient sentencing.

Forst, Lucianovich and Cox (1977) used conviction rates (convictions vs arrests overall) to find potential future detectives. However, they focused on already 'ear-marked' detectives and not a general overview of many whereas Greenwood, Chaiken and Petersilia (1977) measured

both the work and effectiveness of a detective. Although both theories are now outdated in many ways, they still hold relevancy today as there is still no definitive way of measuring effectiveness (Greenwood, Chaiken and Petersilia, 1977.; Forst, Lucianovich and Cox (1977).

The introduction of the Policing Performance Assessment Framework (PPAF) by the Home Office (1993) meant that detectives performances would be judged on detection rates, crime and domestic violence levels, user satisfaction, sanctioned detention and number of offenders being brought to justice. However, this sudden redefinition of what defines a successful detective caused friction amongst forces nationally, especially as the PPAF did not understand the unique set of challenges faced within the different forces. A force's performance may well be affected due to its geographical location or number of officers within its force. One force may have a high volume of domestic violence incidents which causes a back log of other volume crimes whereas another force may have very few domestic violence incidences. Despite PPAF creating the Public Service Announcements (PSA's) to make the public aware of the current priorities of the police, the PPAF was criticised for its 'lack of depth' and 'fairness leading to this performance measurement tool being left behind (HMIC, 2009; Asby, 2005). What the PPAF did reveal was the difficulty in measuring the effectiveness of a detective and that quantitative analysis is not enough to measure detective work. It appears that both qualitative and quantitative approaches need to be applied to research studies and that both methodologies are necessary to have a greater insight into whether an individual is truly effective (HMIC, 2009; Asby, 2005).

O'Neill (2012) conducted research which consisted of studying two different groups of

detectives: high-performance and low performance. Five detectives from six different police forces were used and the performance of both groups were made up of detection rates, managerial and peer ratings and commendations. Both groups undertook the NEO PI-R personality test which uses five individual sections to measure personalities which are: Neuroticism, Extraversion, Openness to Experience, Conscientiousness and Agreeableness; and leading personality types were categorized by 240 items. There were varying lengths of service, age and gender divides with the high-performance group being 30% female and 70% male, an average of 11.38 years' service and an average age of 35.48 years. The low performance group was 52% male and 48% female, had an average of 34.73 years and an average length of 8.99 years' worth of service. The NEO test ranked the following: low (35-44%), average (45-55%) and high (56+) and results revealed that the high performers scored lower than the low performance group for openness, extraversion and agreeableness whilst scoring average when it came to conscientiousness and neuroticism. The low performers scored low for conscientiousness and openness, scored average for agreeableness and extraversion but scored high for neuroticism. Interestingly, the difference in degree holders was clear with the lower performance group holding 40% of degrees whereas the high performers contained only 20%. However, all this result reveals are that holding a degree may have a slight impact on a detective's overall performance. The findings discovered that both groups scored highly for neuroticism – which is a trait not often found amongst detectives. Both volume crime groups scored exceptionally low for agreeableness and openness and the display of neuroticism was much higher than previously discovered by law enforcement agencies. O'Neill's (2012) study was conducted with six police forces and although having had a relatively low response from investigators, the researcher's findings revealed clear

differences in the percentage and performance of both groups, as well as giving an insight into the inner workings of volume crime investigators (O'Neill, 2012).

One of the most important modern studies about the effectiveness of detectives was conducted by Westera et al. (2014) which focused on detectives in New Zealand and Australia and their ability to be effective detectives. Despite this study not being based in the UK, the Judicial, investigatory, and legislative procedures are essentially the same. Westera et al (2014) interviewed detectives about the challenges their roles entailed and discovered four key themes: technological advancement, recruitment and retention, training and professional accountability and development. The study revealed that the high-work load and on-call duty created a poor work-life balance and caused significant stress (Tong and Bowling, 2006). Chatterton (2008) noted that a vicious cycle of understaffing was a result of increased workload and amplified stresses created by this imbalance. Furthermore, a lack of career progression opportunities has led to devaluation of the role of detective, and this has been a long-standing issue for the police. Investigators also expressed that lack of recognition or reward for exemplary work by managers only added further dissatisfaction with the role (Westera et al, 2014).

Technological developments have made the investigation process even more complex due to the influence of technology on crime, the processes of gathering data and the availability of evidence. Crime has taken advantage of the new ways that criminal activity can take shape thanks to these technological advancements allowing criminals to have a wide reaching and more discreet way of communicating with each other. Social media, CCTV, emails, ANPR, and

mobile phones has meant police have a much higher volume of third-party material and evidence to collect and assess to try to secure convictions. However, filtering through this amount of information can be enormously time consuming and detectives can spend significant time requesting and compiling search warrants for this data (Osbourne, 2018). Westera et al (2014) revealed that detectives were keen for more training and development particularly around forensic science, legislation, and technology. However, detectives stressed that any development or training needed to take into consideration their workloads and would need to be flexible to accommodate the demands of their job role (Westera et al, 2014). Lastly, public scrutiny of investigations, internal management of the police and technology all put different types of pressures on detectives when it comes to criminal investigations. The police have attempted to prevent potential police errors by creating or amending bureaucratic processes, yet this appears to have had an adverse effect which is known as 'process paralysis'. Gascon and Foglesong (2020) believed there needed to be a complete overhaul of the policing structure to understand the frontline academics and managers of detective work (Gascon and Foglesong, 2020). Other academics believed that policing needed 'civilianising' and that typists and data entry teams should be implemented to allow detectives to focus solely on their case solving (Mazerolle and Ransley, 2006; Evans and Kebbell, 2012). Research undertaken by Fahsing and Ask (2016) in Norway and the UK, measured the expertise of four different groups of detectives (two from each country). These two different groups consisted of patrol officers and SIO's (Norwegian's equivalent). Hypothetical scenarios were presented to each, and their investigatory decisions and hypotheses were required. Each answer was graded against the 'gold standard' which represented best actions possible. The study revealed that the UK's SIO's greatly

outperformed the Norwegian detectives due to the UK police following a national framework (PIP) which enforced qualification methods, development, and standardisation unlike Norway's reliance on experience learnt in service. Although there is a wealth of different skills that are necessary to be an efficient detective, some of the most important skills appeared to be expertise, accountability, and professionalism (Smith and Flanagan, 2000; Innes, 2003; Dean et al., 2008; Westera et al., 2014). A study by Ask and Granhag (2005) discovered that investigators used a particular mindset that focuses on finding incriminating evidence to convict a suspect rather than on disproving a suspect's guilt. The results also revealed that limited resources, inadequate training, and time constraints are all factors that have a passive influence on detectives (Ask and Granhag, 2005). A key skill in investigative decision-making is expertise which is defined as having characteristics which include technique, skills, knowledge and the application of abductive reasoning (Carson, 2009; Simon 2012). Ericsson (2006) distinguished the important differences between being a novice and individuals whose experience is limited within the discipline itself. It was noted that English novices scored significantly lower than Norwegian officers which could imply that Norway's tackling of investigative training is more comprehensive than the formers. This study did not directly measure the effectiveness of decision-making but rather the rationale behind decisions and how to apply them. Expertise has been acknowledged as a key factor in the decision-making process which helps in overcoming emotional involvement, occupational norms, and time pressure (Dror, Charlton and Peron, 2006., Ask and Granhag, 2007).

National shortage of detectives

The Home Office Department (2012) wrote in the 'Windsor Review' that the police needed to

attract a higher caliber of young people into the force and the review implied a national direct entry police programme should be developed with an option for forces to develop their own superintendent direct entry schemes (Windsor Review, 2012). According to the review, police should be attracting university graduates who wish to join and train for the police (Home Department, 2012). The police knew they needed to find innovative ways to recruit and develop existing talent amongst would-be investigators and fast. However, The Windsor Review (2012) argued that those officers who were recruited via direct entry lacked experience and knowledge only acquired whilst working at the lower ranks. This viewpoint supports the idea that detective work is a 'craft' and cannot be taught (Skolnick, 1994; Kernaghan, 2013).

Interestingly, degree holding officers felt they were treated differently by their colleagues that implied they should try real 'coppering' and that their qualifications contributed nothing to the role (Lee and Punch, 2004). This 'anti-intellectualist' movement created a divide between academia and the police which meant those with degrees were much less likely to apply for a position. According to Smith (2015) there were six main causes identified for these failings at maintaining talent managers on behalf of the police: recruitment, issues with diversity, training, development, measuring talent, and retention of said talent. However, Berger and Berger (2004) believed the issues with retention rates were due to the lack of intelligent policing (Punch, 2007).

In 2016, the HMIC (2016) reported on the effectiveness of the police and recognised the shortage of detectives nationally. The main reasons given for this shortfall were that

detectives were being overworked, had a poor work-life balance, and therefore resigned due to these issues (HMIC, 2016). At the same time the UK had been hit by austerity and this was another damaging blow to the police services in its entirety. Cuts in detectives, officers and other roles within the police meant an increase in workload for remaining officers without a sufficiently resourced police force (HMIC, 2016). Whilst the CID continued to try to function effectively whilst under enormous professional and personal pressures, resignations and extended periods of sick leave were on the rise amongst detectives (Chatterton, 2008). This systematic shortfall was expected to be rectified by leaders in the policing organisation and the report stated that changes were being made to support investigatory roles and career paths of applicants (HMIC, 2016). The idea of fast-tracking detectives in the UK had not yet been researched and therefore a Freedom of Information (FOI) request was sent to 43 constabularies nationally (Including Wales, PSNI and Non territorial) by the previous researcher from phase one of this longitudinal study (Evans, 2019). Of all the forces that responded only 7 forces were offering the fast-track programme which did not require qualifications higher than A Level, 1 stated it was using the direct entry programme method, 17 forces failed to respond to the request within two months and another force said they were waiting for further results of research about the programmes before considering the methods to use. Lastly, two forces refused to comment, with 21 forces claiming they were using the 'classic' method of training their detectives (FOI request, 2018; NPCC, 2018).

At present there are three different ways of recruiting detective constables with the first being direct entry which is run by the MPS. This programme is offered first to Special Constables (SC) who must have at least three months of service after which the position is

open to civilian applicants but who must be a university degree holder. Applicants spend no time in uniform and are taught to the national probationer standards for PC's (MPS, 2019). A new national programme was orchestrated for detectives called Police Detective Academy which also requires the applicant to hold a degree but is a two-year course in total (Police Now, 2019). Fast-tracking schemes are another method of training and recruiting potential detectives which was being used by at least 6 forces by the time of the FOI request (FOI requests, 2018). Although the organisation and structure varied, the premise remains the same and all initiatives are accelerated pathways of the pre-existing model. Applicants spend a short amount of time in uniform as PC's before returning to complete their Initial Crime Investigators Development Programme (ICIDP) and National Investigators Examination (NIE). A newer alternative has offered ex DC's the opportunity to re-join the forces via 'Return to Investigate Practice' (RTIP) but only eight forces are known to be involved with this program and this pathway is extremely limited in various ways (College of Policing, 2018). Although there are now four new entry routes, only two of these are available to the public as RTIP relies on an applicant's previous or present career within the police which puts limitations on the potential applicants. Although these four pathways show that some progress has been made when it comes to the police attempting to professionalise investigative practice, there is still a large gap in this area of research due to the pathways being so new. Phase one of this longitudinal study was initiated by Evans (2019) due to this absence of available research and 27 detectives, recruits and leads from a fast-track detective scheme were interviewed regarding their opinions about the application, recruitment and training processes of the programme. This research study is phase three and a continuation of Evans (2019) study which revisits the same set of cohorts from the first fast-track detective scheme 24-months

later.

Interestingly, in March 2022, a strategic review of policing in England and Wales (The police Foundation, 2022) was conducted and this final report revealed that the national shortfall of detectives had in fact increased from 5,000 in 2019 to 6,851 by 2021. The review goes on to state their proposed reasons for this shortage claiming it was due to detective roles having no financial incentive, high workloads and managing emotionally and high-risk investigations. This final report appears to corroborate both Chatterton (2008) and Westera et al (2014) studies which both revealed poor retention rates were caused by high workload, significant stress, and a poor work-life balance (Westera et al, 2014; Tong and Bowling, 2006; Chatterton, 2008; The Police Foundation, 2022).

This phase of the research study aims to help bridge the research gap surrounding the detective world by providing insight of management and candidate perceptions of their experiences on a fast-track detective programme in the UK. Though the results of these programmes may well take years before the impact of their effectiveness is fully known, a positive detective retention rate is a sure sign these pathways are working successfully to a certain extent. However, the practicality of these different pathways is integral to this research and although each police service conducts its own kind of recruitment, there is a centralised framework that is used to assess all pathway candidates (Police Now, 2019; College of Policing, 2018; MPS, 2019, Evans, 2019).

Summary

The role of a detective is still cloaked in mystery, but new research is slowly pathing the way to a greater understanding of the complex nature of criminal investigation (Tong and Bowling, 2006; Morris, 2007; Gascon and Foglesong, 2010). This research study uses Organisational Change to view and understand the impact of the newly implemented fast-track detective scheme and to discover the challenges and implications of this new initiative on candidate quality, training and ultimately detective retention rates. Although the implementation of PIP promised to professionalise the investigative process, it ultimately fell short and the complexities it produced meant it never reached its intended potential (James and Mills, 2012). The only advantages of the programme were the autonomy it allowed its officers and the overall structure it provided with its investigative levels (Level 1-4). Changes in legislation and the development of new offences has created a higher workload for detectives as well as an increase in responsibilities, no doubt putting a strain on the detective retention rates (Chatterton, 2008). The HMIC report (2016) claimed the national shortfall in detectives was due to issues around shift pattern, pay, development and lack of mentoring. These problems naturally had an impact on recruitment numbers and therefore police forces nationally have since been forced to counteract this shortage by using the different pathways on offer (HMIC, 2016). However, only two of these pathways give external applicants the opportunity to train to become a DC (direct entry and fast track) and these programmes are entirely dependent on the force in question and wider research would need to be conducted to discover whether these are effective methods of recruitment. The notion of efficiency and what it is exactly that makes a detective effective is still being debated and the method of measuring effectiveness must still be established with many differing perspectives on how this could be

achieved. Frost, Lucianovich and Cox (1977) used conviction rates to measure effectiveness but Greenwood, Chaiken and Petersilia (1977) used clearance rates (Greenwood, Chaiken and Petersilia, 1977). A study conducted by Fahsing and Ask (2016) tested the effectiveness of decision making by giving scenarios to experts and novices alike and then comparing the two results against best practice standards. This type of study helps to determine competence and although there is no set of detective traits and skills accepted universally, the same conclusions are reached in each piece of research (albeit in different orders of importance). However, out of all the skills, communication remains the most relevant and sought-after skill (Smith and Flanagan, 2000; Bull, 2013; Westera et al.,2016).

This research is phase three of a longitudinal study and a continuation of phase one which was initiated by Evans (2019) and focused on a police service in the South of England which used the fast-track detective scheme as a form of recruitment. Evans (2019) study focused on 27 officers which was split into 3 groups: leads, recruits, and candidates. Each group was given different sets of questions and the research questions were firstly, what were the experiences of trainee detective constables (TDC) of recruitment, assessment, and time in uniform? Secondly, how did management and recruiters assess and recruit TDC's. Lastly, all participant's perceptions of the skills they deemed essential for being an 'effective detective'. Evans (2019) study revealed that most candidates enjoyed the programme but felt that communication was poor between HR and TDCs, leaving many candidates relying heavily on passing vetting whilst in between jobs. Most candidates stated they would not have applied for the police had it not been for the fast-track programme which suggests the pathways recruitment drive has been somewhat effective. Recruits undertook both conventional and

more innovative assessments and most of the management stated they would recommend a DC based on their own perceptions of what they consider to be a 'good detective. However, this caused concern for bias and could not be considered a rigorous method for discovering new potential recruits. This research study is the third phase to Evans (2019) initial study and for this phase of the research, the original fast-track detective cohort and management were again selected to be part of this study. The participants selected were: 5 Managers, 7 Supervisors and 10 Candidates who had trained on or been involved with the first fast-track programme. These participants were split into 3 groups and each group was given different sets of questions about their thoughts and perceptions of the programme.

The purpose of this research study is to gain deeper insight and understanding of the realities, challenges and intricacies involved with training and managing detectives on a newly implemented fast-track programme. This study has three main research questions 1) What are the perceptions of managers and supervisors of a fast-track detective programme? 2) What are the perceptions of candidates of a fast-track detective programme? 3) Did the fast-track detective programme prepare candidates effectively for their role? Participants gave their thoughts and experiences about the various elements of the programme which included training, time in uniform and supervision and support. Any themes identified in the findings will be discussed in detail and will be compared with any supporting or conflicting research relating to relevant theoretical perspectives. A set of recommendations based on these findings will be revealed for further areas of research and for the police to consider.

Chapter 2 - Methodology

Introduction

A researcher must explain the purpose and practical processes of the research project via a methodology to show the steps taken for the data collection and data analysis. This chapter will begin with explaining the overall aims of this research study; after which each step of the project will be detailed and broken down into seven phases: Research Approach, Theoretical Framework, Research Method, Research Design, Participation Sampling, Ethics, Data Collection and Data Analysis. Each of these different stages allows the author to provide evidence that their research project could be carried out with validity and objectivity (Kumar, 2011). It is the research design that reveals the vision of the project overall, the researcher's main questions and the practical steps needed to facilitate this case study. For this study it was decided that qualitative semi-structured interviewing would be most suitable as it allowed the researcher the opportunity to receive richer and more meaningful data from participants. This study is phase three of an ongoing case study evaluation of a fast-track detective scheme carried out by a police service in the south of England. The core research questions and aims are vital to the overall quality and success of any study and by discovering the gaps in the available literature, the questions for this research study were able to be identified. These questions are A) What are management/supervisors' perceptions of the fast-track programme? B) What are candidates' perceptions of this fast-track programme? C) Does this programme effectively prepare candidates' for this job role?

Since this is a longitudinal study, the first set of cohorts of the innovative fast-track scheme interviewed by Evans (2019) were still trainee detective constables. The previous researcher (Evans, 2019) used stratified random sampling for selecting participants to ensure there was a balance of equality across all ethnicities, ages, and genders. All the participants that

volunteered to be interviewed for this phase of the study, were all part of the same cohort for the newly created fast-track detective programme.

fast-track programme in phase one. Both the supervisors/managers (Detective Chief Inspectors and Detective Superintendents) and team leaders (Detective Inspectors and sergeants) were all interviewed. Once all interviews had been conducted, each of the interviews were thematically analysed which interpreted the data and revealed themes within the data analysis. The following research project was planned and conducted with ethical approval and in accordance with all ethical principles and guidelines. Participant Information forms and consent forms were given to all participants to read and sign before interviews commenced. A data protection form and a health & safety risk assessment were created to ensure continuity of confidentiality, anonymity, and safety throughout the entire project. The themes identified in this research study contribute significantly to strengthening the quality of knowledge, training and understanding that exists about the role of detectives by offering meaningful thematic data from the analysis collected in the interview process. However, before the first stage of this study is explained, a brief outline of the history and the value of policing research and evidence-based policing will be explored including a short description of the relationship between the two.

Research Approach

There have been decades of social scientific research undertaken relating to policing which includes racial disparities, police misconduct, public safety concerns and policy. However, due to the nature of criminal investigation and policing, discretion and disengagement has been the main stumbling block for access to police information and this has led to much scholarly frustration (Tong, 2016). This study uses Organisational Change as the approach to understanding why detective retention rates have decreased and to try to identify probable

causes for this steep decline. The purpose of this study is to explore the logistics and practicalities involved in implementing this new initiative, recruiting new candidates, to identify the impacts of this change of recruitment method and reveal any mitigating factors that contribute or effect the quality of these new recruits. This approach helps to further and implement 'evidence-based' research which has more recently become more widely accepted as 'scientific' in its approach and Sherman (1998) states that policing practices should be based upon scientific evaluation of the method that works best. He claimed there were two orientations within police research which were: the use of scientific rigorous assessments of police strategies, tactics and policies, and the application of analytical knowledge retrieved from both internal and external sources. 'Evidence-based policing' is a researchers attempt at establishing the best methods and policies for police forces to follow and it uses a scientific approach to evaluate and assess police practices (Sherman, 1998). EBP can often reveal organisational risks and harms thereby suggesting strategies and frameworks that best resolve issues such as: police-community relations, negative crime rates, under resourced and overworked forces and correlations and possible causations for staff sickness/absences. This type of research encourages transparency and therefore facilitates accountability which strengthens public confidence in the police organisation as well as improving internal relations and staff job satisfaction and retention rates, to name but a few (Coper et al, 2017). Evidence-based policing offers an objective assessment of already implemented practices, reviews of practice in detail and in situ, identifies any issues raised and suggests more efficient and effective tactics and strategies for the police community. In recent years there has been an increase in EBP, and the police's professionalising agenda has been heavily influenced by this steep rise in EBP research. This influx of EBP research

eventually led to the College of Policing's (CoP) 'What Works' initiative, which was evidently actively implementing police policy and practice (Tong et al, 2016). This rise of evidence-based policing also had huge implications for all staff and police officers alike by shaping and changing police policy, practice, development, and professionalism. In more recent years, police research and EBP has contributed to education being included as part of police practice by introducing policing degree programmes such as: Policing Education Qualifications Framework (PEQM), the College of Policing's introduction of the Certificate of Knowledge in Policing (CKP) and National Policing Improvement Agency (NPIA) (Bryant and Bryant, 2014). The NPIA became the professional body and embraced professionalisation of the police and applied the 'what works' to police operations (Tong, 2016).

Theoretical Framework

Case studies involving participants are used to explore real world issues and seek to produce meaningful empirical data rather than relying on statistical data collected via quantitative, statistic-based means (Yin, 1994). Most case studies involve observation of a group of participants or an individual within their natural environment and collection of data is often (but not exclusively) retrieved with the use of qualitative methods (Robson and McCartan, 2016). Some researchers argue that social surveys and other quantitative methods offer findings that are more easily generalised compared with more in-depth case study research findings (Hammersley et al, 2009). However, Yin (1994) argues that case studies allow for an analytical generalisation rather than empirical and therefore the findings carry weight, relying on 'logical' inference rather than statistical (Yin, 1994). There is an abundance of knowledge

about human observation within a natural social setting (Valsiner, 1986) and case studies have been used in both social research and scientific studies (Bromley, 1986; Robson and Mc Cartan, 2016). Bromley (1986) argues that science is a much more investigative process than most case studies can afford due to the flexibility and uniqueness of each researcher's study. However, Waller (1934) states that science is like the 'artistic process' and that by studying a set of phenomena directly, patterns, concepts and causal processes can be discovered. The relationship between theory and research is an important one and Bottoms (2000) emphasises this claim by noting that theories are empty if it is completely abstract from reality despite acknowledgement that empirical research is conducted based on a theoretical assumption. Although each theoretical assumption, strategy and design is unique, all researchers must demonstrate their ability to create a research design that gives their findings validity. Robson and McCartan (2016) describe the framework of most 'Real World Research' as typically being modest in scale with the purpose of examining personal experience, social systems, and life in situ. The researcher primarily focuses on different aspects or events which are experienced by a group of individuals and this combined theoretical and practical research creates applied research (Robson and McCartan, 2016). 'Real world research' aims to acknowledge a problem and then seeks to find a solution to that problem. This study aims to discover officer's experiences and the usefulness of the training given on the fast-track detective programme and is relatively small in scope, therefore it fits into the 'real world research' category. Waller (1934) states that the purpose of a case study is to study a set of phenomena directly to discover any recurrent patterns and try to make a configuration of events. The researcher must consider its level of looseness and selectivity when it comes to its selection of data. The need for specific results or replicated research

studies are most suited for a selectivity process but results will be limited and cannot be expanded upon. However, looseness can make finding the balance of information intake and output more complex, yet it offers a richer source of data collection overall. This research study has clear parameters which are set out in the research questions. This is phase three of a longitudinal research study which focuses on perceptions of officers within a police service in the south-east of England who have either trained on, supervised or managed candidates on a fast-track detective program. Greenwood et al (1977) and Chatterton (2008) believed poor retention rates were due to departments being severely under-resourced with high workloads. Studies conducted by Westera et al (2014) and Tong and Bowling (2006) stated that it was the poor work-life balance that also contributed to these poor retention rates. Findings from this study will be compared with these research studies amongst other existing and relevant literature that corroborates or contradicts previous findings (Tong and Bowling, 2006; Westera et al, 2014, Greenwood et al, 1977). The term Organisational Change refers to different actions an organisation may take to implement positive changes and adapt to new initiatives within their environment. These alterations can range from changes to infrastructure, technologies, internal processes and culture and the concept and approach of Organisational Change is critical to helping organisations continue to grow and to succeed. There are four different approaches to managing organisational change which are Lewin's Three-Step Model (Bakari et al, 2017), Kotter's eight step plan for implementing change (Coutts, 2011), Action Research (Rosenbaum, 2010) and Organisational Development (Police Foundation, 2019). Predominantly this study centers on both Action Research and Organisational Development due to the research design and research method used for data collection and eventual analysis (Ransley and Mazerolle, 2009; Carter and Phillips, 2015).

Research Method

There are three different types of approaches to data collection which are: qualitative, quantitative, and multi-method (Kalaian, 2008). A quantitative research approach uses a hypothesis relating to a phenomenon and then seeks to prove this hypothesis by using structured methods such as surveys, questionnaires, and structured observations to retrieve this data. It focuses on collection, interpretation and understanding of statistical and numerical data and relies on patterns within this data to produce reliable, meaningful results (Jupp, 2006). Qualitative research is much more focused on differing interactive processes within a case study and aims to answer its own research question via structured and semi-structured interviews, participant observation and focus groups (QMR, a data collectors guide). This type of scientific research provides a much more in-depth and richly sourced quality of data due to the researcher's ability to interact directly with the participants. When this data is collected, thematic coding analysis can help accurately reveal themes and correlations from the qualitative data collection (Lawrence Neuman, 1991). Multi-method or mixed methods is the use of both types of approaches in differing ways such as using a questionnaire to collect the demographics of potential participants for the purpose of ensuring an accurate representative sample of the population at large. For a study to be classified as mixed method, the use of both qualitative and quantitative methods must be applied to both the data collection and data analysis processes. Both quantitative and qualitative methods must show validity and objectivity interwoven throughout each phase of the research study (QMR, a data collectors guide). However, due to the complex nature and vast amount of information that can be acquired during qualitative data collection, a solid research aim, design and method must be implemented to avoid an endless chain of

questions with no firm answer. Clear boundaries must be set, or any significant findings could be lost, and any data collected could be diluted and reduced to an unusable state - known as meta-data. Although meta-data can result in ideas developing that had not previously been considered, if not managed correctly, it can too easily overwhelm the researcher with a tsunami of complex data and no clear parameters (Richards, 2005).

This study will use a qualitative approach using semi-structured interviews with three distinctive groups: managers of the fast-track detective programme, newly accredited fast-track detective constables and supervisor's. Although all questions asked are related to the programme, it is the overall perspectives and experiences of officers and management that we seek to determine and explore. Using the same students and trainers from the same groups selected to participate in the first phase of this research, emails requesting voluntary interviewees were sent to all involved. Willing participants were then interviewed one-to-one by the researcher via Microsoft Teams, using a set of questions that acknowledges the differing job roles on the programme (see Appendices F, G & H). The reason for choosing semi-structured interviews is due to the flexibility afforded to the researcher and the need for a much more in-depth evaluation of the research topic at hand. The main purpose of this study is to discover the experiences of all officer ranks and assess the skills deemed essential to make an effective detective. Due to this research designs explorative nature, thematic coding analysis was used to filter the data collected (Braun, Clarke and Hayfield, 2015). For this research both the method and analysis used for this study are qualitative in nature, therefore this study is qualitative (Braun, and Clarke, 2013; Clarke, Braun and Hayfield, 2015).

Research Design

In terms of research, interviews can be categorized into three types: structured, unstructured, and semi-structured (May, 2002). It is entirely dependent on what the researchers' main aims are that determines the method they will use as all three have their own advantages and limitations with different research objectives and settings. Structured interviews involve using pre-determined questions replicated for each interview and is recorded to capture all information collected (Robson and McCartan, 2016). There are two types of unstructured interview styles which are known as 'intensive' and 'informal' (Lofland et al, 2006, Robson and McCartan, 2016) and both rely upon in-depth data analysis of open-ended conversations with the participants involved (Seidman, 2006). Intensive interviewing implies a much more casual and conversational conduct around the chosen topic, but the quality of the results relies heavily on the previous interview experience of the researcher (Lofland et al, 2006). Robson and McCartan (2016) states that the informal technique affords a much more casual approach and is often conducted in a short time frame, focused on the particular interest of the researcher. However, semi structured interviews are mostly used in fixed design methods and often use data collection in the form of a survey or with open-ended questions. Semi-structured interviews are a combination of the two which creates flexibility and the opportunity to use multi-method approaches to the research design and data analysis. The method chosen for this study is semi-structured interviews and the selection of participants interviewed was based upon the same representative sampling previously used in phase one of this research. It is important to note that the collection of the personal demographics of participants such as age, gender and ethnicity etc. could well be useful later in determining

whether conventional detective pathways have impacted its intake of a broader and more diverse demographic of recruits. All participants involved were anonymized throughout the study and advised to find a space that afforded them privacy during the interview itself, so they were as relaxed and comfortable as possible. Semi-structured interviews allow participants to discuss their experiences in more detail and switch topic freely which opens up the possibility of other potential issues. This study relies heavily upon in-depth information retrieval and therefore the questions needed to be framed in such a way that participants were guided but where conversation could still flow freely.

This technique required significant preparation and planning which included making clear the parameters of the research, clarity of the research aim(s) and consideration of questions that will encourage participants to discuss the topic at length and in detail (Robson and McCartan, 2016). Ordinarily and ideally, the interviews would have taken place in person, in house at the different police stations, but the world post pandemic encouraged the 'work from home' mentality, so this option was virtually impossible for this phase of the research. Officer's workloads, job role demands, and time restraints needed to also be considered and since most of the officers on the programme were so broadly located, the use of face-to-face interviews via Microsoft Teams Meetings was ultimately considered to be the most efficient, effective, and logical solution to these challenges. Further preparation for the interviews included networking and liaising with police staff and PAs to secure participation of individuals for the research, scheduling meetings, obtaining, and forwarding the relevant paperwork (participant information forms, consent forms, data confidentiality etc.), and dealing with absences and any withdrawals. Participants were told to find a private and

controlled setting for interviewing but one of the most important considerations needed to be the questions being asked of those involved in the study (Bahn and Weatherill, 2012). A verbal introduction explaining the aims of the research, question topics, confidentiality brief, right to withdraw and a reminder of the recording via use of an encrypted dictaphone and Microsoft Teams Meeting was included in the interviews. Interviews were only conducted once participants had filled out and returned their consent forms, but participants were reminded they had the right to withdraw at any time and that all data would be removed and destroyed. Once all collected data was uploaded to the university computer, any previous recordings were wiped for the purpose of ensuring continued continuity and confidentiality.

Regardless of the interview strategy and technique used, face-to-face interviewing offers many advantages that statistical and numerical data cannot. Sometimes there are facial gestures or non-verbal responses that give the researcher a chance to delve further into unpredicted issues (Jensen and Laurie, 2016; Robson and McCartan, 2016). Face-to-face interviewing often leads to longer interviews due to the matrix of related issues that can be uncovered and can create a deeper connection and higher level of understanding for the researcher. Due to the police being a vast and complex organisation, the use of abbreviations and acronyms is often exhaustive but necessary. Though the interviewer is considered the 'expert' and the researcher the 'student' it is vital that the participant feels secure in the researcher's knowledge of police terminology. This is more likely to encourage the participant to speak more freely and therefore create a freer flowing interview environment (Jensen and Laurie, 2016).

The views of officers regarding what skills and attributes are needed to make an effective detective were explored in this research. Though research in this field is limited, there has been similarities in themes throughout most, if not all research collected to date. The ability to communicate effectively is deemed as one of the most important attributes a detective can have, and it is this skill that contributes significantly to a detective being 'good' (Maguire, 1991; Fahsing and ask, 2016, Westera et al, 2016). Despite more and more policing research being produced, there is still a lot less known about the role and necessary characteristics that make up a good detective. Once analysis of the collected data has been processed for this phase of the research, the skills and attributes considered vital to a DC found in phase one of this study will be paired with the data collected in this research. The significance of the overall findings in this research offers a more thorough and solid viewpoint of a detective constable's life as it has followed the original cohort on a fast-track detective programme from newly recruited tdc's to fully accredited detective constables after 24 months probationary time. The tdc's, managers and supervisors were each given slightly different sets of questions, taking into consideration their different job roles (see Appendices F,G & H). All participants were asked about their opinions and experiences of the scheme and various elements and aspects of the programme. All three sample groups were also asked if they felt the course prepared them for the actual role of DC whereas leaders/supervisors were asked whether they felt the course prepared the DC's sufficiently for the role of detective in hindsight.

Participation Sampling

The same sample groups selected to participate in phase one of the study were the same

participants that were asked to be involved in the third phase of the research. Previous researcher, Evans (2019), interviewed the first cohort enrolled on the first fast-track detective programme and it is this same original cohort that this phase of the study also required to be interviewed. It is fundamental to the integrity of this research to explain how participants were selected and show that they were accurately representative of the UK population. An overall population statistic of areas considered unusual in comparison to average recruitment numbers was provided by the police services in phase one which revealed that 6.8% of cohorts were from ethnic minority backgrounds, 61% were female and 60% were degree holders (Evans, 2019) The groups targeted for phase one of this study were the cohorts on the first fast-track scheme, the staff involved with recruitment processes of the programme who were also serving officers and lastly, leaders and mentors on the programme. Four Det Superintendents and operational leads were interviewed for the latter group, 16 Detective Inspectors and Sergeants were interviewed as the programme leads and mentors and for the last group a total of 7 trainee detective constables were interviewed (Evans, 2019). This research used the participation sampling selected in phase one due to it being a longitudinal case study and to offer a more holistic reflection of the fast-track scheme from start to finish. A questionnaire was sent to trainee detective constables training on the fast-track scheme and the data collected was used to reflect and accurately represent the statistical and social make-up of the population. Although no new participation sampling will be necessary for this phase of the research, the previous researcher's quantitative method for data collection and participation selection instead will be explained in more detail further on in this chapter.

There are three methods for participation sampling which are: probability sampling, non-

probability sampling and mixed sampling. Though each method has its strengths and weaknesses, it is down to the decision of the researcher which design would best serve their research aims (Kumar, 2016). It was decided that for phase one of the research the use of probability sampling was most fitting and would encompass the studies main objectives whilst the sample size needed to be proportionate to the population. Stratified Random Sampling (SRS) was used due to the multiple elements unique to each participant and its ability to identify sampling units and elements of a population (degree holder, previous experience, ethnicity, age, and gender).

In the phase one of the research, 50% of the tdc's were selected to take part and age was categorised into three distinct groups: 20-29 years old, 30-39 years old and 40-49 years old. Participants were able to self-define their gender and ethnicity was grouped as: white and black Caribbean, Chinese, Indian and White English/Welsh/Northern Irish/Scottish/British. Any further education was categorised into the following groups: those without undergraduate degrees, those with undergraduate degrees, those with postgraduate degrees, those without PG degrees, those with further education qualifications, those with previous service and lastly, those without previous service experience. When it came to the recruiter samples, participation was on a voluntary basis, but it is important to note this population sample were all serving officers at the time the research was conducted. The demographics were again split into the same categories as the tdc's which was by age, gender, and ethnicity. Due to the years of experience needed to be a recruiter or organisational lead, the age range was stretched to 50-59. The demographics of the programme leads were split into the same categories as the recruiter samples and therefore this meant the participation

samples used in this research project were equal, accurate and representative of the population overall. It is the SRS reliability in identifying specific characteristics and promoting fair representation of the population that was the reason for it being used as well as its randomness which can highlight the group representative. The purpose of interviewing different types of groups was to gather information that may well reveal reoccurring themes in specific areas within the organisation. Often themes and phenomena are only noticeable when multiple viewpoints from within an organisation or group are study in more depth. Although the previous researcher was allowed access to the tdc's, he was not allowed access to all the staff due to the complexities, confidentiality and demanding work schedules involved with the detective role. Since there was no easy way to get hold of the demographics needed from the assessment staff and only 4 staff were interviewed, it was considered that the assessment staff were not a fair representation of the population overall. However, the participants interviewed were likely the only staff available to take part in the interview and were not selected due to any demographics. For phase three of the research 5 managers, 7 supervisors and 10 candidates involved on a fast-track scheme were interviewed on a 1-1 basis and all participants were assured anonymity in the form of numerical value which meant participants names were erased and they were given numbers instead.

Ethics

Whenever qualitative research is undertaken, the participants overall well-being must always be made a priority, under any circumstance. The research question itself is of lesser importance than ensuring the principles and guidelines that are set out in the 'code of ethics',

are followed. Silverman (2017) states that it is this 'code of ethics' that should be considered and used within all types of qualitative approaches, but he recognises that 'placebo tests' which rely upon deception, can cause complications due the dishonesty of the researcher to achieve results (Silverman, 2017). Before an interview can be conducted there must be an assessment of the participants likelihood for emotional and mental distress. Since the three groups selected for this study were all serving detectives, some levels of assumptions were made of participants emotional, mental, and physical competency. All questions asked of participants were based on the fast-track detective pathway and were extremely unlikely to result in any personal distress. Before any interviews commenced, interviewees were given a participant information sheet and consent form to read and sign and respondents were given a full description of the research study's main objective and how the interviews fit within the project itself (see Appendices D & E). For this phase of the research study, no personal or identifiable data was collected, and no deception or placebo was used. Participant's information was anonymised so that their data was untraceable and due to all these ethical considerations, this study is ethically sound.

The evolution of ethical research led to the introduction of laws such as the Freedom of Information Act (2000), Data Protection Act (DPA, 1998) and the General Data Protection Regulation (GDPR). The GDPR was based on five key principles which stated the guidelines for how, when and where data should be stored and how data should be destroyed (Information Commissioners Office, 2019). These more watertight regulations and guidelines around data usage in research have changed the entire ethical landscape of social science research and when implemented correctly, should serve to protect both the researcher and its participants

(Miller et al., 2012).

As previously stated, all participants were given a complete explanation of what the interviews entailed, consent forms, participant information sheets and were also offered a receipt of this information for their own personal records. Participants were further informed that that any data retrieved would be kept for a total of 6 years as per the GDPR and that their identities would always be kept secure and confidential. Participants were given information which also offered advice on how to request removal of their interviews, if they so wished (see Appendix C). The restrictions and government advice implemented due to Covid-19 on 'working from home' and 'need to travel' meant the most effective and efficient way to conduct the interviews was via Microsoft Teams Meetings. Participants were given suggested interview environment and conditions that would best work for the interview itself. The researcher conducted the interviews from a secure and confidential setting and used both an encrypted dictaphone and made participants aware that the teams meeting would be recorded in case of dictaphone malfunction etc. Both types of data collection were destroyed upon transferal of data to the university computer system and all physical data was ultimately stored on a university computer system. All transcripts were 'sanitized' to prevent any data loss and this process reinforced the confidentiality and security promised to all participants interviewed. As in most universities, there is an ethics examination board which assess the ethical value placed on each research study and when this study completed and sent its ethics forms to the Graduate College for consideration, it passed as entirely ethical with no need for any amendments. Once this study was ethically approved, a data sharing agreement sheet was given to the police services for them to read and approve of the study

being conducted (see Appendices A & C). An interview was set up with the researcher, the researcher's supervisor, and an organisational lead of the fast-track programme and a verbal approval was made for the study to go ahead, curtesy of this interview.

Data Analysis

Due to the individual nature of each participants personal experiences and thoughts plus the researcher's distinct style, each type of data collection content is entirely unique. After the data collection, data analysis is conducted to code, group and interpret the data retrieved from each participant to determine the findings and to process raw data into useable information (Robson and McCartan, 2016). For this research study it was decided that thematic coding analysis would be the best method in data analysis for two reasons with the first being the computer-based software's ability to analyse information intake more accurately and effectively than more paper-based approaches. The second reason being the computer systems ability to sift through large amounts of data and locate themes within the transcript. The data is refined further using codes created for the thematic analysis and these codes of information will correlate to a particular theme. It is these 'themes' that lay the foundations for this research study's findings and allow the researcher to look at the results and suggest new or better ways in which the case study could be improved upon. Thematic coding analysis relies heavily on the researcher's ability to understand the data and successfully 'coding' this discovered data to answer the research question (Robson and McCartan, 2016). The term 'coding' relates to a collection of data or themes that can be paired with a general or theoretical concept and this coding makes these chunks of data more identifiable and definitive. It is this 'code' that can be used to represent a situation, an event,

an act, or a relationship (Gibbs, 2007) and it is down to the researcher to identify these codes, translate them into themes and then link them with similar themes within the research overall. It is important to note that there is no definitive description of what the word 'theme' can mean and therefore this leaves an openness to the way in which thematic analysis is undertaken which is why it is used in multiple types of research methods. Gibbs (2007) states that themes can relate to idioms, topics and metaphors which reoccur in transcripts but only if the coding has been done correctly (Gibbs, 2007). Although Smith et al (2009) suggest that the term 'theme' means a 'phenomenological based' approach when it comes to this type of data analysis method. Once these maps have been created the data must be thoroughly examined further and the meaning of the research's findings should be generated (Miles et al, 2014). Once the theme and data have both been designated to a specific area of interest and have then been coded, the researcher must create a map which displays and interconnects the network of information to any correlating issues (Robson and McCartan, 2016). Thereby meaning all data collected and interpreted by the researcher may now be used to cross-compare and reference other research of relevancy, giving even more credibility to this research study. Thematic analysis is much more flexible compared to other data analysis techniques and no previous experience is necessary to use this process therefore it is popular amongst qualitative based researchers. It could be argued that since thematic analysis is so useful when it comes to more explorative themes, this is where it is best used but the reason thematic analysis was chosen for this research study was down to its ability to easily correlate and identify codes from a large volume of information. The data collection and transcription of this research project was looked at thoroughly and this refined data was interconnected with correlating patterns and themes which gave a greater level of

understanding with the produced results (Robson and McCartan, 2016). The use of this type of analysis is more commonly known as Computer Assisted Data Analysis Software (CAQDAS) and collecting data this way has cut through time and space by creating organized, filtered, and coded data analysis compared to preformed data-based analysis, for example (Punch, 2014). Previously used paper-based analysis involves a significant amount of time, manpower and patience to manually handle and correlate the information collected which would include photocopying, highlighting, folder management, physical storage of data etc. In modern day however, computers can store an enormous amount of data, can multiply these findings rapidly and vastly and it is this advancement in technology that has made data analysis more effective, economic, and achievable. The development of different types of Qualitative Data Analysis (QDA) packages have influenced other data analysis systems such as NVivo which was used for this research study and specialises in filtering non-numerical data. It must be said that experience with using the NVivo package would no doubt significantly impact the quality of data. However, the full potential of the QDA packages has still to be discovered and by simply imputing codes into a computer, it does not mean the analysis will be accurate (Richards, 2002). There are also several disadvantages to using QDA software such as NVivo which includes the amount of time, cost and training it can take to get access to, get to grips with and utilise the package to its full potential. At the university that this research study is being conducted, the use of NVivo's most updated version is available for use and there are seminars, conferences, written content and advised reading specifically for using this type of quality data analysis package. Thereby offering qualitative researchers the chance to have direct access to and educate themselves proficiently in the NVivo software before the research analysis begins. Since university researchers do not have to pay for use of NVivo and

have direct access to intensive QDA package training, the issues of cost, time and training are null and void. Since there is sufficient training around using the software as well as the fact the analytical method is computer-based, there is a significantly low chance of incorrect usage of the QDA package and means the analysis produced is likely to be more accurate. This study was conducted with the purpose of collecting, coding, analyzing, and interpreting the data collected using computer-based analysis. Once this analysis has been evaluated, any key themes that emerge will be revealed and explained in further detail within the discussions chapter (Braun, Clarke and Hayfield, 2015; Braun and Clarke, 2013).

Reflection

All research studies must have a clear project objective and the interview questions must be considered and phrased in such a way that they guide the participants to give answers that are rich in data.   Each set of questions for each group focused on the same tone of questions but were adjusted slightly in respect of the different job roles within the programme. Looking back at the questions for the managers and supervisors, there was some level of assumption that they had had been involved on the programme. However, there were some supervisors who had not been directly involved in the programme but who had candidates in their division and departments. These questions should have allowed for this difference in position but instead made some of the questions difficult for them to answer. Due to the nature of criminal investigation, detective work, time limitation and the effects of Covid-19, there were challenges when trying to get enough DC's to be interviewed. Also, with all the uncertainties and restrictions that the global pandemic brought about, it was impossible to have 1-1 interviews with any of the participants in person. Although this initially felt like a hindrance,

it was decided that Microsoft Teams was the best method for conducting the interviews and due to the nature of the job and the differing locations of each participant, this was effective and easy to use. The researcher for phase one conducted a survey to collect the demographics of 27 fast-track detective programme leads (2), recruiters (4) and candidates (21) and participants were asked to give their gender, ethnicity, age, degree holder status and previous policing experience. Of the 21 TDC's selected, 17 officers were aged 20-29, 3 were aged between 30-39 and 1 officer was aged between 40-49. The female to male ratio was 13 to 8 and 17 candidates classed themselves as white British with only 4 tdc's being from ethnically diverse backgrounds. Out of 21 candidates, 13 were degree holders and only 6 had any previous policing experience. There were 4 recruiters, 2 aged between 20-39 and 2 aged between 40-59, none were degree holders, and all were white British. The last group was made up of the programme leads both of which were male and white British aged between 30-39 and 50-59.

This research study interviewed a selection of the same participants interviewed for phase one and therefore the demographics collected for the first phase were relevant and able to be included for this part of the study.

Chapter 3 - Findings

Introduction

This research study was centred on a fast-track detective programme used by a police force in the UK and three sample groups were selected to participate. Each sample group represented a different role within the police organisation itself and within the fast-track programme with the first being management (N=5) who were either involved in the implementation, recruitment and running of the programme or those who had managed the programme's candidates within their division. The second sample group were those that were supervisors (N=7) of the first cohort of candidates, some of which were directly involved in the training, managing and supervision of candidates which offered a holistic and therefore more insightful perspective into the impact of candidates training, the importance of experienced supervision and the perceptions of candidate's overall qualities. The last sample group was made up of candidates (N=10) from the first fast-track detective scheme who were now either accredited detectives (N=8) or were soon due to be accredited (N=1). One of the candidates interviewed (N=1) decided to leave the programme to stay on as a uniformed police officer because of their time spent on uniformed attachment. The data collected for this research revealed multiple core themes across all groups of participants that were interviewed, and these findings have been broken down into three main themes: the perception of management and supervisors of the programme and the newly accredited candidates now they have come to the end of their 24 months probationary period, the

perception of candidates about their role and the programme now they are at the end of their 24-month probationary period. Lastly, these findings will discuss any issues or successes highlighted in the analysis of the data collection about training, tutorship, supervision, and overall retention rates as well as the qualities of the candidates.

Candidates

Valuable aspects of the programme

Attachments

Within candidates first year on the fast-track programme, they undertook a 3-month (long) attachment whilst being supported by a tutor within either the Vulnerability Investigation Team (VIT) or Criminal Investigation Department (CID). This long attachment is completed either before or after a further 12-weeks of rotational attachments (short) within different departments across the force. Candidates all said they found value in doing both the long and short attachments and that both experiences significantly contributed to a more holistic understanding of the different roles, divisions, and departments within the police organisation. Candidates preferred the long attachments largely due to the ability to build a report and network with team members over time. Whereas the short attachments were rotated on a weekly basis and meant relationships were not able to be developed and candidates felt they could only get a snapshot view of what each department does. (N=10)

> *"…[you] benefit massively from the attachments being able to see how everything works. No matter what anyone says, just knowing faces and knowing who to go to*

puts you a step ahead of everyone else, really." – PC 9

…[The] positives I would say are the attachments, although I think they should be longer… the shorter ones with the different crime groups. It's very much a whistle stop tour in every department we go to. You have to explain who you are, why you're there. – DC 10

"…I really enjoyed the big three-month attachment because you really get a feel for what the department does and what they are about. You get to have a really decent relationship with them." – DC 3

Only one candidate (N=1) stressed that they felt they had 'missed out' by being in child protection (VIT) and that there were more skills to be learnt in CID due to the multiple crime types and groups being more varied.

"…I personally think I missed out going straight into child protection. Although I enjoyed it, it served a purpose. In the CID there's a lot more skills that you can learn that you could transfer to different departments." – DC 6

Although all candidates said they benefited from these attachments, nearly all participants (N=8) stated that they struggled with the weekly rotations on the short attachments and felt it was extremely difficult to retain such a vast amount of information each week with such a limited time spent within each department. Given that some supervisors and managers raised this issue themselves, it appears this is an area that should be considered more closely when

considering future candidates.

Tutorship

Candidates were allocated a tutor for the entirety of their long attachment as well as being supervised by a PC tutor during their time on Local Patrol Teams (LPT). Out of the 10 candidates interviewed, 7 had positive experiences of their tutorship and had good relationships with their mentors. (N=7)

"...I was tutored by someone in my team who was extremely experienced and extremely good at the job. So, I felt like I had a really good tutor experience." – DC 2

"...I was very lucky. She is a similar age to me. She's a really good officer, very popular, and she has a really good skill set. I felt very supported by her." DC 6

Of the 3 candidates that did not have positive experiences of their tutorship, 2 stated that it did not appear to be anybody's 'fault' and that it was due to unfortunate circumstances. However, the third candidate stated that their tutor was never available and that they had to use their own initiative throughout their time on the course. All candidates felt supported by their LPT tutor's and there were no issues regarding this LPT tutorship. (N=10)

"...They tried their best. It would be nice to have one designated person though. It's not like they were not helpful. It helped me massively in my role. I think the amazing thing about [fast-track programme] is that we did all the different departments and I kind of know everyone at

this station, I work with everyone a little bit and I picked up lots of little things on my own." –

DC 5

"…My tutor was never there. It was a bit of a shambles, to be honest. Especially when I was on my attachment." - DC 10

Time in uniform

The overwhelming majority of the candidates stated that although they initially did not want to spend time as a uniformed police officer, after having done 10 weeks in uniform, they thoroughly enjoyed and valued their time out on Local Patrol Teams (LPT). There was a general negative preconception of what uniformed policing involves but this preconception diminished once candidates had completed their time on LPT. Candidates said they felt that experiencing time as a PC was fundamental to their understanding of what frontline police officer's deal with daily and all suggested that the time candidates spend in uniform should be both extended and essential. (N=10).

"… As much as at the time I wasn't sure about doing time in uniform, I look at it through rose tinted glasses now and I really enjoyed it more than I thought I would. It does give you a good basis." – DC 4

"…What I will say is a lot of the people who did the [fast-track] course were very frightened of going out on LPT and didn't want to do it and they were really anxious about it. After they did it, they loved it." – DC 7

"…I just think a lot of decisions that we make here behind the desk are based on our experience with LPT. Only having 10 weeks out on area is not enough. I now completely understand why the normal route has a two-year probation time in uniform." – DC 10

Support

The majority of candidates felt supported by their peers and by management and supervisors alike. When asked if they had felt supported when needed, 7 candidates stated that they did feel supported. (N=7)

"…You could go anywhere and ask anyone anything. Everyone is really helpful. I can't fault the police family for that. Everyone will help you out if you need it. So yeah, I feel supported." – DC 4

"…if you were struggling to settle in and you didn't want to go to your supervisor, you could go and speak to this coach person. You could talk to them about anything in general, including career advice……...you can go through them really. You've also got HR." – DC 7

Administration

Significance of administration to the job role

The reality of the role administration plays in the life of a detective constable was something

that each DC spoke about with most feeling the advertisement and recruitment did not accurately reflect this significant part of the role. Candidates felt overloaded with paperwork and case files and stated that future recruits should be made aware of the administration and logistics involved in managing both. Managers, supervisors, and candidates, all agreed that administration was a significant part of a detective's life and that a DCs ability to successfully manage and build a casefile was critical from the beginning of an investigation right up until it is taken to Crown Court. (N=8)

> *"…It needs to be clear about what an investigation is and be honest about the fact that there's going to be a lot of desk-based stuff." – DC 2*

> *"…An ability to tolerate administration. If you cannot stand sitting and typing, it's not a job for you. That isn't all of it, but you need to be able to tolerate that." – Supervisor 3*

The ability to build a case file is fundamental to the role of a detective and candidates received approximately 10 weeks of specialised training on case files and prisoner handling on the Investigation Development Module (IDM). However, most of the candidates (predominantly in departments under VIT) struggled with the reality of how long it can take to put a case file together and take a suspect to court. (N=8)

> *"…the other thing that I really don't enjoy about the job is that to build a case file and take a person to court, It's just crazy amounts of work. From what I hear from my*

colleagues who have been here for a lot longer, in recent years that's changed

massively, and it never used to be like that and [be] so excessive." – DC 2

Preparedness for court presentations

Most candidates felt underprepared for court appearances, and all were acutely aware that their case files were critical for any potential court case. This burden was felt by almost all of the candidates and most felt they could not fully or effectively appease the Crown Prosecution Service (CPS) due to lack of training in this area. This under preparedness in candidates could have serious implications for the outcome of a court case and the perception of police competency and this training inadequacy was something a majority of candidates agreed needed to be rectified. (N=6)

"…I think myself and others talked about how courts are the scariest part, really. The most important bit is the last part of an investigation". – DC 6

"…I don't feel there's anything that is there to prepare you throughout the court processes and trials. You have to prepare your investigation and case files for that. I can imagine that the first time you go to court, it can be a really big learning curve. You must think "Well, I'm never going to write up like that again, that lawyers just torn me to shreds" which is really unproductive. It's hugely daunting. First time you're in court, its "off you go!"." – DC 8

Further Training

Management and supervisors raised some concerns over the level of training that candidates received for their case files and for court preparation. It was highlighted that candidates were heavily underprepared for taking sufficient statements, reports, making court appearances and case file management. The majority of both management and supervisors agreed that administration was a key element of the DC role and felt training should be adapted by implementing a more in-depth module about a) the importance of quality statement and report writing and b) case file and court preparation training. Although there is casefile training given on the IDM, the overwhelming majority of candidates felt underprepared for court appearances and felt there should be more thorough and in-depth training focused on both of these significant elements. (N=6)

"…There just needs to be more training around case file management. I think as well because of going into the CID after 20 months and drowning in work, lucky for me, I'm quite resilient. I don't want anyone else to feel like how I felt. I deal with a lot of [fast-tack] candidates who come in and say, "what have I done? I don't know what I'm doing". That's horrible. Train them properly first and then let them go when they really do know what they're doing." – Supervisor 5

"… We do have case file training, but it doesn't really get into the point of, what I would call, academic writing like grammar., punctuation - you know? Just forming sentences." – Manager 1

"…It is just the case file and the workload management. It's not just your case files with

investigations. It's about being able to see if you've got a job that's going to make it to court…. They think they've got to keep working on stuff when actually you know the end result isn't going to be the end result that the victims want. I will go through and say why are you doing work on that, it's done. They say, "I don't know". They're just not trained. It's frustrating." –
Supervisor 5

Job satisfaction

Some candidates suggested that there should be more transparency about the practicalities and financial implications when training to be and eventually becoming a detective constable. Others stated that they knew individuals that had left the programme due to the reduction in wages because of joining the programme and another left due to being offered more money at their previous job. However, the majority of candidates were satisfied with their role (N=9)

> *"To get to the exciting jobs as a detective, you have to work hard and for a long time. I would say the advertising process wasn't necessarily accurate." – PC 9*

> *"…I only know one person who left because of the pay problem because she was on a good wage before, and it dropped to so little." – DC 5*

> *"…I really really enjoy what I do. Sometimes we go through phases of being really overworked and sometimes it would be nice to have a larger team but then it calms down again and it's not so busy. So, it's just really swings and roundabouts because*

that is just the nature of policing. You don't really get it any other way. There's not

really a lot I would change as such." – DC1

"…I like the camaraderie and the teamwork. I love the investigation side. I love it

when I can sink my teeth into an investigation." – DC 2

Job role opportunity

Some candidates spoke of being asked to consider tutoring new intakes and others spoke of

their desire to tutor once they felt they had more experience behind them. Another candidate

spoke of the opportunities available for candidates of promotion or moving into a more

specialist line of work. (N=4)

"Yeah, one day. Not yet. I'd like to be a tutor. I'd like to do the tutors course eventually

when I've got more experience. I'd really like to do that so I would have to do that

training." – DC 4

"… in policing, it's very much an open process if you want to move into different job

roles in different departments. The other thing is, if you're not enticed by going up and

earning more money, it is so in easy in our job to go sideways and do something new

when you get a bit bored. So, if I got bored of what I'm doing at the moment, I could

go and work in the cyber-crime unit or the paedophile unit. There's lots of things you

can do to freshen it up." – DC 7

Attributes and characteristics of an effective detective

Candidates were asked to consider what skills and attributes they felt were important to be an effective detective and answers ranged from good workload management and a tolerance for vast amounts of information and admin to being methodical, intrinsically nosey and having the ability to talk to anyone from any walk of life. Empathy was considered important in dealing with any victim or suspect regardless of the offence. (N=9)

"… I think a good detective is someone who is able to multi-task, someone who can definitely think outside the box, someone who is quite like, organised and methodical, because I feel like without it, your investigations can just runaway with you depending on how populated they are. Someone who's intrinsically quite nosey, wants to kind of always really get to the bottom of it. Always thinking what else can I do now? How else can I kind of crack this nut? All that kind of thing." – DC 1

"There's a lot of skills that I think are really important. Be a good listener. Be compassionate, be open minded and be organised. Without those skills, I don't think you can do a very good investigation and you won't provide a good service." – DC 6

"… Organisation is definitely one of them. It's something that I'm still working on. I thought I was quite organised until I came into this role. I realised I'm not nearly as organised as I need to be." – DC 10

Candidate experience

Overall, candidates had a positive experience of the programme saying that it allowed them to do what they wanted to do in a relatively quick amount of time and that they had mainly benefited from both the long and short attachments, their time spent in uniform and from their time being tutored. (N=8)

"...Yeah, I've had a very good experience and the positives are [that] it allowed me to do what I wanted to do essentially. It allowed me to join the police force without spending years in uniform." – DC 1

"...Every day is a different day. You can be nosey. You come across things that you didn't even know could happen before you joined. It is enjoyable. I made the right choice by becoming a detective. As much I enjoyed uniform, this is definitely the better side of policing, in my opinion." – DC 6

"...I don't think I would change the scheme because I found it really enjoyable. I never felt it was too challenging at any point. I think the fact that people are still doing it now and haven't left the job suggests they managed to get the people that they wanted to get." – DC 7

However, one candidate (N=1) felt their overall experience of the course was poor due to most of the training being given online due to Covid-19 which was unavoidable but

undoubtedly had an impact on overall training quality. (N=1)

> *"… It was a really bad training course. Although it was the first programme, I still don't think a course with that level of content should be conducted online which feels like the route they're going down and I find that very sad. I think they think they're saving money, but actually it is a false economy because they're just going to end up with a whole load of people that don't know what they're doing." – DC 2*

Management

Diversity and demographics

Representation

Both management and supervisors alike felt the successes of the programme had predominantly been the diversity of the candidates with stark differences ranging from age to previous career paths and policing experience to life experience. (N=7)

> *"… I ve probably covered it anyway but those individuals, the demographics, we wouldn't have captured those individuals, far more female officers, more ethnic minority groups and we are attracting individuals who potentially are better than standard recruits…. There is a far higher percentage of females on this intake and certainly standard recruits, which is high anyway. It's really interesting." – Manager 2*

"…. We've really increased that female intake and the ethnic minority intake has been really good. Better for our communities, because then we're more representative of the community." – Manager 4

Interestingly, one manager stated that one of the first cohorts was 80% female with another intake soon after being entirely made up of female candidates. (N=4)

"…. Predominantly, if you look at the numbers of our intake on our first cohort the first 80% were female, and then I've had a cohort and every single one of them was female. I think that's a pattern that will long continue." – Manager 1

"…We had a lot of female people come through who've come into this particular office. I'd be interested to know if there's a gender split…... There seems to be a lot more female candidates than male." - Supervisor 3

It was suggested that this increase in female recruits could be due to the limited amount of time candidates are expected to spend in uniform at only 10 weeks rather than the 2 years previously expected of an officer. Out of the 10 DCs interviewed, 8 candidates stated that the uniform element in the training was something that either frightened them, they did want to do or made them feel nervous. Out of 8 of those candidates, 3 were male. (N=8)

"…I could be totally reading it wrong but it's the impression I get. I wonder if it's because there is no uniformed element to the role. Whether those individuals aren't

comfortable with the physical complications and danger side are put off." – Supervisor

3

"… I meet with all the candidates and have a briefing with each and every one of them and I asked them why they joined and why they didn't join before. The answer is the same. It's because they thought they'd have to do all of that stuff, running around and getting spat at, punched in the face and all the horrible stuff. So, because we did a pathway to all these other areas, that was their incentive for joining and I think that is so important about this programme." – Manager 1

Quality of candidates

The management and supervisors' perception of the candidates was mostly positive when it came to officer's enthusiasm for the role calling them keen, motivated, inquisitive, competent, and driven individuals. (N=10)

"…It has been noted that by and large, those that come through have been very good, very competent, very capable." – Supervisor 1

"…. The ones that come through are very keen. They're joining and wanting to do the job." – Supervisor 3

An inquisitive mindset appeared to be the dominating characteristic that was both expected of a DC by management as well as being an attribute that most candidates had (N=6).

"… like they pick up on more, they're more inquisitive, they are professionally curious about stuff, they want to go a little bit more in depth, they ask why more." – Supervisor 2

"… They need to have an open mind. They need to be motivated and driven and (have) an almost inquisitive 'dog with a bone' attitude." – Manager 4

Candidates were considered to be technically minded and that this aided them in navigating the multi layered matrix of internal policing systems. Both management and supervisors agreed that candidates were adaptable and less organisationally cynical which meant they were more inclined to learn the ropes rather than resist any technological or procedural innovations within the police force systems. (N=5)

".… we've moved from something called Genesis to a new one - called Athena. Anything big in policing takes forever to do but these candidates are really good at it. They're very good at navigating the system because it's quite technical, so their technical skills are very good." – Manager 1

"…They clearly have the technical skills they need and it's just consolidating that I suppose." – Manager 5

Despite the importance of technical skills, some managers felt that this is something that is

teachable and that instead, it is down to the integrity and behavioural skills of the individual that determines their success as a DC. (N=4)

"…I think part of it is you can teach technical skills, but you can't teach behavioural skills and that's got to be in the individual." – Manager 1

"… No matter how much training you give somebody, unless you actually want to do the right thing by that victim, and you want to solve that crime and you're prepared to go to the nth degree to try and solve it, you're not going to do it. A passion for providing the victim with the best possible case. Doing the best you can by that victim to solve their crime. It's [down to] the behavioural skills of the individual." – Manager 4

Academic

With the introduction of Police Education Qualifications Framework (PEQF) (College of Policing, 2022) in May, the police are bridging the gap between policing and academia by aligning training and operational police work with education with the main purpose of professionalising policing. Both managers and supervisors felt that candidates were more academically sound and that although not all had a degree, most did and that this was evident throughout most of the cohort. (N=8)

"…we are attracting a certain person, I suppose, onto it…and although it doesn't need a degree entry to it, a lot do have that and [therefore] have perhaps that more academic rigour." – Manager 2

"… They are quite academic people, a lot of people who come through started off with quite an academic formula" – Supervisor 6

A majority of management agreed that having a degree appeared to help a candidate's ability to cope with the overwhelming amount of paperwork and administration required for a case file. Several managers likened a case file to the level of research and attention to detail required at degree level at university. (N=4)

"…I'm not saying academic qualifications make you a good cop but there are benefits to academic qualifications: report writing, understanding data, research, because if you think about it, doing an investigation is no different from doing research. You know, you're looking to prove something one way or another and then you go to various different sources to understand information and then come to a conclusion."
– Manager 1

"…the administration of the case file side of things, case file building, I would say people with degrees probably far easier fit into that world than those who don't have that." – Supervisor 3

Although having an academic background appears to contribute positively to a DCs role, it only serves an officer to a point. Management and supervisors unanimously agreed that without exposure to frontline policing and all the elements that entails, ultimately this

education will fall short. (N=7)

"…but what I need people to do is if we ve got a load of homeless drunks and someone's been stabbed and killed, I need you to go out and speak to those homeless drunks, get statements off them, and take them through a court process. You can only do that if you've got a get up and go attitude. You need to be able to talk to anyone from any walk of life." – Supervisor 6

"… You know, we had people coming in with dance degrees. How does a dance degree make you a better police officer? How does that make you able to deal with confrontation out on the street?" – Supervisor 7

There were 2 supervisors that believed having an academic background did not contribute at all to a detective's investigative abilities or was problematic due to the 2-year probationary period it takes to become a DC whilst working without any pay. (N=2)

"…what was also happening is they were saying that you need to have a degree because it will make you a better police officer. Having a degree does not make you a better police officer." Supervisor 7

"…you are asking for people with skills and experience to come and work for you for free for two years, effectively. They don't get paid very much as it is." – Supervisor 1

Fast-track versus standard route

Stigma and Cynicism

Several managers spoke of their initial concern of potential cynicism from "old sweats" and long-term detectives of whom most had spent many years as uniformed police officers previously before being posted as DCs. The need to cover the shortfall of detectives has been and continues to be paramount and in order to level any possible friction, management opted to have operational detectives involved in the recruitment and assessment phases of candidates. (N=3)

"…Involving operational detectives early on in the programme for me, was a real big success factor to it because, you know, it broke that stigma very early on when the cynical detective or somebody who has a reputation as being a 'good detective' has been involved in that assessment selection process. So, you're using the people to work alongside you. Well, that's quite powerful actually which makes it very difficult for people to think "well this schemes rubbish", because you've selected these individuals and they're actually really good." – Manager 2

"…We recognise there are potential cultural issue with bringing people in on a fast-track detective scheme. That may be seen as elitist and may create a bit of friction with other serving detectives or other police officers. They might feel that the candidates are getting opportunities that they didn't get. That's not fair. Why isn't everyone on the on the pathway getting these attachments? Getting tutoring? Which is a fair

comment." – Manager 3

There were several supervisors who felt the differences with the fast-track pathway in comparison to the standard route of recruitment, was not explained clearly enough and that this confusion ultimately contributed to any possible stigma. (N=2)

"…I think they need to be aware of the friction they are causing by this two-tier training, and they don't understand the implications of having these [fast-track] candidates." – Supervisor 7

Identifying keen individuals early

A majority of both management and supervisors believed that a huge benefit to this fast-track scheme was the programmes' ability to target and capture multiple individuals that know that they want to become a detective constable from the outset. Whereas in the past it would have taken a police constable years to decide and ultimately become a DC, this fast-track programme offers a fast, credible, and achievable programme to becoming an accredited detective within 2 years. (N=7)

"… I think by identifying those individuals early and allowing them the development to achieve their goals early, you get more motivated, more enthusiastic, more of 'that minded' individuals into the right job and at an earlier time…that's probably one of the biggest pieces within it." – Manager 5

"...I think it's brought in some really good individuals that 1) we just wouldn't have captured and 2) wouldn't have gotten into that specialism so quickly." – Manager 2

However, with these freshly engaged candidates being introduced to the police at a fast-track pace, comes the need to balance this eagerness with reality. Although this fast-track pathway offers candidates the opportunity to dip their toes into many different departments and specialisms in the police, the reality of the length of time and pure grit it takes to get employed in those different areas, seemingly needs to be made clearer to candidates. (N=4)

"… A bit of reality needs to kick in and that's not dampening them, but they do often think "I want to be on the murder squad straight away" …They can get there really quickly, don't get me wrong but it won't happen immediately." – Supervisor 6

"…I have candidates who have come in so fast. The fast-track mindset can't help the fast-track thought process of everything happening quickly for them." – Manager 4

Life experience

In order to cover the shortfall of detectives there was a huge recruitment drive at universities and since the age restriction for applying for the police was lowered to 21, there was a steep increase in younger applicants. This significant increase in younger applicants being recruited appears to have disproportionally effected the diversity in candidate demographics, which is problematic. (N=6)

"…. I definitely think they're young and the only problem with that is with your recruitment, you need to have diversity of demographics. But you also need diversity of thought, you need diversity of experience. You can't just keep recruiting young people." – Manager 1

"…. The most obvious issue with a lot of the candidates coming in is that they have come from school, they come from university, they come to the police, they have no life experience." - Supervisor 7

As a DC you are expected to deal with all crime types and as several of the managers and supervisors stated, some candidates forget that they are "police officers first" and need to learn their "bread and butter" of policing before they can effectively operate as an investigator. (N=4)

"…You're a cop before you're a detective and that's the difference I think you see. So, the [fast-track] lot think, "I'm going to be detective for the rest of my career" and I have to burst their bubble." – Manager 4

"…From a chief officer level there was a concern that whilst this is a great idea - fast tracking detectives- what we couldn't have were people who couldn't do core policing functions. Have they got all the attributes and skills to go out and put a uniform on, answer calls, make an arrest? Do the necessary things." – Manager 5

Length of programme and achieving accreditation

Opinion on the length of the programme was divided with most stating that due to it being a fast-track, there is always a constraint on time to produce accredited detectives. However, some consideration for consolidation time when recruits have qualified was suggested which falls in line with supervisor's concern that the lack of support available to candidates once they become accredited could lead to loss of an officer from the force entirely. (N=4)

"…I just think it needs extending. I just think [there needs to be] a time scale for consolidation. So, because the training and development process is so long, I think it needs to be a three-year programme. I think you need 12 months consolidation. What I mean about that is consolidation of learning. Because you spent 18 months training them and then three months consolidation and that doesn't sound right." – Manager 1

"…I don't think you can achieve it within two years, and we never set out to do it. The reason is in [police force] we want to make sure that they're competent as a police officer first and that takes a year. So, you've got a year that disappears already on that just trying to master the basics. Well, not even mastering. Just getting to a level of competence where you can operate independently." – Manager 3

Value of long and short attachments

All three groups felt that both the long and short attachments offered candidates the

opportunity to network and build relationships between different departments across the organisation as a whole. Candidates felt these attachments gave them a more in-depth understanding of the police force as a whole and many stated this helped them know who to turn to when they needed to ask advice when building their case files or for specialist expert opinion. (N=5)

"…. because the [fast-track] candidates are pushed into so many different departments, they have a little bit of knowledge about everything. They are a bit more open and well-rounded I would say." – Supervisor 2

"…One of the things we do with the candidates is they have attachments in the different departments and obviously you don't get that if you're just a normal candidate. So, they are exposed to a lot of things [and] that is obviously very good for them in terms of their thought processes." – Manager 1

"…we went and did our attachments. I liked those. I could see the benefits of those. It was really useful to see what resources are available across the force. I think that's important in any role to know what other teams are around you that you could go to for some advice and support and vice versa." – DC 6

Successes and challenges of the programme

A holistic approach to policing

Importance of experiencing frontline policing

With regards to candidates 10 weeks spent in uniform, both levels of management unanimously agreed that there was exceptional value in candidates time out on LPT. It was deemed a crucial element to the fast-track programme by all and there were some that felt candidates weren't in uniform for long enough. (N=12)

"… I think they could probably benefit from a little bit longer [time in uniform] because they then get that mindset that yes, they might specialise, but they are a police officer first." – Manager 4

"…You can only do that by putting the uniform on and seeing how the public are going to treat you. 99% of the public are lovely people but you're not dealing with them. You're dealing with the 1% who aren't very nice. It's that reality of exposure to it as well, really." – Supervisor 6

All three sample groups agreed that the only way candidates could have any level of understanding of the many complicated and risk-filled situations frontline police face every day, was to spend a sufficient amount of time in uniform and out on LPT. Both candidates and all officers of senior levels felt this was a critical element of the fast-track programme. However, management admitted it was aware of a negative public perception of uniformed police officers and that this public perception was taken into consideration when deciding upon the length of time candidates spent in uniform on the programme. (N=22)

"…We wanted that operational footprint. I think it was the right thing for it and because I think you're better for it. Having done it, you understand policing more." – Manager 2

"…There's no doubt about it, two years in uniform does put people off. Whatever the public perception is, doing those two years in uniform puts people off." – Manager 5

"…Once they've done the 10 weeks they think "I'm never going to criticise uniformed officers because they do the best they can do in difficult circumstances." You can only do that by putting the uniform on and seeing how the public are going to treat you…. It's that reality of exposure to it, really." – Supervisor 6

Human resources

Under resourced

The shortfall in detective constables has been significant and therefore this recruitment drive to make up for this loss was the core reason for the concept, design, and implementation of this fast-track scheme. Management has been vocal about the importance of each candidate receiving experienced tutorship and guidance and about quality being maintained throughout all candidates and police officers across the force. However, with the police already heavily under resourced and with such a large turnover of new recruits being employed, this theory is neither realistic or sustainable and it is evident it does not work in practice (N=7)

"…There is such a recruit drive at the moment. They're recruiting like crazy. Actually, they don't have enough experienced officers to take care of a lot of new officers." – DC 5

"… So, I run five domestic abuse teams in [location], I have 40 officers at any one time, and I have only one accredited detective. 10 to 15 of those officers are on the pathway so they have passed the NIE or they're due to do it. They've done the detective course and they're midway through their portfolio stage, etc. but they are still not accredited detectives yet. So, there is a massive skills gap given that we are meant to be a specialist department." – Supervisor 2

Domestic abuse, child protection and adult protection are all under the umbrella of the Vulnerability Investigation Team (VIT) and it is this department that has the highest number of prisoner handlings due to the number of abuse cases the teams deal with daily. Some candidates felt child protection was a largely misunderstood and undervalued department and yet compiling a well evidenced case file on abuse of any kind was significantly harder than other crime types often due to the lack of available evidence, a victims fear of reprisal from their abusive perpetrator or an individual's inability to comprehend the magnitude of the abuse. (N=4)

"…I know candidates [that at] 2 years have never even charged anyone because we put them in a specialist department like child protection or rape where it's exceptionally difficult to get charges, so they haven't even gone through the

experience and it's not fair on them and then they apply for a job." – Manager 1

"…the DCI said that their long-term posting, once they finish their attachment, should be in domestic abuse, because that's where we're short and we've got officers who want to join these other teams." – DC 8

"…realistically, you're going to be in CID or VIT. Probably VIT because of the high turnover …. they need numbers in there constantly." – DC 3

"… The government guidelines are that any domestic abuse is investigated by a detective, but we can't provide that, so DA is being investigated by PCs, which do the best job they can and the best service, but this is a real issue. Domestic abuse is the worst for it. CID have got quite high DC numbers; child protection has got quite good DC numbers. People don't want to work in domestic abuse so what tends to happen is they'll get trained up in domestic abuse ….and then once they get accredited, they say "I want to go to CID because it's better"." – Supervisor 2

Policy for staying in uniform

Of the 10 candidates that were interviewed, 1 had enjoyed their time in uniform so much that they decided to leave the programme altogether and stay on as a uniformed police officer. They stated that it was difficult to leave the course due to the fact a policy for candidates to stay on in uniform hadn't been considered and therefore there was no official protocol to follow. They stated they were happy with the decision to stay as a PC, but they still felt they

had benefited hugely from their time being tutored and experiencing both the long and short attachments. It is important to state that this candidate joined the programme as a way of "getting into the police" so becoming a detective constable was not necessarily the end goal. (N=5)

> "…You're forcing people to do a job that they don't want to do. Actually, they're still short on LPT anyway, so why not keep them there? I don't think they'd lose that many people." – DC 1

> "…The thing for me and the two other girls that dropped off was because it was a relatively new programme, there was no policy in place saying that you had to stay on this pathway. Whereas I don't know if they would change that for the new intake. You've got to take an exam at the end of the day to be a DC and you could just sit there and fail it. If you don't want to be a DC, then they wasted their money. I'm still very grateful for the attachments and how much time and effort went into us. There's lots of jobs that I go into now and I think I've got six months' worth of experience on attachments. In actual fact, I've benefited massively from the programme, even though I'm not still on it." – PC 9

Management agreed that rather than lose a candidate and the financial and professional investment altogether there needed to be a bespoke policy that would set out guidelines to follow and thereby allow candidates the opportunity to leave the programme and stay on as a PC or give them the opportunity to do further time in uniform.

"… we didn't have a withdrawal policy, so we had to make one up. We created a policy that said that you need to do [at least] 18 months on this programme." – Manager 3

Retention rates

All 3 groups of participants spoke about the different challenges that the role of detective constable involves ranging from being overworked, underpaid, having a holistic understanding of the police to being overwhelmed by the sheer volume and intricacies involved in managing and building a case file competently. Interestingly, one manager stated that out of 40 cohorts on the first fast-track programme, only 2 had left. One stayed on as uniformed police and the other left for other reasons. Another manager also stated that of the recruits that had left, very few had left from the fast-tack programme and the majority that left were recruited via the standard routes. (N=6)

"…I'm aware that the career life expectancy of a cop is around seven years now to stay in the organisation. I mean, that's scary. That's the reason we don't have experienced police officers anymore. If I understand [it], in the next five years, we're losing 80% of our most experienced police officers. I'm not going to be here in a year." – Supervisor 4

"… There is still a detective skill gap. Every department has a figure of how many DC's they should have. Especially with all crime groups such as adult protection, child protection and domestic abuse." – Supervisor 2

"… People join the police and then they leave after a few years to go and do something else. I've never seen so many resignations because people want to go and do something else." – Manager 5

Quality control

Lack of experienced supervision

The reality of the need for more experienced personnel was acknowledged by most managers and supervisors and it is believed that this may be in part due to the retirement of older officers, new recruitment pathways being introduced as well as lack of police funding and resources. The lack of available experienced officers and a constant turnover of fast-track candidates being recruited has worryingly negative and wider implications when it comes to upholding candidate quality within the police force long-term. (N=9)

"…You have this influx of tdc's, but you don't have enough tutors to train them. – Manager 4

"…The [fast-track] programme has completely turned that on its head because you've now got people coming into crime groups …. [and] many officers that are working in that department have got less than two years' service dealing with some of the most serious types of crimes." – Supervisor 4

One of the other issues that was raised was the lack of financial and promotional incentive for those who supervise or mentor candidates with tutors expected to volunteer for the role with no extra pay and whilst still having to manage their own workloads simultaneously.

"…. Some of them had a really great relationship. I think some are more engaged and motivated than others. It's kind of inevitable. We had to take volunteers and we had to rely on officers to pick really good people but there were some people who probably could have gone a bit more out of their way." – Manager 3

Support available to candidates

When asked about what support candidates received throughout their training, there was a mixed response with some managers readily offering examples of welfare based, personal and professional support on offer to all officers within the police. The support available included their 3-month tutorship, the support of their peers, experienced personnel within their departments and divisions and included regularly circulated welfare emails and questionnaires and includes mental health services such as Trauma Risk Management (TRIM). (N=4)

"We've got experienced detectives within the crime family that come along to division and will do talks and sit down with candidates and things like that. We ve got an insight which has loads of information as well that both regular and fast-track candidates can access. So, in terms of knowledge, experience, and guidance, that sort of stuff is all in the system." – Manager 4

"… I feel that they get the right level of support and I've never heard anything to the contrary, but I'd be interested in their views, of course and I would like to think that they would have enough about them to reach out if they needed more support." – Manager 5

However, several supervisors believed candidates could do with further support and that this was something that the programme should adapt accordingly for the future. Once candidates are fully accredited DC's they fall into the same employee system as all other police officers. Yet at 2 years, candidates will have only just stepped into their official role as a DC, yet they are considered fully competent. There was concern that if candidates weren't feeling supported, this could lead to having an adverse effect on retention rates within the force. (N=3)

"… Something raised in the last few meetings was what support is there for the [fast-track] candidates once they're posted and we need to bridge that gap. What is happening is because we have so many cohorts coming through, as soon as they're posted, they're just the responsibility of the team that they get posted to. They're not really followed up on. There is nothing really in place. It's down to the individual sergeants and supervisors and managers to check on their welfare and continue to progress them. They will just go down the usual employee development [route]." – Supervisor 2

"… There needs to be a consistent strand of supervision. So, if they have a problem, this is the person they go to and who they can rely on to tell them this is what you need to do. That's lacking. Even if you have someone who's very resilient and self- sufficient, that comes up against the barrier when they need some consistent supervision……. I know of an officer that as a result of the lack of consistent, specific supervision and support, has put in for resigning." – Supervisor 3

Ownership

Two members of management and 2 supervisors felt that there was no real ownership of the candidates and that this caused confusion and as a result, friction within and across the different departments. Others felt that they did not necessarily get to see or have a hand in the return in their investment. (N=4)

"… I think from a superintendent perspective, I'd like a little bit more control about what I can do… we put a huge amount of investment in training them up until the 18-month point and then I've only got three months till I can decide where they have to go. So, I'd like more control over that." – Manager 1

"…It's like being on a boat and you can't get off the boat. You can't steer the boat. There are no lifeboats and you're just hoping that you don't hit the iceberg, which is an uncomfortable place to be. I knew it would be fine and it would all go well, but it's difficult when things are outside of your control. I ve also got 50 members of staff who I manage and if I'm not in control of it, then they're not in control of it too. I try and do

what I can and communicate what I can but it is quite challenging to be stuck in the middle." – Manager 3

Quantity or quality

Without enough tutors to mentor each candidate, there will be tdc's who will no doubt have to intermittently self-teach, rely on, and learn from those around them or may well leave the police due to lack of support, guidance, and direction. Eventually, this will either lead to loss in quality continuity or result in candidates leaving the police altogether. With the ongoing regular turnover of recruits and lack of available experienced officers and tutors, the potential for a sharp decline in quality of detectives becomes very real. (N=7)

"… [we are] also speeding up that process for an individual to become a detective but that's something we need to remember… that we may have X number of detectives but that doesn't make them good detectives." – Manager 4

"…The other point I'd make about the training side of things is that the people that are doing training, there are people giving training when they have never done what their training about." – Supervisor 4

"… I don't want to be negative about our recruitment process, but it is a challenge sometimes with the numbers that are coming in." – Manager 2

There were several candidates who stated that they had been approached to consider

becoming a tutor despite having only just been accredited and having not received any training to become a tutor. It could be argued that with the limitations in available resources, this could potentially soften the blow of the absence of experienced personnel in the short term, but will no doubt contribute significantly to a dip in overall DC quality within the force in the long-term. (N=3)

"…I'm currently meant to be tutoring someone at the minute and you're meant to have done a tutor's course before doing that but instead I just got told that this person is coming to be tutored by you next week. Good luck. There's a lot of that." – DC 8

"… It's probably going back to my point about the support that we need to supply. So, they need tutors [and] they do need a breadth of experience across the division and that can be hard to achieve because of the time frame and because of our limited amount of resources." – Manager 5

Summary

The data analysis above was collected from a total of 22 managers (N=5), supervisors (N=7) and detective constables including 1 PC (N=10) all of whom were part of the very first fast-track detective programme being used by a police force in the South of England. All three groups were asked about different aspects of the programme and their opinions on the quality of their training, tutorship, time spent in uniform, candidate support and as the data

collected suggests, there were varying opinions on several topics yet there was unanimous agreement on others. Key themes identified between the candidates were their collective fears and preconceptions of their time spent in uniform, enjoyment of their time in uniform, finding value in both the long and short attachments and their concerns over their limited training for case files and court presentations. Some of the issues raised by candidates were supported by management and supervisors and these included consideration for a policy allowing candidates the opportunity to stay in uniform or leave the programme, possible adaptions to the short rotational attachments, the enormous value of candidates spending time in uniform out on LPT and the 3-month long attachments in CID or VIT. Interestingly, some of management and several supervisors raised their concern for candidates' preparedness of taking a case file from crime scene to court and that both the quality of statement writing, and report writing was worryingly poor amongst not just the fast-track candidates but across the entire force. There was mixed opinion on the value of education and being a degree holder with one manager stating that despite not all fast-track candidates having a degree, most did and that this was evident in the quality of case file management, statement writing and overall innate inquisitiveness of the candidates. Regardless of differing opinion on education, all agreed that ultimately education falls short unless you have experienced front line policing and have been in uniform for a period of time. There was recognition across all three groups that the police service is severely under resourced and that although the fast-track programme is trying to recover this shortfall of detectives, there are issues that come with fast-tracking DCs when there is extremely limited resources and a stark absence of available experienced personnel to support all these individuals coming in. Overall, candidates felt they achieved what they signed up for, that the job role varies from

day to day and that although most do not enjoy the administrative side to the role, they are satisfied and enjoy being a detective constable at the end of their 2-year probationary period. All of management and the overwhelming majority of supervisors deemed the programme a success but felt there were areas that may need reviewing, including more thorough court and case file preparation and training plus further support for candidates once they have become accredited detectives.

Chapter 4 - Discussion

For the findings of this research to have real meaning, they must be compared to other available literature or research studies and this chapter will discuss the themes identified in greater detail whilst comparing them with any corroborating or conflicting research. This case study was initiated because of the lack of available research about the detective role, to discover reasons for the national shortage of detectives and to evaluate candidates and managers perceptions of a fast-track detective scheme. This study used the concept of Organisational Change to view, discover and try to understand the implications of this new initiative whilst evaluating any variables that may impact both positively or negatively on the quality of fast-track candidates and to the police organisation as a whole (Carter and Phillips,

2015; Ransley and Mazerolle, 2009). The findings identified and revealed themes which offer possible causations for perceived issues with staff retention rates and overall qualities of the fast-track candidates. By interviewing both senior and lower ranking officers, this research was able to offer a more holistic understanding of any issues, challenges and successes of this programme, which have either helped or hindered the detective shortfall.

For this study to offer valuable and meaningful results, a longitudinal case study was considered the best method and therefore candidates and management were revisited at the end of a 2-year fast-track detective programme, some of whom were interviewed for the first phase of this project in 2019 (Evans, 2019). Gathering the perceptions of management, supervisors and candidates offered a more holistic perspective of the training, challenges, and successes of the programme. Although management and supervisors felt that the programme had begun to help recover this national shortage, there was concern over the lack of available experienced supervision and the possible loss of quality as a result. Both candidates and all management agreed that there needed to be more extensive and focused training on court preparation, case files and report writing. Candidates time spent in uniform was considered to be one of the most crucial elements of the programme and because of this, candidates felt better prepared and had more sympathy for what police officers are confronted with on the frontline. These key themes revealed in the findings will now be discussed in more detail offering a deeper evaluation of the practicalities, logistics, real-world implications, and challenges of a fast-track scheme. A set of recommendations will then be offered for the consideration of the police and future researchers of issues that need reviewing or amending to successfully replenish this shortfall, skill gap and maintain candidate quality in the long-

term.

Interpretation

For this study both candidate's and management were asked to consider what qualities they felt were crucial to the role of detective. Many of the traits and attributes considered valuable were being technically minded, having the ability to talk to people from all walks of life and being motivated. For phase one of this research, candidates and management were asked to rate the skills and attributes they deemed most important to make someone an effective detective and the answers ranged from being analytical, to being friendly. The top three skills were deemed to be: persistence, being methodical and communication. However, when managers and candidates were asked this same question for phase three of the research study, inquisitiveness, the ability to talk to anybody (communication) and workload management were considered the most valuable skills. Many of these skills also align with the skills considered to be of importance to a detective in multiple studies conducted by Westera et al (2014), Smith and Flanagan (2000) and Bull (2013). Both management and supervisors also stated that they believed the programme had successfully recruited a more diverse group of candidates differing in age range, ethnicity, gender ratio and life experience which is much more representative of the community it serves. The findings from the first phase of this research found that women made up 61% of people on the programme (Evans, 2019) and though it appears that the programme has successfully appealed to both gender types, in 2022 The Strategic Review of Policing (2022) revealed that the gender balance within

the police workforce was 60% female and 40% male (Home Office, 2021). This higher female ratio was confirmed by one manager that stated one cohort was made up entirely of females and most managers stated there was higher number of females in almost every turnover of candidates. However, the report also reveals that although there has been an increase of female intakes and whilst there has been an increase in ethnically diverse officer's joining the force, the Home Office (2021) revealed that officers from ethnic minority backgrounds were being largely underrepresented (Home Office, 2021; The New Mode of Protection, 2022). The data also revealed that since the initiation of the fast-track scheme, there have been regular intakes of cohorts with some classes being mixed with both fast-track candidates and regular officers. However, with this level of turnover, an already severely under resourced police force must provide consistent supervision and tutorship for each candidate coming through their doors (Chatterton, 2008; Evans, 2019; Westera et al, 2014). Tutors for the candidates are asked to volunteer and with an already understaffed and heavily overworked police force, this is not sustainable or realistic for the force. Candidates spoke of the value they found in the support they were given by either their tutors or the supervision and team round them. Of the two candidates that did not have a good tutorship experience both stated it would have made all the difference to their experience of the programme had they had a readily available 1-1 tutorship. Another issue that was discovered was that several candidates had been approached to consider tutoring new fast-track intakes despite having only just become accredited themselves and having no prior tutoring experience. Some managers and supervisors were concerned that this was happening and that this would have a negative impact on the quality of DC, the police and indirectly for the wider communities.

One of the most seriously under resourced departments was considered to be The Vulnerability Investigation Team (VIT) which most candidates felt was due to the length of time it takes to get a case to court, the difficulty in gathering evidence as well as the volume of daily prisoner handling involved. These findings corroborate the RAND study findings (Greenwood, Chaiken and Petersilia, 1977) which believed that clearance rates were not an effective method for measuring a detective's effectiveness (Greenwood, Chaiken and Petersilia, 1977). Domestic abuse had the highest number of cases in an already under resourced department and the demands and pressures on the teams had only increased. Eventually this will lead to a far quicker and higher burnout rate than the 7 years window given to the average professional life of a PC or detective and a heavily disproportionately underpopulated department. Management and supervisors both stated that there was a large detective skill gap due to the retirement of senior officer's, the creation of fast-track and direct entry pathways and a lack of financial incentive for such a demanding and complex role. Candidates unanimously agreed that both the long (3-month) and short (weekly rotational over 12 weeks) attachments were highly valuable and were perceived positively by all candidates. However, candidates felt that the 12 weeks working in different departments on a weekly basis made it difficult to network or retain much knowledge. DCs stated that although experiencing these different departments helped them to view the police in a more holistic way, all DCs said they were better able to network with and understand the teams core functions when they did their long attachment's in either in VIT or CID. At least half of these candidates felt that it would make more sense to do 3-months in VIT and 3-months with the CID as the weekly attachments are all in specialist departments. All officers are placed in either department when they start their first official posting and often most will not work in

a specialist field until much later in their career. It therefore makes sense that candidates should have the opportunity to experience both the CID and VIT in their training as these are the departments they are most likely to work in initially.

Another positive experience for the candidates was the 10 weeks they spent as uniformed police officers out on LPT for 10 weeks and each were assigned a police tutor for the duration of their time in uniform. All candidates had stressed their fears about having to do time in uniform but said that they decided to join the programme either because the time in uniform was so little or they did not realise there was any time in uniform when applying. All candidates stated that they enjoyed their time in uniform more than they expected and that they even looked back at it with "rose-tinted glasses". All candidates agreed recruits should experience uniformed policing as part of their training to become a detective and that it helped them have a much greater understanding of what the frontline police must contend with daily. Both management and supervisors supported this view with full agreement that spending time as a uniformed officer is vital for DCs to experience and is an essential part in an officer's policing journey. Though there are other direct entry routes that do not request their recruits to spend time in uniform, all evidence collected in this research suggests that all recruits, regardless of the pathway, should spend an amount of time as a uniformed officer. Without an understanding of frontline policing experience, detectives are restricted to the investigative role but not fully able to perform the policing element of the job which is problematic when PCs are understaffed and when DCs want to be considered for promotion. Almost all detectives wanting to be promoted need to go back into uniformed positions to refresh their skills but if candidates don't have the experience of frontline policing in the first

place; then this limits their job opportunities and hinders their usefulness significantly. These findings support Reiner's (2000) view that whilst being exposed to 'cop culture' helps an investigator to flourish, the fact that investigators weren't fully immersed in said 'cop culture' was a positive. However, having a fundamental understanding of frontline policing was vital to an investigator's role being more effective (Reiner, 2000). Notably one manager stated that out of one cohort of 40, only 2 had left and of the two candidates, 1 enjoyed their time in uniform so much they stayed on and is still actively enjoying their role. However, when this candidate wanted to leave the course, it was apparent that no policy had been considered for those wishing to pursue a uniformed police role. According to another senior manager a rough policy was put together to resolve this issue temporarily but suggested there should be a review to implement an official bespoke policy for candidates wishing to leave the programme and stay in uniform. According to the Strategic Review of Policing (2022) both PC and DC numbers are still low, therefore it would be better to keep an individual within the police force than lose them and this financial investment entirely. It was also noted by one manager that of the officers who had left detective posts in recent years, the majority had come in via the standard route of recruitment which suggests the retention rates in fast-track candidates are better than that of standard route officers.

There was mixed opinion on the level of value education can bring to the role of DC and the police as an organisation. There was recognition that the first cohort of candidates were mainly degree holders and that this was particularly evident in their report and statement writing and ability to manage complex case files successfully. Since the introduction of academia to the world of policing, there has naturally been some resistance to the idea of a)

a detective needing qualifications to join the police and b) that academia and the police can co-exist without one threatening the other (Holdaway, 1983; Lee and Punch, 2004). However, regardless of differing opinions on this topic, it was agreed by most that having a degree helped with understanding the level and depth of research required to build a casefile due to the nature, structure and demands of a degree programme. Although there is still a huge gap in information and understanding about the role of a detective, all existing literature and research studies about the life of a detective agree that it is an exceptionally complex and demanding job role (Tong and Bowling, 2006; O'Neill and Tong, 2019; Morris, 2002). Cook & Tattersall (2008) discussed the importance of being able to extract and analyse material in detail and with great clarity, which also supports the findings discovered in this research study (Cook & Tattershall, 2008). Other highly demanding professions such as lawyers, solicitors and other legal experts are expected to hold degree level qualifications and since administration and research are such a huge part of a detective's job role, it would not be unreasonable to expect an individual to have a fundamental understanding of both before they join the police. When candidates (many of whom will have no previous policing experience) train on the fast-track programme, they are placed in an abstract environment whilst trying to learn complex internal police systems. Candidates must train within different crime types and groups whilst managing their own high workload and therefore are already under enormous pressure when they first begin in their job role. Detectives time, work prioritisation, building case files, preparing for court trials and presentations must be managed meticulously and methodically from the very beginning of a case file to the end at Crown Court. Therefore, if candidates are not having to spend half their time learning the basics such as grammar, statement writing, reports and how to research, then they are more

able to focus on the victims and not be hindered by the large volume of paperwork involved in building a case file and taking a case to court. Detectives may also be less likely to feel overwhelmed by the administrative side of the job having already completed a 3-year degree programme where students must research and write in-depth, objective, and unbiased reports about their chosen subject. Interestingly, McGurk, Platton and Gibson (1994) study revealed that out of 100 detectives and 15 supervisors the most highly rated traits were considered to be managing information and managing tasks (McGurk, Platton and Gibson, 1994). With the introduction of the Police Education Qualifications Framework (PEQF) and Degree Holder Entry Programme it is evident that professionalising policing is becoming more integrated into the role of all officers within the police. It is also evident from this research study that case files and court trials are both core elements to a detective's role and therefore a detective's ability to understand, analyse, prioritise, and manage enormous amounts of information is fundamental to the job role. Candidates felt that the programme needed to be more honest about the volume of paperwork involved with the role and that further training for case files and court preparation would make them feel more confident when communicating with and needing to appease the CPS' everchanging demands. Most candidates felt administration took up a significant amount of their time, which meant they were restricted to office-based work when they also need to be gathering third-party material and interviewing suspects, victims, and eyewitnesses. Both managers and supervisors that raised the issue of officer's abilities to write sufficient statements and reports also felt candidates were thrown in the deep end when it came to having to make their first court appearance. Management and supervisors agreed that although casefiles and court trials were a critical element to the role of a detective, the training provided for candidates was not

in-depth enough and should be reviewed and adapted according to its level of importance. The data findings here are supported by Westera et al (2014) who stated that detectives were keen to have more training around legislation and technology (Westera et al, 2014).

Overall, management and supervisors collectively felt that despite the obvious teething problems that naturally comes with any new programme, the quality of most of the candidates were that they were keen, motivated, technical, inquisitive, and academically minded individuals. Out of the 10 candidates interviewed, 8 were accredited DCs, 1 stayed on as a PC and 1 was close to accreditation. There was discussion amongst some of senior management that consideration for consolidation time once DCs have been accredited at 24 months should be given. Ultimately, it was felt that the fast-track pathway was a legitimate and credible pathway that has successfully begun to recover the shortfall in detectives. However, quality continuity was raised as a concern due to lack of available experienced supervision across the force with candidates being taught bad habits early on by inexperienced officers that will be passed on to the next set of candidates. Whilst the turnover of recruits into the police is encouraging, there must be serious consideration given as to whether this number is sustainable and whether in the long-term this will negatively impact the quality of detective constables now and of the future.

Limitations

There were always time constraints for the completion of this research study due it being part

of a master's research degree programme which initially was only meant to be a duration of a year. However, due to the Covid-19 global pandemic which began in March 2020, there were unavoidable disruption, delays, and challenges to all aspects of our everyday lives. Ideally, it was hoped to conduct 1-1 interviews in the various police stations but due to the strict no contact rules, this was impossible. It was decided that conducting the interviews via Microsoft Teams was the only option given that recordings had to be made of each interview and this would not have been possible via a telephone conversation. As all participants were stationed far and wide across the County, using teams was a very effective, successful, easy, and convenient method for conducting the interviews. As with all studies, the more participant samples you have, the greater chance for more meaningful data that can be analysed and interpreted. However, for this research only a quarter of the cohort on the fast-track programme came forward to be interviewed. Emails were sent out to all the candidates who joined on the very first programme and managers and supervisors who were either involved in the implementation of the scheme or the training and supervision of the candidates. Candidates were not as forthcoming at coming forward as hoped but they have only just recently qualified, and the job of a DC is evidently a highly demanding and complex one. The scale of this study was small, but it acts as a steppingstone towards more research being conducted on all aspects of the role of DC and continues to seek a deeper understanding of the real-life implications of being a detective. Since candidates have only recently become accredited, it could be argued that their experience as an accredited detective is limited and therefore a research study at a later stage in their career may be more revealing. Since the role is still relatively new to them, both positive and negative effects from the program may not be discovered for a long time therefore further research at a later stage (2-years' time)

following the progress of the original set of cohorts from the first fast-track programme would make sense and give a more holistic perspective of the job overall. Since this study was only based on one police force in the UK it would be stronger in value alongside studies being conducted on other forces nationally that are using the fast-track scheme to compare results on programme satisfaction, retention rates and any other issues or challenges they may have discovered. For this phase of the research there was no demographic information sheet sent out to the participants due to the initial researcher having completed this for phase one of the study and given the fact the same participants were also selected for phase three of the study. In hindsight, this information would have been useful when cross-examining corresponding data but did not have a significant impact on these findings.

Summary

Overall, the candidates' experiences of the programme were mostly positive, and a majority felt that they wanted to become detective constables quickly and the fast-track scheme facilitated that. Candidates felt being inquisitive, being good with people, managing your workload well, having empathy and being intrinsically nosey were some of the key skills that were needed to be a good detective. The most valuable elements of the programme were time spent in uniform, the long and short attachments and the tutorship candidates received. A policy for leaving was not considered until a candidate wanted to leave, meaning management had to make a temporary bespoke policy for the programme. Although DCs did not like the huge volumes of administration involved with case files, they did like the fact the

job role varied daily and all enjoyed the comradery in the various teams. Management and Supervisors felt candidates were keen, motivated, and technically gifted individuals with an inquisitive nature and a clear career direction. However, there was concern over the lack of life experience in younger recruits despite the age limit being lowered to allow for more recruits to apply. There was a push at universities whilst the police began trying to bridge the gap between academia and policing, but this has evidently impacted on the detective skill gap which will only get wider with the volume of younger recruits joining. Candidates and senior management unanimously agreed that as a detective constable it is vital to spend a period of time in uniform before starting your career as a DC. The police recognise there is still a worryingly low number of experienced officers within the departments as "old sweats" are retiring and the skill gap between experienced officers and young new recruits widens. The practicalities of offering an experienced tutor to each candidate coming in is neither realistic or sustainable given this large gap in detective skills and the rate of cohort turnovers being recruited. All managers recognised the importance and need for quality continuity and control and that without candidates being supervised and tutored by experienced senior detectives, there may be a dip in overall quality which in turn would impact the force as a whole. Therefore, it is vital for this study to be continued and for this same cohort of detectives to be followed further into their career to fully understand the long-term impact and implications of this fast-track initiative. It is equally vital to assess this same cohort's overall quality long-term for the purpose of successfully retaining and replenishing detective retention rates via sustainable and effective methods whilst maintaining workforce quality.

Chapter 5 – Conclusion

Recommendations

The participating police service should consider:

- Implementing a policy that enables an easy transition for TDCs wishing to stay on in uniform and discontinue the second year of the programme.

- Give consideration splitting the 2 three-month attachments between the VIT and CID rather than the 12 weeks in specialist departments.

- Offering candidates, the opportunity to refresh their local policing skills by giving them either more time in uniform towards the end of the program or by extending the 10 weeks of time spent in uniform.

- Conduct a review of the training candidates receive on court presentation, case files and report writing and consider making this a key module on the programme.

Conclusion

The data suggests that consistent supervision from experienced officer's made the difference to a candidate having a positive or negative experience of the programme. Other data revealed that although candidates had preconceptions of their limited time in uniform, that it was a) the limited time in uniform which made them apply for the programme and b) it was something that they surprisingly enjoyed and unanimously agreed was something that should be compulsory. However, a bespoke policy for candidates wishing to leave the scheme had

not been considered and a temporary policy was put in place for the remainder of the programme. Both managers and candidates all felt more training in the area of court preparation and case files was needed. Candidates felt that the police needed to be more transparent about the levels of administration to the role and found the high volume of paperwork involved overwhelming at times. Both candidates and management were keen for candidates to be more readily equipped for case files and court to give victims the best possible service and outcome they can. All candidates found tremendous value in undertaking both the long and short attachments but felt that they were better able to network in their 3-month long attachment. The 12-week rotational attachments were helpful in offering a holistic understanding of the police, but candidates found it hard to retain so much knowledge on a weekly basis. Since candidates will work in either CID or VIT when they are posted, candidates felt they would have benefited more from doing their attachments in both of these departments instead. Supervisors, managers, and candidates all acknowledge the strain on resources and lack of experienced personnel leading to underpopulated departments which in turn means not all candidates are able to be supported full-time by an experienced tutor. Tutors are asked to volunteer yet they are not paid for this role and still have their own workload to manage. In both the short and long-term, this is not sustainable and will no doubt have a negative impact on the quality of investigator, investigations, and the police service overall. A letter addressed to the participating police force has been included at the end of this study and offers both the findings discovered in this research and advice for the police force to take into consideration when using the fast-track scheme in the future (see appendix I).

Areas for further research

1. A proposed continuation of this longitudinal study following the same cohort that have been evaluated in Phase 1 and 3 of this research project in a further 24 months' time.

2. Research on similar fast-track schemes operating nationally across a range of different police services and comparing the data findings with the findings in this study.

3. Further study about what skills and characteristic are deemed important to the role of an effective detective.

4. An evaluation of the DHEP and PEQF once both have been implemented and established.

5. An in-depth study on the case file and court training candidates receive on the fast-track detective programme.

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Appendices

Appendix A

Canterbury
Christ Church
University

PROPORTIONATE ETHICAL REVIEW FORM

ETHICS REVIEW CHECKLIST

*Your application **must** comprise the following four documents (please tick the boxes below to indicate that each section is complete):*

Ethics Review Checklist	✓
Consent Material(s)	✓
Participant Information Material(s)	✓
Risk Assessment Form **(NB. This MUST be signed by your Head of Department/School)**	✓

Please attach copies of any documents to be used in the study:

(NB: These must be attached where they form part of your methodology)

Relevant permission letter(s)/email(s)	☐
Questionnaire	☐
Introductory letter(s)	☐
Data Collection Instruments	☐
Interview Questions	*X*
Focus Group Guidelines	☐

Other (please give details):

ETHICS REVIEW CHECKLIST - PROPORTIONATE ETHICAL REVIEW

Sections A and B of this form **must** be completed for **every** research or knowledge exchange project that involves human or animal[1] participants, or the processing of data not in the public domain. These sections serve as a toolkit that will identify whether a full application for ethics approval needs to be submitted.

If the toolkit shows that there is **no need for a full ethical review**, Sections D, E and F should be completed in full and the checklist emailed to red.resgov@canterbury.ac.uk as described in Section C.

If the toolkit shows that **a full application is required**, this checklist should be set aside and an *Application for Faculty Research Ethics Panel Approval Form* - or an appropriate external application form - should be completed and submitted. **There is no need to complete both documents.**

> **IMPORTANT**
>
> **Before completing this form, please refer to *Ethics Policy for Research Involving Human Participants* and the *Code of Practice for the Use of Sentient Animals in Research and Teaching* on the University Research website.**
>
> Please note that it is your responsibility in the conduct of your study to follow the policies and procedures set out in the University's Research Ethics website, and any relevant academic or professional guidelines. This includes providing appropriate information sheets and consent Materials and ensuring confidentiality in the storage and use of data. Any significant change in the question, design or conduct over the course of the study should be notified to the **Faculty and/or other Research Ethics Panel** that received your original proposal. Depending on the nature of the changes, a new application for ethics approval may be required.
>
> **The principal researcher/project leader (or, where the principal researcher/project leader is a student, their supervisor) is responsible for exercising appropriate professional judgement in this review.**

N.B. This checklist must be completed, reviewed, any actions taken and approved before potential participants are approached to take part in any research project.

Type of Project - please tick as appropriate			
Research	✓	**Knowledge Exchange**	☐

Section A: Applicant Details

A1. Name of applicant:	Bethany Vesayaporn		
A2. Status (please tick):	Postgraduate Student	✓	Staff Member ☐

A3. Faculty/Department & School	Social and Applied Sciences
A4. Email address:	b.vesayaporn42@canterbury.ac.uk
A5. Contact address:	20b Sea Street, Herne Bay, CT6 8SP
A6. Telephone number	0795010354

Please answer each question by choosing 'YES' or 'NO' in the appropriate box. Consider each response carefully:

		Yes	No
1	Does the study involve participants who are particularly vulnerable or unable to give informed consent, or in unequal relationships? (N.B. The list of vulnerable groups is extensive, please consider the answer to this question carefully. If your own staff or students are participants within your research the answer to this question is 'Yes')	☐	✓
2	Will the study require the co-operation of a gatekeeper for initial access to any vulnerable groups or individuals to be recruited?	✓	☐
3	Will it be necessary for participants to take part in the study without usual informed consent procedures having been implemented in advance? (including but not restricted to; covert observation, certain ethnographic studies, involve the capturing of data from social media sources)	☐	✓
4	Will the study use deliberate deception? (N.B. This does not include randomly assigning participants to groups in an experimental design)	☐	✓
5	Will the study involve discussion of, or collection of information on, topics of a sensitive nature personal to the participants? (including but not restricted to sexual activity, drug use)	☐	✓
6	Are drugs, placebos or other substances (including but not restricted to food substances, vitamins) to be administered to human or animal participants?	☐	✓
7	Does the study involve invasive or intrusive procedures such as blood taking or muscle biopsy from human or animal participants?	☐	✓
8	Is physiological stress, pain, or more than mild physical discomfort to humans or animals, beyond the risks encountered in normal, life likely to result from the study?	☐	✓
9	Could the study induce psychological stress or anxiety or cause harm or negative consequences in humans (including the researcher) or animals beyond the risks encountered in normal life?	☐	✓
10	Will the study involve interaction with animals? (N.B. If you are simply observing them - e.g. in a zoo or in their natural habitat - without having any contact at all, you can answer "No")	☐	✓
11	Will the study involve prolonged or repetitive testing?	☐	✓
12	Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?	☐	✓
13	Is the study a survey or activity that involves University-wide recruitment or a representative sample of students from Canterbury Christ Church University? (N.B. The Student Survey Unit and the Student Communications Unit should be notified of plans for any extensive student surveys (i.e. research with 100 CCCU students or more))	☐	✓
14	Will the study involve participants who may lack capacity to consent or are at risk of losing capacity to consent as defined by the Mental Capacity Act 2005?	☐	✓
15	Will the study involve recruitment of participants (excluding staff) through the NHS?	☐	✓

| 16 | Will the study involve participants (Children or Adults) who are currently users of social services including those in care settings who are funded by social services or staff of social services departments? | NO |

Section C: How to Proceed

Responses to Section B	Next steps
C1. 'NO' to all questions in Section B	• Complete Sections D–F of this form, including attachments as appropriate, and email it to red.resgov@canterbury.ac.uk. • Once your application is assessed, and any follow up action taken, if it is given approval you will receive a letter confirming compliance with University Research Governance procedures. **No research can be undertaken until this letter is issued**. • *Master's students should retain copies of the form and letter; the letter should be bound into their research report or dissertation. Work that is submitted without this document will be returned un-assessed.*
C2. If you have answered **'YES'** to *any* of the questions in Section B, you will need to describe more fully how you plan to deal with the ethical issues raised by your project. This does not mean that you cannot do the study, only that your proposal will need to be approved by a Research Ethics Panel. **Depending upon which questions you answered 'YES' to, you should proceed as below:**	
a) '**YES**' to any of *questions 1 – 12 ONLY* (i.e. not questions 13,14 or 15)	• **DO NOT complete this form**. • Submit an application to your Faculty Ethics Panel (FEP) using your Faculty's version of the ***Application for Faculty Research Ethics Panel Approval Form***. This should be submitted to your faculty as directed on the form.
b) '**YES**' to *question 13*	• You have two options: (i) If you answered '**YES**' to *question 13 ONLY* you must send copies of this form (including attachments) to the **Student Survey Unit** and the **Student Communications Unit**. Subject to their agreement you may then proceed as at C1 above. (ii) If you answered '**YES**' to *question 13 PLUS any other of questions 1 – 12*, you must proceed as at C2(b)(i) above and then submit an application to your Faculty Ethics Panel (FEP) as at C2(a).
c) '**YES**' to *questions 14 and 15*	• You **DO NOT** need to submit an application to your Faculty Ethics Panel (FEP). • *INSTEAD*, Please use the HRA decision making tool and proceed according to the instructions given. • Applications must be signed by the relevant faculty Director of Research or other nominated signatory prior to submission. • A satisfactory peer review must be completed. • Once approval is given, you must send a copy to the relevant FEP.
d) **'Yes'** to **question 16**	• If your study involves users of social services or social services staff, you may need to undertake different processes: • If your study involves carers of people receiving NHS care or treatment please follow the HRA decision making tool and process outlined in c) above • If your study involves local social services staff or service users who are children or adults, you should complete an application for full internal approval and also contact the relevant Research and Governance manager of the local authority or authorities involved for management approval to attach to your application. • If your study involves more than three local authority children's social services sites you will need to apply to the Association of Directors of Children's Social Services for approval

	• If your study involves four or more adult social services sites you will need to apply to the Association of Directorsof Adult Social Service for approval.

Appendix B

D1. Project title:	A continuing case study evaluation of a fast-track detective scheme carried out by a Police service in the South of England.
D2. Start date of fieldwork	01/05/2021
D3. End date of fieldwork	01/07/2021
D4. Project summary *(This should be written in plain English avoiding overly academic language and acronyms)*	**Background** This study is the latest phase of an ongoing case study in a police force in the South of England which aims to explore the experiences of Trainee Detective Constables (TDC) on the fast-track detective scheme who will have now been in their permanent role for approximately a year. In **Phase One** of this study (Evans, 2019) two methods were used. Firstly, a demographic questionnaire identifying the background characteristics of the whole cohort, and secondly semi structured interviews with trainees, recruiters and programme leads. The interviews were designed to gain views and opinions of the role, as well as the recruitment and initial training process. **Phase Two** of the study (O'Neill, 2020) utilized an online questionnaire to ask about trainee's views of ongoing support and development. **Proposed research** The main purpose of **Phase Three** of the research is to interview trainees, supervisors and managers regarding their views of the programme, now that it has been in place for over two years. Trainees will be 30 months into the 36-month programme and their views of the programme, ongoing support and development at this stage are critical. Views of those in positions of supervision and management of the trainees will also be sought. My research will be conducted as a case study within one police force in the UK and will be independent of the police. To ensure confidentiality of the service involved, participants name's etc. will be anonymized throughout. Due to this study being conducted for the purpose of my Master by research, the time frame for completion is one year full-time. The type of interviews conducted will be qualitative in nature, using a semi-structured interview approach in order to gain greater and more in-depth data and understanding of the expectations, challenges and viewpoints of trainees, supervisors and managers. The experiences of the newly recruited detective constables are vital in gaining a greater insight into the expectations of what the role of a DC entails compared to the actual roles they have had to undertake whilst being active detectives. In addition, the research hopes to gain insight into the experiences of the trainees in terms of issues such as development, support, cultural barriers and enablers for success, and nature of their investigative roles. Insight into the same issues from supervisors and managers is also sought, as well as their views of the scheme and its success or otherwise.

Because of the rapidly changing landscape in Police recruitment, training and development of detectives, other programmes have also been developed and this research will provide valuable insight to assist ongoing development of the other pathways. Issues that will be important across the pathways link to recruitment and selection, training, development, support etc. of trainees on a detective pathway**.**

Before the interviews can be conducted, there needs to be a large amount of planning and preparation to ensure that the process goes smoothly. Some of the logistics will include making appointments to meet for the interviews, allowing for absences and ultimately about considering the questions. Before March, I will look extensively into qualitative interviewing techniques to learn how best to utilise the skills necessary to ensure a set of meaningful interviews are conducted. The reason for choosing the semi-structured interview technique is due to the flexibility of questions and opportunity to use prompts which means that answers given by participants can be more thoroughly explored. Face-to-face interviewing can also provide richer data due to the use of non-verbal responses and the ability to delve deeper into complex issues. All questions posed to the participants will be purposefully open-ended allowing participants a fair way of answering questions and giving them a clear idea of what you want them to talk about.

Participants

All participants will be adults over 18. The student cohort consists of 42 students from varying backgrounds. It is planned to interview 20 of these, plus 8 managers and supervisors (total 28 maximum). All will be asked to partake in the research. but it will be made clear that participation is voluntary and all issues in relation to confidentiality and anonymity will be explained clearly. The only issue regarding disclosure of information provided is if/where participants disclose a criminal offence. This will be disclosed to third parties and is made clear on the Participant Information sheets provided.

Analysis

Data will be analysed using thematic analysis, to identify themes throughout and within all interviews. Due to the lack of research concerning police developments in this area, and given the small sample sizes, I intend to take an inductive approach to analysis, allowing the answers to determine the themes for analysis. I will explore the possibility of utilizing a qualitative software package to assist in the analysis of the interviews (i.e., NVivo).

The intended outcomes of the research are:

1) Collect the perceptions and experiences of Trainees at 24 months of the fast-track scheme
2) Collect the perceptions of supervisors and managers at 24 months of the fast-track scheme
3) Explore examples of innovation with the potential to impact on policing and communities.
4) Once the research is complete, at **Phase Three**, a summary report will be written, and a thesis submitted for the master's by research. Conference papers and publications will be developed for the whole project.

Appendix C

The *General Data Protection Regulation (GDPR)* applies to the processing of personal data across the EU. It builds on the Data Protection Act (DPA) 1998, which has been replaced by the DPA 2018. The GDPR introduces stringent requirements for protecting data and much greater accountability. It gives individuals more control over their personal data.

E1. Personal data	Will Personal Identifiable Information (also defined as personal data) be collected and/or processed? Yes *If you are in doubt, please refer to the guidance - General Data Protection Regulation (GDPR))*
	• If you answered 'YES' to the question above, please complete the rest of this section providing as much detail as possible using the guidance questions. *This should be written in plain English avoiding overly academic language and acronyms. It must contain as much information as possible on how your research will comply with the GDPR.* • If you answered 'NO' to the question above and having read the guidance are sure that no personal data will be collected or processed, please move on to section F.
E2. Data collection	• *What personal data will be collected? And what is the reason for this?* The participants will be required to agree to the GDPR 2018 compliant consent form which allows the research to ask questions about their training development and ongoing support as part of a fast-track detective scheme. All data gathered will be coded upon collection assuring anonymity throughout. • *What is the lawful basis for the collection and processing of personal data? N.B This is likely to be consent but not in all cases! Please use the lawful basis tool produced by the ICO to determine, if you are in doubt: https://ico.org.uk/for-organisations/resources-and-support/getting-ready-for-the-gdpr-resources/lawful-basis-interactive-guidance-tool/* The legal basis for the collection of the data is consent
E3. Subject access requests	• *What arrangements in place related to any actions required to respond to individual requests for access to their personal data (Subject Access Requests)? i.e. How are you ensuring that personal data can be quickly and easily extracted from the system and/or redacted?* Participants will be coded, with the researchers being the only persons with the ability to identify participants from a separate and securely stored list of names and codes. These will be added to a secure university computer with no physical copies in existence. After the information has been coded it will not be traceable back to the person, ensuring their confidentiality. All of this has been outlined in the participation sheet. This data can be viewed by the researcher but also by the supervisor (Martin O'Neill) and the external examiner. However, this information will already be redacted, meaning no personal identifiable information will be available.

	• *If consent is your lawful basis, will participants be able to withdraw consent at any stage of the research? What is the process for this? What is the cut-off date for withdrawal?* Yes, consent is on a lawful basis. The participation information sheet outlines the process for withdrawing during the interview. The participant must simply state that they no longer wish to participate, which will immediately terminate the interview. If the participant wishes to not be involved in the research past the interview stage, then they can email the researcher on the email address listed below and all information of that participant will be destroyed in confidential waste facilities.
E4. Data access & sharing	• *Who will have access to the personal data? Any third-party involvement? For students this will include your supervisor and examiner as a minimum.* • *Please list and define the roles of any third-party organisations (including software providers or partner organisations) with an involvement in the processing of the personal data.* The researcher is the only person who has complete access to this information. The supervisor and examiner do have the power to look at the information given but there is little need to do so. Moreover, the information will already be coded, meaning that there will be no personal identifiable information visible. • *Have you ensured that all third-party involvement in the processing of data is covered by a Data Sharing Agreement (with a data controller) or a Data Processing Agreement (with a data Processor)? (Please refer to CCCU guidance for further information.)https://cccu.canterbury.ac.uk/governance-and-legal-services/the-general-data-protection-regulation/data-sharing.aspx* Data sharing agreement in place, please see attached form. • *Is this an international project? Will personal data be shared outside of the EEA? What safeguards are in place?* This is not an international study meaning, there is no need to set up any additional safeguards.
E5. Participant recruitment, privacy & confidentiality	• *Are you using social media to recruit participants? How have you ensured the security surrounding your use of personal data in social media activities? How are you gaining consent? How are you informing participants of how their personal data will be used?* No use of social media. • *Are you undertaking any activities that could create privacy concerns for individuals due to personal intrusion? How will this be mitigated and addressed?* The risk assessment makes clear that in any of the interview types (online or face to face), it will be made clear to the interviewee that a location/platform that is secure and free from being overheard, so that confidentiality and anonymity are secured. Any recordings of interviews will be on a recording device and will be uploaded to CCCU secure computer system immediately. Any existing copies will then be destroyed. • *How will you ensure confidentiality? Please identify and list all the risks which could lead to a data breach.*

	Confidentiality / Breach of data – information could be lost once originally taken from participants, including loss of Dictaphone (audible data only)
	All information gathered by the researcher will be kept on an encrypted Dictaphone, but once interviews are complete, they will be uploaded to the secure CCCU computer (main). Any copies will be destroyed so that the only material left is on the CCCU mainframe. Interviewees will be anonymised via coding with only the researchers having access to a list that provides details of the codes against interviewees names. It is necessary to keep this on the CCCU computer in case of withdrawals or any other need to identify them (very rare). Transcripts will later be transcribed with the relevant code (by the researcher) making it completely anonymous. The only people eligible to view this transcribed data will be the researcher, the supervisor and the examiner – however, the data would have been transcribed at this time. When the audio material is being transcribed it will only be on university systems and not on cloud storage at all. **Confidentiality / Breach of data – information could be lost once originally taken from participants (Questionnaire/ physical data only)** All interviews recorded will be uploaded immediately and copies destroyed, meaning any work will be undertaken on the material whilst it is on a secure computer system. **Loss of any data, audio through virus/ computer fault** The uploaded interviews will be checked before other materials are destroyed, and a backup copy saved to a separate part of the CCCU computer.
E6. Data quality	• *What processes do you have in place to check the dataset received or processed is, and will continue to be, relevant, adequate and not excessive?* The collection of data has been outlined in section D4. The information obtained by the interviews will be the opinion of the participants which will be used to identify the emerging themes.
E7. Data storage	• *Where and how will personal data be stored? Have you consulted with the IT department in order to verify if they can offer a valid solution?* *If stored external to CCCU systems, how are you ensuring that personal data is safely stored, processed and disposed of securely when no longer needed?* Data will be copied onto a university PC and then added to NVivo for extra security making a double password protected document, only accessible by the researcher. The physical copies of the questionnaires will be stored in a secure university storage which will be accessible by the researcher only. All personal information will be added to NVIVO when applicable. After the data is no longer required the researchers account will be deleted which will destroy any data left. • *How long will personal data be kept/stored for? In what format will this be?*

	As required by the GDPR 2018 all personal data will be stored for six years. The researcher will be leaving CCCU after a year, meaning all data will be held by the supervisor after the researcher has departed. The electronic data will be stored on university computers only and within an NVivo document.

Section F1: For Students Only

F1. Module name and number:	MSc by Research in Policing
F2. Course:	MSc by Research in Policing
F3. Name of Supervisor(s) or module Leader:	Dr Martin O'Neill
F4. Email address of Supervisor(s) or Module leader:	martin.oneill@canterbury.ac.uk

Section F2: For Supervisors

Please ensure that this form has been completed correctly and in full. It will delay the ethical approval process if the form is incorrect, incomplete or has not been proofread.

Please tick the appropriate boxes below. This application should not be submitted until all boxes are ticked:

The student has read the relevant documentation relating to the University's Research Governance, available on the University web pages at: https://cccu.canterbury.ac.uk/research-and-enterprise-development-centre/research-governance-and-ethics/research-governance-and-ethics.aspx	X
Both myself and the student have read the relevant documentation relating to Data Protection and the GDPR, available on the University web pages at https://cccu.canterbury.ac.uk/governance-and-legal-services/governance-and-legal-services.aspx and I can confirm that this project fully complies.	X
The chosen topic merits further investigation	✓
The student has the skills to carry out the project	✓
I can confirm that the participant information sheet is completed in full and is appropriate	✓
I have reviewed the procedures for participant recruitment and obtaining informed consent and can confirm that they are appropriate	✓
If a Disclosure & Barring Service (DBS) check is required, this has been carried out	A

Comments from supervisor:

This is an ongoing case study evaluation of a police initiative to recruit, develop and train detectives through a fast-track scheme (3 years). There have already been two previous studies in 2018-2019 and 2020, and this proposed **Third Phase** completes an important aspect of the evaluation with students nearing the end of the programme.

Section G: Declaration

- I certify that the information in this form is accurate to the best of my knowledge and belief and I take full responsibility for it.

- I certify that a risk assessment for this study has been carried out in compliance with the University's Health and Safety policy and has been approved and signed by the relevant Head of School/Department.

- I certify that my project proposal and methodology has been subject to '*peer review*' commensurate with the level of that research. For students this will be carried out by the supervisor and for staff by an appropriately qualified person independent of the research proposed.

- I certify that any required Disclosure & Barring Service (DBS) check has been carried out.

- I undertake to carry out this project under the terms specified in the Canterbury Christ Church University Research Governance Handbook.

- I undertake to inform the relevant Faculty Ethics Panel and Red.resgov@canterbury.ac.uk of any significant change in the question, design or conduct of the research over the course of the project. I understand that such changes may require a new application for ethics approval.

- I undertake to inform the **Contracts & Compliance Manager** at Red.resgov@canterbury.ac.uk in the **Research and Enterprise Integrity and Development Office** when the proposed study has been completed.

- I have read and understood the relevant University documentation relating to Data Protection and the GDPR and I am aware of my legal responsibility to comply with the terms of the GDPR and appropriate University policies and guidelines relating to the security and confidentiality of participant or other personal data.

- I understand that project records/data may be subject to inspection for audit purposes if required in future and that project records should be kept securely for five years or another specified period.

- I understand that the personal data about me contained in this application will be held by the **Research and Enterprise Integrity and Development Office** and **the relevant Faculty** and that this will be managed according to the principles established in the GDPR and appropriate University policies.

As the Principal Investigator for this study, I confirm that this application has been shared with all other members of the study team	(please tick) ✓

Principal Investigator	Supervisor or module leader (as appropriate)
Name: Bethany Vesayaporn	Name: Dr Martin O'Neill
Date: 12/04/2021	Date: 12/04/2021

Section H: Submission

Please allow at least 4 weeks from the point that a completed submission is sent to the relevant Ethics Chair to receive an outcome.

N.B. <u>YOU MUST</u> include copies of the Participant Information materials and Consent Materials that you will be using in your study. Model versions on which to base these are appended below for your convenience – please note that if you choose to create your own forms then you must ensure that all relevant confidentiality and data protection information is included. If any required information is omitted your application will be returned to you for further action.

Copies of any data gathering tools such as questionnaires or focus group guidelines, and a <u>COMPLETED & SIGNED HEALTH & SAFETY RISK ASSESSMENT FORM</u> must be submitted. Guidance on completing your H&S Risk Assessment can be found here.

Appendix D

Canterbury
Christ Church
University

CONSENT FORM

Title of Project: **A continuing case study evaluation of a fast-track detective scheme carried out by a Police service in the South of England.**

Name of Researcher: Bethany Vesayaporn

Contact details:

Address: North Holmes Road, Canterbury, Kent, CT1 1QU, Faculty of Social and Applied Science.

Tel: 01227 767700

Email: b.vesayaporn42@canterbury.ac.uk

Please initial box

1. I confirm that I have read and understand the Participant Information Sheet for the above project and have had the opportunity to ask questions.

2. I confirm that I agree to any audio and/or visual recordings.

3. I understand that any personal information that I provide to the researchers will be kept strictly confidential and in line with the University Research Privacy Notice

4. I understand that my participation is voluntary and that I am free to withdraw my participation at any time, without giving a reason.

5. I agree to take part in the above project.

Name of Participant:	Date:	Signature:
Researcher:	Date:	Signature:

Copies: 1 for participant
1 for researcher

Appendix E

Canterbury
Christ Church
University

A continuing case study evaluation of a fast-track detective scheme carried out by a Police service in the South of England.

PARTICIPANT INFORMATION

A research study is being conducted at Canterbury Christ Church University (CCCU) by Bethany Vesayaporn.

Please refer to our Research Privacy Notice for more information on how we will use and store your personal data.

Background

This study is the latest phase of an ongoing case study in a police force in the South of England which aims to explore the experiences of Trainee Detective Constables (TDC) on the fast-track detective scheme who will have now been in their permanent role for approximately a year. For the first phase of this study (Evans, 2019) two methods were used. Firstly, a demographic questionnaire identifying the background characteristics of the cohort, and secondly semi structured interviews with trainees, recruiters and programme leads. The interviews were designed to gain views and opinions of the role, as well as the recruitment and initial training process. The second phase of the study (O'Neill, 2020) utilized a questionnaire to ask about trainee's views of ongoing support and development. Phase Three of the study, seeks to interview trainees, supervisors and managers regarding their views of the programme. For the trainees, they will have been 30 months into the 36-month programme and their views of the programme, ongoing support and development at this stage are critical.

This project is facilitated by Canterbury Christ Church University but is self-funded by the researcher.

What will you be required to do?

If you consent to take part, you will be required to answer a set of questions (around 10) during an online interview (or face to face, depending upon choice and COVID restrictions), about your experience of the fast-track detective scheme, now that you have reached 24 months service. Due to this study being independent of the police and to ensure confidentiality of the service involved, all participants name's etc. will be anonymized throughout.

To participate in this research you must:

- Be willing and consent to answer questions about your experience on the programme
- Be a Trainee Detective Constable on the Fast-track Detective Scheme

Procedures

You will be asked to asked to answer a set of questions in an online or face-to-face interview. The full process will be explained to you in full by the researcher and then the interview will be conducted taking no longer than an hour in total.

Feedback

There will not be any set feedback, however, if you would like to obtain feedback, please state this either at the end of the interview or via email b.vesayaporn42@canterbury.co.uk

Confidentiality and Data Protection

If you have any questions or concerns about the nature, procedures or requirements for participation do not hesitate to contact me. Should you decide to participate, you will be free to (i) withdraw consent at any time without having to give a reason, (ii) request to see all your personal data held in association with this project, (iii) request that the processing of your personal data is restricted, (iv) request that your personal data is erased and no longer used for processing.

If you would like to obtain further information related to how your personal data is processed for this project, please contact Bethany Vesayaporn by email: b.vesayaporn42@canterbury.ac.uk.

You can read further information regarding how the University processes your personal data for research purposes at the following link: Research Privacy Notice - https://www.canterbury.ac.uk/university-solicitors-office/data-protection/privacy-notices/privacy-notices.aspx

Dissemination of results

A copy of the thesis will be available at the university library. However, a copy can be sent to your email if you are willing. There is a possibility of publication as well, although this will be anonymised so that no individuals or their responses can be attributed to them.

Deciding whether to participate

If you have any questions or concerns about the nature, procedures or requirements for participation do not hesitate to contact me. Should you decide to participate, you will be free to (i) withdraw consent at any time without having to give a reason, (ii) request to see all your personal data held in association with this project, (iii) request that the processing of your personal data is restricted, (iv) request that your personal data is erased and no longer used for processing.

Process for withdrawing consent to participate

You are free to withdraw consent at any time without having to give a reason. To do this you may email me before or on the day of the interview to cancel it. When the interview has begun, you may withdraw for any reason at

any time, the recording will be stopped, and you can leave. If you wish to not be involved past the interview, then email the researcher at the address listed below and all information will be confidentially destroyed.

<u>Any questions?</u>

Please contact Bethany Vesayaporn or Martin O'Neill at b.vesayaporn42@canterbury.ac.uk or martin.oneill@canterbury.ac.uk. Alternatively, contact the faculty of social and applied sciences via mail using

'Faculty of social and applied sciences, North Holmes Road, Canterbury, Kent, CT1 1QU' or call the school at 01227 922852.

Appendix F

Interview Questions for Supervisors

1. **What are your views of the ████████ programme?**
2. **What are your views of the ████████ candidates you supervise?**
3. **How do the candidates compare to trainee detectives from other routes?**
4. **What would you consider to be success of the ████████ programme?**
5. **What support is available to an ████████ candidate once they are posted into a detective role?**
6. **What qualities do you believe are required to be an effective detective?**
7. **What are the positive features of the ████████ programme?**
8. **What are the negative features of the ████████ programme?**
9. **In what ways (if any) do you believe the ████████ programme could be improved?**
10. **Is there anything else you would like to add to anything you have already said?**

Appendix G

Interview Questions for Managers

1. What are your views of the ███████ programme now that this first cohort are due to be qualified?

2. What do you consider success of the programme to look like?

3. What in your view are the positive aspects of the programme?

4. What in your view are negative aspects of the programme?

5. What have you learnt about the ways to attract recruits to the role of detective?

6. What are your views on the application process (i.e. what attributes were you looking for, do you feel it worked etc)?

7. What are your views on the recruitment process (i.e. what attributes were you looking for, do you feel it worked etc)?

8. What are your views of the training candidates received for the programme?

9. What are your views on the level of support candidates received on the programme?

10. What have to learnt about training candidates to become detectives within three years?

11. How will/has the programme change due to PEQF and the DHEP programme?

Appendix H

__Interview Questions for Detective Constables__

1. **What was your posting at the 18-month stage of your service?**

2. **What is your posting now?**

3. **Describe a typical day….**

4. **What do you think of your role?**

5. **Now that you have performed the role, what skills (in your view) are required to be successful as a detective?**

6. **What have you done since posting toward qualifying as a detective?**

7. **What support have you been provided in your development since your posting? (Who from, etc)**

8. **In what ways is the support helpful?**

9. **In what ways could support be improved?**

10. **What are your views of the ███████ programme? (Positive and negative)**

11. **What are your views of the other routes to becoming a detective?**

12. **Reflecting back on the advertising and recruitment process, what could be improved (if anything)?**

13. **Reflecting back on training, what could be improved (if anything)?**

14. **What are the best parts of the whole programme?**

15. **What parts of the whole programme could be improved?**

16. **Is there anything else you would like to add to anything you have already said?**

Appendix I

Letter for the attention of the participating police force:

Dear XXXX,

Firstly, I would like to thank you for your co-operation and participation with this research study centred on your newly instated fast-track initiative. Without your willing engagement, it would not have been possible to undertake this research study. Please find below a list of the main findings from this study as well as a set of recommendation for your force to consider.

Main findings

- The data revealed that consistent supervision from experienced officer's made the difference to a candidate having a positive or negative experience of the programme.

- Although candidates had preconceptions of their limited time in uniform, it was a) the limited time in uniform which made them apply for the programme and b) it was something that they surprisingly enjoyed and unanimously agreed was something that

should be made compulsory.

- Both managers and candidates all felt more training in the area of court preparation and case files was needed.

- Candidates felt that the police needed to be more transparent about the levels of administration to the role and found the high volume of paperwork involved.

- All candidates found tremendous value in undertaking both the long and short attachments but felt that they were better able to network in their 3-month long attachment.

- The 12-week rotational attachments were helpful in offering a holistic understanding of the police, but candidates found it hard to retain so much knowledge on a weekly basis.

- Supervisors, managers, and candidates all acknowledge the strain on resources and lack of experienced personnel leading to underpopulated departments which in turn means not all candidates are able to be supported full-time by an experienced tutor.

- Tutors are asked to volunteer yet they are not paid for this role and still have their own workload to manage. In both the short and long-term, this is not sustainable and will no doubt have a negative impact on the quality of investigator, investigations, and

the police service overall.

Recommendations to the participating police force

- Implementing a policy that enables an easy transition for TDCs wishing to stay on in uniform and discontinue the second year of the programme.

- Consideration of splitting the 2 three-month attachments between the VIT and CID rather than the 12 weeks in specialist departments.

- Offering candidates the opportunity to refresh their local policing skills by giving them either more time in uniform towards the end of the program or by extending the 10 weeks of time spent in uniform.

- Review of the training candidates receive on court presentations; case files and report writing and consider making this a key module on the programme.

Access to this thesis will be made available via publication on our university website as well as the College of Policing website. If you have any questions, then please do not hesitate to contact me by email b.vesayaporn42@canterbury.ac.uk or telephone 07795010354.

Once again, thank you for your support and involvement and I do hope to have the opportunity to work with you again in the near future.

Kindest Regards

Bethany Vanida (formerly Vesayaporn)