

**From blue to every shade of grey. An Evaluation of a police service's fast track detective scheme:  
Student and professional perspectives of recruitment and selection of officers for the fast track to detective  
scheme.**

**by**

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## **Abstract**

There is currently a national shortage of detectives, in some police services, one in four detective's posts are being occupied by a uniformed PC. In order to combat this, police services have been directed to develop solutions. One method is to introduce a fast track scheme, which entails the usual procedure for becoming a detective but in a more supportive and structured programme. Which is the focus of this research. The three main aims are: what are the qualities sought by developers of the programme, what were the experiences of the application and recruitment process of the participants and what are the skills of an effective detective. This research is being conducted as a case study within one police force in the UK, using a multi-methods approach. Analysis of the data found that overall, the students on this course were satisfied with the recruitment process. For the developers of the programme, there was a particular emphasis on analytical skills and findings gaps within information. There were nine key skills which were associated with being an effective detective, that was: communication, persistence, methodical, analytical, openness, inquisitive, friendly, a spectrum of skills and problem solving.

## Abbreviations

ACPO	Association of Chief Police Officers
BAME	Black, Asian, and Minority Ethnic
CAQDAS	Computer Assisted Qualitative Data Analysis Software
CID	Criminal Investigations Department
CMA	Computer Misuse Act
CoP	College of Policing
CPIA	Criminal Procedure and Investigations (act)
DC	Detective Constable
DI	Detective Inspector
DS	Detective Sergeant
DPA	Data Protection Act
FOI	Freedom of Information (request)
FPN	Fixed Penalty Notice
GDPR	General Data Protection Regulation
GO CID	General Office Criminal Investigations Department
HOLMES	Home Office Large Major Enquiry System
ICIDP	Initial Criminal Investigation Development Programme
IPLDP	Initial Police Learning Development Programme
MPS	Metropolitan Police Service
NIE	National Investigator Exam
NPCC	National Police Chiefs Council
NPIA	National Police Improvement Agency (Succeed by CoP)
OBJT	Offenses Bought to Justice
PACE	Police And Criminal Evidence (act)
PC	Police Constable
PCSO	Police Community Support Officer
PEQF	Police Education Qualification Framework
PPAF	Police Performance Assessment Framework
PSA	Public Service Announcement
QDA	Qualitative Data Analysis
RTIP	Return to Investigative Practice
RWR	Real World Research
SC	Special Constable
SIO	Senior Investigating Officer
SIODP	Senior Investigating Officer Development Programme
SRS	Stratified Random Sampling
TDC	Trainee Detective Constable
TIC	Taken Into Consideration

## **List of figures**

**Figure 1. - Comparison of skills for a TDC.**

**Page, 82.**

**Figure 2. - Skills of an effective detective.**

**Page, 86.**

## Table of Contents

Sections	Page Number
<b>Acknowledgements</b>	<b>2</b>
<b>Abstract</b>	<b>3</b>
<b>Abbreviations</b>	<b>4</b>
<b>List of figures</b>	<b>5</b>
<b>Contents</b>	<b>6</b>
<b>Introduction</b>	<b>8</b>
<b>Chapter 1: Literature Review</b>	<b>12</b>
History, Structure Law	<b>13</b>
Characteristics, skills and traits of Detectives	<b>17</b>
Measuring efficiency	<b>23</b>
National Shortage	<b>32</b>
<b>Chapter 2: Methodology</b>	<b>40</b>
Research Design	<b>40</b>
Theoretical Framework	<b>42</b>
Research Method	<b>43</b>
Preparing and conducting of interviews	<b>46</b>
Participant Sample	<b>49</b>
Ethics	<b>51</b>
Data Analysis	<b>53</b>
Reflections	<b>56</b>
<b>Chapter 3: Findings</b>	<b>59</b>
<b>Experience of TDCs</b>	<b>59</b>
Experience of applications process	<b>60</b>
Perception on the fast track scheme and its effects on TDC's	<b>67</b>
Indecisive attitude towards PC role	<b>69</b>
Opinions on advertisement	<b>70</b>

<b>Qualities sought by leads and recruiters in the development of the programme</b>	<b>72</b>
Development of programme	72
Issues about course	75
Looking for qualities	76
<b>Respondents views on what skills are necessary to be an effective detective</b>	<b>80</b>
TDCs Opinions	80
Recruiters	83
Leads	85
Overall thoughts on the skills of an effective detective	86
<b>Chapter 4: Discussion</b>	<b>89</b>
Interpretation of Data	89
Implications	95
Limitations	98
<b>Conclusion</b>	<b>100</b>
<b>Recommendations</b>	<b>101</b>
<b>Bibliography</b>	<b>103</b>
<b>Appendices</b>	<b>110</b>
A) Ethics form	110
B) Consent Form, For staff (1), For those not interviewed (2)	123
C) Participant information sheet, For staff (1), For those not interviewed (2)	127
D) Demographic Questionnaire	133
E) List of Questions for Interview (TDCs)	136
F) List of Questions for Interview (Recruiters)	137
G) List of Questions for Interview (Leads)	138
H) Data Sharing Agreement	139

## Introduction

Whilst there is a plethora of research regarding uniformed police work, there is less relating to investigations, leaving it somewhat shrouded in mystery (Morris, 2007; Gascon and Foglesong, 2010). Although there is a lack of clarity it is being rectified gradually, but there are still gaps in research regarding the world of detectives (Brodeur, 2010); However, in order to understand why this is an issue, the process of becoming a detective must be explained. Until very recently, the only way to become a Detective Constable (DC) was to first be a Police Constable (PC). This would require a significant time investment, as any aspiring detective would be required to undertake a national 19-week training course as part of the Initial Police Learning Development Programme (IPLDP) (College of Policing, 2019d). Following this, they would have to become a proficient PC, meaning at least two years in uniform during their probation phase (West Yorkshire Police, 2019). Once this was achieved, officers could specialise in an area of choice. This was where the option to become a detective was offered to officers. They could then undertake an attachment, where they would work in Criminal Investigations Department (CID) or crime group for a short time before their enrolment on the Initial Crime Investigation Development Programme (ICIDP) where they would then take the National Investigator Exam (NIE). Usually officers would take two years to complete the ICIDP in order to qualify as a detective. However, to undertake this whole process from entry to becoming qualified as a detective, would be about four years or longer, as courses might have limited spaces and NIE exams are only sat at certain times of the year. For someone wishing to become a detective, this is a lengthy process. Which leads on to why there is such a lack of understanding in research. As detectives traditionally had to become PC's first, they seem to not be recognised as much, possible due to working in the background and not being as public facing. Which meant for a long time detectives were ignored by not only police themselves but the government also. This was until mistakes within investigations began to spark media attention, like the Yorkshire Ripper (Neyroud and Disley, 2007) or issues of competence arose like the MacPherson Report (Morris, 2007). This, along with a variety of

police errors, led to changes around investigations, including more structure and formality which was introduced through different models (Neyroud and Disley, 2007). The Professionalising Investigations Process (PIP) was a rather token attempt to add in structure but ended up falling short (Chatterton, 2008; James and Mills, 2012). As the police evolved detectives began to take on more responsibility and autonomy under PIP, which is not necessarily a bad thing, in fact it is one of PIPs few triumphs (Chatterton, 2008). But it caused higher influx of work, as around the same time police forces began to 'silo' off detective work, meaning that now detectives could specialise in certain aspects of investigations such as sexual offences or major crimes, thus straining an under resourced CID. In addition to this, Austerity hit the UK and many police forces suffered as a result, leading to cuts in officers, detectives, and support staff roles, including civilian investigators (HMIC, 2016). This in turn became a taxing task to maintain the same level of work with reduced numbers, this along with many other factors led to what some participants in this study called 'devaluing detectives'. The shortages then became a vicious cycle as the under-resourced detectives would be overworked to tackle the increased workloads, which lead to a poor work-life balance and the sequent extended periods of sick leave or resignations (Chatterton, 2008). Those who then filled the gaps would either be PC's who were not trained to deal with this level of investigating (HMIC, 2016) or new detectives who would eventually fall into the same trap (Chatterton, 2008). Of course, it is worth mentioning that Chatterton's (2008) research was conducted pre-austerity and only in one police force, however, the points raised here are still relevant as the number of detectives would have dropped in line with cutbacks. Finally, in 2016 the HMIC stated that there was a national shortage of detectives and it needed to be addressed. In this report they implied that there needed to be a way to bring more people into the detective environment as there was clearly a lack of up-take from current serving officers (HMIC, 2016).

In order to combat this shortfall, the HMIC instructed forces work with the National Police Chiefs Council (NPCC) and the College of Policing (CoP) to find newer ways of bringing people into detective

positions. From this they came up with three different routes into detective positions. The first method is a civilian staff conversion course, this is where staff investigators are given further training and made up to the rank of DC (HMIC, 2016). The next is direct entry, which is currently only used by the Metropolitan Police Service (MPS) (HMIC, 2016). This is where applicants are recruited directly into the role and spend no time in uniform. The third route is a fast track scheme, in which applicants are developed in a 'conventional' way but on an accelerated programme. Under the fast track scheme, would-be detectives still spend time in uniform but significantly less than the conventional route (Suffolk Police, 2019). This process will still be the same as the conventional route mentioned above. However, potential Detectives on this course would spend one year in uniform before undertaking detective training on the ICIDP and then being qualified as a detective, which will now be within three years, rather than four or five via conventional methods.

One of the focusses of this research is the experiences of Trainee Detective Constables (TDC) on a fast track to detective scheme. As this research is independent of the police and to ensure confidentiality of the service involved, they will not be referred to throughout. Due to this study being part of master's research, the time frame for completion was one year. As the police service had only just begun the training of officers, this research focussed on the recruitment process and the application stages of these candidates and the experiences of the supporting staff. The research seeks for the opinions of those undertaking the course itself, how they felt throughout the process and their overall opinions on the structure of it. The next area of interest was the creation of the programme and what the police service were hoping to find in potential detectives. This includes the opinions of recruiters, relating to how they could identify detective skills within the candidates. In addition, respondents were asked what they believed made an effective detective, e.g. what skills do they require to be effective? This is something that current research has been unable to fully explain.

Through the use of Freedom of Information (FOI) requests, it was discovered that only seven forces were using direct/fast track entry methods (as of September 2019). Yet, there is no published research on these schemes that this study could make conclusions from. However, the notion of an effective detective was identified by Smith and Flanagan (2000), where they attempted to understand effectiveness in relation to Senior Investigating Officers (SIOs). Since then more research has surfaced which attempts to identify what constitutes an effective detective. Although not based in the UK, Westera et al. (2014), conducted a study in New Zealand and Australia to measure effectiveness. Which is prevalent because New Zealand and Australia has similar judicial systems and investigative processes in place making it very similar to the UK in these regards. Westera et al. (2014) noted issues around retention of detectives, citing similar stresses around lack of balance between work and home life. They suggested that skills such as communication, motivation, thoroughness, decision making and management were significant (Westera et al., 2016). Whereas, Fahsing and Ask (2016) took a different approach, by comparing UK officers and SIOs against their Norwegian counterparts in a hypothetical scenario, against a 'gold standard' of decision making in investigations. They found professionalism, accountability and expertise to be of most merit. Both these pieces of research aimed to discover what an effective detective was but have very different outcomes. This demonstrates that there is no definitive list of required skills and traits that is universally accepted, and there is scope for future research in this area.

In order to develop an understanding of necessary skills to be a detective there needs to be a clear structure and process to the research. Starting with the first chapter, which will demonstrate the current research around effective detectives and the current uses for measuring efficiency, thus giving context for the study. Once this is clear, it will lead to chapter two where the methodology of the research is shown. Which will display the research methods selected in order to conduct the study, deriving from the objectives of the research questions. Chapter three will then detail the findings of the three research questions and any additional themes which have been discovered. Finally, chapter

four will conclude the research by triangulating the results of the study and the literature reviewed into a discussion, which in turn, creates the recommendations.

## Chapter 2 – Literature Review

Before any type of academic work can be carried out, there must be analysis of what information is currently known about that subject (Hart, 2018). After a critical review has been conducted, clear gaps within the research can be identified and research can be conducted to fill it. The detective landscape is one that has been relatively untapped in comparison to other areas of research surrounding police activity (Tong and Bowling, 2006; Brodeur, 2010).

For the purposes of this literature review, there will be four main areas discussed. Firstly, a general overview of detectives which includes their function within policing and historical perspectives of the role. This will give a short but thorough account on how the role of a detective has changed over the years. The next area details the attempts made by the Home Office and the Association of Chief Police Officers (ACPO) at putting structure into the detective environment through different directives such as; the Professionalising Investigation Programme (PIP), the Murder Investigation Manual (MIM) and so on. Then, the subsequent affects which these directives had on the detective environment. Furthermore, the identification of skills and attributes of an effective detective and how they can be measured. As there is no definitive characteristics or traits required to be a detective, there can only be an assumption based on what others have found within their studies. Following on from this, the identification of issues within the role will be reviewed. And finally, a discussion around the national shortage of detectives, where the impacts of these shortages have affected the role and how the relevant organisations plan to amend this issue. Meaning there are three main areas which this review will focus on; the impacts of government directives, what the skills are to be a detective, why are there a lack of detectives and how will it be solved. After these areas have been identified, there will be clear parameters for the research.

## **History, Structure and Law**

To fully understand the complexities associated with modern-day detective work, the progression of law and offences needs to be clear in order to convey the evolution of the role. This will allow a comparison between what is expected of detectives and what training, resources and support is being provided. As aforementioned, detectives had been somewhat ignored by researchers but more recently through work from Carson (2009), Ask, Granhag and Rebelius (2011), Westera et al. (2014) and many more; the world of criminal investigations is becoming somewhat clearer. Research has been conducted into multiple aspects of criminal investigation, such as: investigative interviewing, the effects of time-pressure on decision-making, understanding skills or characteristics which make a good detective and what it takes to be an effective detective. The idea of effectiveness and how to measure it has been an issue: the use of clearance rates, convictions rates and offenders brought to justice have previously been used. Now, the efficiency of detectives was and still is complex to measure due to the nature of work (Westera et al., 2016), so defining what efficiency and effectiveness is still causes issues as it must measure all forms of detective work.

1829 saw the formation of a professional police force in London, which under Robert Peel, aimed to be an artisanal institution made up of upper working-class people originally intended to avoid the recruitment of the educated (Punch, 2007). Peel made it apparent that he wanted an organisation clear of military 'taint' and avoided the recruitment of the middle-class 'gentlemen' (Punch, 2007). In 1839, the Metropolitan Police Service (MPS) absorbed police offices from the Middlesex and Surrey, which focussed on the investigation of crime, which in turn, created the first unofficial detective posts (Morris, 2007). By 1916 the MPS detectives had already developed a form of investigator-specific training which was later disseminated to other county-force detectives through district conferences in the 1920's, however an official role for investigating crime had yet to be created (Morris, 2007). In the early system, detectives were selected based on the quantity of their arrests, who were commonly referred to as 'good thief-takers' (Morgan, 1990; Carson, 2009). A report by Dixon (1966) criticised

this training and implied that instead an eight weeklong course consisting of procedure driven etiquette around interrogation, crime scenes and observation should replace it. Although halted during World War Two, detective training was continually improved thereafter by Centrex (a predecessor of the National Police Improvement Agency). Even with this early progress the nature of police as a whole began facing issues regarding their public appeal including numerous allegations of racism, corruption, sexism and bigotry leading to shift in thinking by senior managers (Manning, 1977; Punch, 2007). So, in the 1960's the police tried to become a professional outfit by sending officers to local universities to become better educated, thus attempting to demonstrate a more attuned pedigree of officers. However, the idea did not work particularly well as by the 1980's only four chief constables had a degree, increasing to two thirds of all chief constables by 1996 (Punch, 2007). Despite this, a strong 'anti-intelligence' feeling remained embedded within the lower ranking officer's in the police, with many making it a hostile environment for those with degrees often referring to them as outsiders (Lee and Punch, 2004). Some suggest that police (response) work must be learned at the 'sharp-end' of policing, therefore, it can only be learnt by doing the tasks and not studying a degree in (Holdaway, 1983). Reiner (1994) characterised this as 'a war between police and academia' which is hardly surprising due to the combative past and dislike from lower ranks (Holdaway, 1983).

Unsurprisingly, the role of a detective has changed significantly over a 190-year period due to the creation of new offences, the adaption and elevation of legislation and the restructuring of the investigative process. Changes can be implemented for a variety of reasons, most notably as a result of failings identified in large-scale investigations (Neyroud and Disley, 2007). For example, the investigation of the Yorkshire Ripper led to the Byford Report (1982), which recommended a more unified approach to dealing with major incidents. Since the recommendations were made, the police have implemented Major Incident Room Standardised Administration Procedure (MIRSAP), the Home Office Large Major Enquiry System (HOLMES), in several versions, and the Murder Investigation Manual (MIM) (ACPO, 2000; Centrex, 2005; Neyroud and Disley, 2007). The implementation of these

recommendations did give further structure to the investigative process in relation to major or serious cases (Neyroud and Disley, 2007). Subsequently, detectives were expected to be more universally adept in their thinking and investigating, so to enable this, PIP was created in 2005 from ACPO and the National Police Improvement Agency (NPIA) (James and Mills, 2012). PIP is a building block for training and development in investigations, which separates crime and the training of investigating into four distinct levels in an attempt to professionalise it (McGory and Treacy, 2011; College of Policing, 2018; O'Neill, 2018). PIP level 1 encompasses volume crime, which is crime that occurs in vast quantities like domestic burglary, robbery or vehicle crime (NPIA, 2009), every PC, Special Constable (SC) and Police Community Support Officer (PCSO) is trained to PIP level 1 (College of Policing, 2018; 2019a). Whereas PIP 2 focuses on serious and complex crimes such as rape, abduction or blackmail which will be investigated by Detective Constable (DC) rank or those who have been enrolled on the ICIDP and then passed the National Investigator Exam (NIE) (College of Policing 2018; 2019a). PIP level 3 entails major investigations which will be led by a SIO who will have undertaken all the previous training plus the Senior Investigating Officer Development Programme (SIODP), this will include investigating offences of murder, kidnapping and terrorism (College of Policing, 2019b). And Finally, PIP level 4 which is the strategic management and leadership of major investigations which will focus upon managing the response to critical incidents and strategic command and leadership (College of Policing, 2019b). The PIP systems allow national stability and training for investigations which ensures a consistency of competence throughout the country, it also ensures that key skills are established and present (McGory and Treacy, 2011).

There were some downfalls to PIP, the framework was overly complex and often causing grief for practitioners to fully implement into police training (James and Mills, 2012). Furthermore, the affects it had on General Office Criminal Investigations Department (GO CID) were apparent, Chatterton (2008) reported that many were struggling with copious amounts of work. Once a fledgling detective had completed their PIP assessment's they would likely be placed into CID to gain some knowledge of

investigations before progressing into more specialised teams. However, Chatterton (2008) noticed a decline in skill levels of GO CID teams and implied that this is because of the reformations made to the investigatory process, mainly the creation of Major Investigation Teams (MIT), Basic Command Units (BCU) or other specialist squads. These teams had been created for numerous reasons, predominantly because the police were trying to have specialists work in particular areas of crime rather than more generalised CID detectives (Maguire, 2003). Creating these squads allowed groups of detectives to more effectively solve crimes, however, the DC's used were often seconded from GO CID teams to the specialist's squads for months or years at a time (Chatterton, 2008). Whilst the DC's were away with these teams their positions in GO CID were left unfilled, resulting in the remaining DC's dealing with a higher workload and only a third of their workforce (Chatterton, 2008). Chatterton (2008) identified that the rates of stress and sickness from the remaining GO CID elevated, further increasing the workload and the poor retention rate of detectives. Despite this study being funded by the Police Federation, it is well known that the UK is currently suffering from a shortage of detectives and this could be a contributing reason as to why it is has happened (HMIC, 2016). Although PIP aimed to be a comprehensive framework for training and development it has been shown that particularly complex (James and Mills, 2012). In fact, the only real triumph of PIP was the autonomy granted to detectives to make decisions at the service delivery point (Chatterton, 2008; James and Mills, 2012). Further to this, Chatterton (2008) implied that the introduction of PIP was simply a rhetorical device used by the Home Office in order to appear that they are reforming policing (James and Mills, 2012). However, the issues are amplified when considering the diversity of all the 43 forces, which include the policing priorities of each force, chief constable directives, local strategy and current training methods. James and Mills (2012) were the first to undertake a study of PIP, however, they only used 6 interviewees from the same police service, which is supplemented by 10 questionnaires, meaning there are limits in the extent to which the research is generalisable.

Moreover, legislative changes have assisted in structuring the investigative process further by introducing the Police and Criminal Evidence act (PACE, 1984) and Regulatory Investigation Powers Act (RIPA, 2000). Which in turn has had to be adapted in order to accompany the creation of the Human Rights Act (1998). The rise of technology has also made the life of a detective more complex, the ability for criminals to contact one another discreetly across borders creates issues in investigation (Westera et al., 2014). Additionally, the advancements in technology has created cyber-enabled crimes thus prompting the Computer Misuse Act (CMA, 1990). On the other hand, the new offences also bring modern investigatory techniques with them including additional policing counterparts, e.g. cyber-crimes detectives (Smith, Graboksy and Urbas, 2004; Yar and Steinmetz, 2019). The use of technology means that detectives can have access to more evidence than previously available, such as email and social media, which leaves a digital footprint that can be followed, provided they are technologically competent (Westera et al., 2014). As this is such an immerse crime trend, it takes time for the detective who investigate these crimes to become proficient (Yar and Steinmetz, 2019).

### **Characteristics, skills and traits of Detectives**

Before the notion of measuring effectiveness can be considered, the general characteristics of detectives must be understood. Numerous studies have aimed to answer what skills or traits are required to be an effective detective. All appear to have differing results as to what can considered the important skills or traits. However, there appear to be some similarities across studies. This is to not to say that a detective who does not have these skills will be a bad detective, it is simply that these skills or traits are shared by effective detectives. Moreover, if there is a comprehensive list of skills and traits required to be an effective detective then changes can be made throughout the training and development process to enhance present or dormant skills they may have and prepare them for challenges throughout their career. With the early development of fast track detectives understanding these relevant skills or traits in the recruitment can help recruiters look for potential applicants with the similar skills whether they are already present within detectives or they require development. As

one of the primary aims of the research is to understand what the participants believe is an effective detective, it will be valuable to understand what is already known. Furthermore, being able to understand what skills are particularly relevant allows police services to look for them within potential applicants and design tests which will highlight these skills.

The identification of potential detectives within uniformed officers was the focus of Cohen and Chaiken's (1987) research. This study did not measure the success of the investigators but instead whether passing entrance exams can suggest potential talent. For this Cohen and Chaiken (1987) used an entrance exam for civil servants because they measured the use of cognitive ability and intelligence. This study suggested that those successful in the examination can use abstract reasoning to solve problems and reach conclusions. Cohen and Chaiken (1987) also suggested that if arrest rates were the way to measure effectiveness it should be around the quality (how many led to a conviction) of these arrests not the quantity. Which was built upon the findings of the RAND study, simply testing the willingness to arrest would not be an accurate way of judging effectiveness (Greenwood, 1977). Moreover, they found that other factors can predict the success of an investigator such as, performance ability in the field, work behaviours (complaints, awards etc.), qualifications and most interestingly subjective traits. These traits were intelligence, motivation, stability and persistence. Although studies after this have found different traits to be of greater significance, this is still one of the first studies to state what traits a successful investigator possessed. Even though the study was performed in the USA and is fairly dated now, it is a significant piece of research as it provided a foundation for future studies.

A few years after Cohen and Chaiken's (1987) study, Morgan (1990) theorised that in order to solve crime one must have numerous skills, such as; communication, approachability, knowledge of the local area, patience, persistence, tenacity, objectivity, time to pursue inquiries and gut feeling. Apart from the 'gut feeling', most of the skills can be taught in some capacity and could help detectives solve crime. Morgan (1990) was also very critical on how detective work was being undertaken at the time,

he stated that there needed to be more formal structure for investigating crimes on a national level, hinting at the idea of PIP. However, Morgan's (1990) study only focussed on one police service, meaning that the skills and issues he identified only reflect that of the service and not the national perspective.

In a government mandated study, Maguire, Noaks and Hobbs (1992) researched 'clear up' rates for different CID teams in six different forces and the effects line managers have on them. They established a difference between low and high detectability crimes; high detectability crimes seemed to be more viewed as more praiseworthy by line managers as it proved 'effectiveness'. Due to increasing reports of crimes, low detectability crimes (e.g. cycle theft) rarely got through to detectives for some reason or another. The research conducted by Maguire, Noaks and Hobbs (1992), did have some relevance for its age, but it is now dated, and the progression of CID has been dramatic meaning the overall impact of this study limited. However, Neyroud and Disley (2007) have researched the four dimensions of management, supervision and oversight of criminal investigations. The co-ordination or the elements and processes of an investigation, the supervision and leadership of officers and staff conducting the investigation, performance management, and oversight of criminal investigations. These areas are the basis of criminal investigations and provide a strong framework for the basics of investigations. Until this time, there was very little academic literature on this area or on the analysis of the management of criminal investigations (Neyroud and Disley, 2007). Performance was still measured via Offences Brought to Justice (OBTJ) and detection rate. However, this may not be the most efficient way to measure this, instead focussing on the build-up procedures such as pre-arrest forms, gathering evidence and reviewing forensic services can prove competence amongst investigators. Sanction detection rates are now being used more, this covers Taken Into Considerations (TIC) and Fixed Penalty Notices (FPN). The sanction rates are more rigorous and allow a greater understanding of how well the police are doing in regard to crime, measuring the actions

lead up to a case rather than the success of the cases themselves; similar to the clear up rates mentioned by O'Neill (2012).

The research from McGurk, Platton and Gibson (1994) was conducted in collaboration with four different police forces in the UK to develop a national investigator training course. They worked with 15 supervisors and 100 detectives to find that managing tasks, managing information, dealing with people and effective communication were the most common highly rated traits; interestingly 'knowledge' was consistently lower rated. However, assisting 'colleagues, public and people' are considered more like tasks rather than skills. Moreover, the 20 years since this study was undertaken means that there has been a change of culture, legislation and other factors which diminishes the impact of the results. This became a building block for the creation of national models like PIP, the NIE and ICIDP.

Although not quite personality or skill related, the work of Tong and Bowling (2006) around the idea of art, craft and science becomes relevant when discussing detective mindset. They state that detectives can be categorised into one of three typologies through their logical thought patterns and interpretations of crimes. The idea of 'craft' is the 'old regime' of policing, whether crimes are solved by past experiences or hunches, it cannot be taught, only learned through time 'on the job' (Skolnick, 1994). For years this was the only way to solve crimes until a push for professionalisation saw a more formal approach to crime solving and a greater interest in investigators by researchers. Thus, the creation of the second typology of detectives was 'art' form which is based on intuition and instinctive feelings around a crime, being able to separate truth from lies (Sanderson, 1977; Reppetto, 1978; Ericson, 1981). Moreover, artful detectives will not just focus on what is in front of them but analyse the reasons as to why they happened, this is a somewhat overlooked component in detective work as it is hard to teach this kind of analytical thinking (Tong and Bowling, 2006). On the other hand, there is science which is a more direct and methodological approach to problems, particularly around crime

scene management, the use of physical evidence, investigative interviewing, information handling, offender profiling and managing investigations (O'Neill, 2019). Scientific detectives embody the ideals of professionalism as they use higher levels of understanding and knowledge which aims to bring a higher-level thinking to all detectives. But ultimately, which is best? A combination of the three, being able to use past experiences as well as a scientific approach gives detectives an overall better understanding of investigations, something which Innes (2003) and O'Neill (2012) stated was present within homicide detectives. Typologies of detectives does not directly correlate with success as this idea has not been proven, it does suggest that there are different mind sets that are working within investigators and some could be more beneficial than others.

The work of Tong and Bowling (2006) is further elevated by Carson (2009) who takes the principles of art, craft, science then combines different reasoning types to fully understand how detectives think. He too notes that the artful side of being a detective is overlooked, if it can be found in detectives then it should be developed and disseminated to others to learn from. For this he noted different types of inferential reasonings: deductive, inductive, and abductive. Deduction is to take a generally accepted principle and relate it to something precise; for example, children like to play games, James is a child, therefore James likes video games. Inductive reasoning is where an inference is drawn from knowledge; for example, there is research around what social groups people who commit domestic violence come from, therefore we could predict where it is likely to happen. The final reasoning is abductive, this is the Sherlock Holmes-esc reasoning whereby you explain a scenario based on all the facts you have before you to make the most logical conclusion, which is the most common skill amongst detectives. Innes (2003) studied this specific trait amongst murder investigation teams who were able to combine their experience and logic to determine what occurred during an incident. Carson (2009) eloquently shows that inferential reasoning is the peak of detective work, utilising it will enable detectives to engage with the artfulness of detective work which could be further aided by an increased amount of freedom when investigating in order to fully develop their own style.

Although slightly different, Bull (2013) studied what is known and believed to be the characteristic of a good interviewer. As interviewing is an intrinsic part of investigation work it is likely that such a skill set will be fairly harmonic. Bull (2013) identified that in order to be a good interviewer one must have multiple skills, such as: communication, empathy, flexibility, adherence to topic, responds to interviewee, open mindedness, ability to utilise tactics, ability to structure the interview and the ability to use silence's along with open and closed questions. This reinforced very similar traits and skills found in Walsh and Bull (2011) and in Smets (2012) research. O'Neill (2012) again found similar results to those mentioned above, but in successful volume crime investigators. However, he noted that skills and traits such as education, stability, empathy, training and intelligence were ranked relatively low. All studies identify communication as one of the most important skills a good investigator requires, when looking for potential detectives this skill should be present (O'Neill and Milne 2014).

The effectiveness of detectives was the focal point of Westera et al.'s (2016) research and also looked at how to identify skills of detectives. These results came from their previous study (see below Westera et al. 2014) based in New Zealand and Australia. The research suggested that there are 11 key skills of which communication is the key. Detectives have to have good communications skills as their job depends on it, without effectively speaking to the victims they are unlikely to get all available evidence (Jordan, 2004; Patterson, 2011) and without speaking effectively to the media they may create false claims or suspects. The importance of skilled communication is especially epitomised when a case remains unsolved and detectives have to explain why it remains that way (Innes, 2003). The key 11 skills (ranked most to least frequent) were: Communication, Motivation, Thoroughness, Decision-making, Management, Experience, Leadership, Knowledge, Resilience, Tenacity and Teamwork (Westera et al. 2016). Again, communication has been shown to be the most effective skill an investigator can have, if a detective does not have good communication, they will see the short- and long-term effects of it through contact with victims and witnesses. These results are surprising

because there is a broad range of length of service and age between participants. Westera et al.'s (2016) results show an interesting pattern in research, despite being on the opposite side of the world, detectives still gave relatively similar answers to detectives in the UK. Moreover, this similarity of results suggests that there are dominant traits of a detective, something which should be easier to spot with this research. Interestingly, Westera et al. (2016) found that there were elements of art, craft and science (see Tong and Bowling, 2006) in their work, with many believing that an art form was the most common form of detective work. However, the rise in the use of scientific detective work has made the role less illusive and more of a logical process.

### **Measuring the 'effective' detective**

The idea of measuring effectiveness of the police has always been a contentious area due to the nature of their work. Moreover, the notion of measuring the effectiveness of detectives has become increasingly complex due to the diverse nature of the cases they are investigating, as well as the differences in workload, experience, location and type of work may have an impact on their ability to perform. Despite governmental intervention in the forms of circular's and the Police Performance Assessment Framework (PPAF), little seems to have changed. To fully understand how complex the issue is, it should be understood how the different research has suggested slightly conflicting views on how best to measure effectiveness.

One of the earlier studies around detectives looked into clearance rates (crimes that are resolved) and how they can measure effectiveness of a detective, which is sometimes referred to as the 'RAND Study' (Greenwood, Chaiken and Petersilia, 1977). Greenwood, Chaiken and Petersilia (1977) found that clearance rates were not a reliable way to measure the effectiveness of detectives due to geographical location and the surrounding community. For example, a detective working on serious crimes like murder or sexual offences is likely to have a lower clearance rate compared to a detective focussing on volume crimes such as shop lifting or theft. Therefore, the size of their area and workload

may also affect the detective's ability to 'clear' crimes. During their study, it was also found that investigators only spent around 7% of their time working on activities that would lead directly to solving crimes. This was because a vast amount of their time was taken up by post arrest procedures such as gathering evidence from a crime scene which, whilst important, did not directly correlate with the solving of crimes. In fact, a bulk of an investigators time was spent locating victims, reviewing files and communicating with other agencies. This meant that cases were not always as adequate as they need to be, leading to prosecutors having to deal with a high dismissal rate, excessive plea bargaining and overly lenient sentencing.

However, Greenwood, Chaiken and Petersilia's (1977) research was somewhat disputed by Forst, Lucianovich and Cox (1977) who stated that conviction or clearance rates were the most effective way to find potential in future detectives. Conviction rates (convictions v total arrests) will show the quality of arrests; however, Forst, Lucianovich and Cox (1977) only focused on patrol officers who were 'ear-marked' to become detectives. Conversely, Greenwood, Chaiken and Petersilia (1977) measured the effectiveness of a detective and their work. Even though both these pieces are quite dated they still have relevancy today, as there is still no definitive way to measure effectiveness and both Greenwood, Chaiken and Petersilia (1977) and Forst, Chaiken and Petersilia (1977) theories have pertinence in the modern day.

Bourne (1999) studied the training of officers in a classroom-based environment and then measured retention rate of the training once they were attested as a constable and operational. Bourne (1999) found that in order to develop the skills laid down in the classroom they needed to be reinforced through practice and feedback. If there is no reinforcement, then 40% of all the skills gained will be lost within a week, and a further 80% will go after a month, which further symbolises the importance of development after training. Though this studied patrol officers, detectives are trained in a similar

way. Which relates particularly well to the research of Smith and Flanagan (2000) conducted around the effectiveness of detectives and the skills which are required to be effective.

Smith and Flanagan's (2000) research has become a staple when discussing the effectiveness of detectives. They aimed to identify the skills, abilities and personal characteristics that a Senior Investigative Officer (SIO) should have to effectively solve crimes. From their research Smith and Flanagan (2000) found 22 core skills that can be organised into three clusters: management skills, investigative ability and knowledge levels. However, only 11 of these skills directly relate to investigative work and case management; the other 11 skills are around the supervisory side of investigating. The skills relating to investigative work are: interpersonal skills, professional integrity, planning, leadership, communication process, resource management, administrative competence, investigative competence, appraisal of incoming information, underpinning knowledge and future developments. Smith and Flanagan (2000) noted that these skills are best developed by working in CID, as these are key components of becoming an effective detective. The other skills are gained when detectives progress into supervisor roles. The more these skills are developed at the early stages of an SIO's career the more likely they are to be an effective SIO in comparison to those who did not have as much CID experience. Interestingly, Smith and Flanagan (2000) found that people who changed career patterns throughout the time in the service, e.g. switching between uniformed work and detective work, lead to a lack of foundational knowledge or experience in CID. These 'less-skilled' SIO's were found to be higher risk of failing investigations as they lacked the underlying knowledge of investigative management, which can lead to inept decision making, and can negatively affect perspectives of the force they work for. Although this does not relate directly to the DC-level detective work, it does highlight the significance of gaining skills at the CID level to make a more effective SIO. Furthermore, the study was conducted across ten police forces with 40 participants who worked within the investigative field, meaning the findings are somewhat generalisable. Smith and Flanagan's

(2000) research has been underpinned by numerous other studies that suggest similar skills for becoming a successful detective.

Research by McGurk, Gibson and Platton (1994) discovered that there are four main skill groups which can encompass a range of skills, these were: managing tasks, dealing with people, managing information and communication. They implied that these skills need to be developed through training and development of detectives in order for them to reach their full potential. However, there are limitations to this study, mainly due to mixing detectives and supervisors together which can lead to unclear results as the two groups may have different skills. Also, the study fails to recognise the difference between a skill and a task, this is clear when they list 'assisting colleagues or public' as a skill when it is clearly a task. Maguire et al. (1993) also found some of the skills that McGurk, Gibson and Platton (1994) discovered, such as communication and managing information in the forms of cultivating informants, case file construction and presentation of evidence. They also found that knowledge of law, local knowledge and interviewing skills were necessary to perform as an investigator. However, it has to be noted that both these pieces are 20 years old now and development in legislation and creation of new offences means that the role of a detective may have changed significantly. On the other hand, newer research has not strayed too far from the original ideas raised here. For example, communication has remained a staple in skills required to be a good investigator whereas intelligence has been, and still is, considered to be relatively unimportant (O'Neill and Milne, 2014). However, Smith and Flanagan's (2000) study, like so many others, rely on the opinions of those involved within the investigating teams who were asked to define themselves. Moreover, there is little to suggest that the assortment of traits and skills provided by Smith and Flanagan are correct. They use past research which also asked detectives their thoughts about their own roles. Without being able to test the ability of the SIO's or review their clearance/convictions rates, there is an assumption that they do not even possess these qualities. Even if the skills that they suggest are true, without verifying them as being part of this 'effective' group their opinions on the matter mean very little.

O'Neill's (2012) study continued this train of thought applying it to useful traits and skills a volume crime detective should have.

Volume crime investigators are groups consisting of a mix between CID officers, trainee DC's and sometimes uniformed officers. O'Neill (2012) aimed to understand specifically how their success can be measured and what enables them to be successful. In 1993, the Home Office redefined what is considered to be successful with the introduction of the PPAF which meant a detective would be judged upon more than detection rates. The PPAF measured user satisfaction, sanctioned detection, offenders brought to justice, domestic violence and crime levels to name a few. These factors could be changed each year by the Home Office, ultimately aiming to compare forces throughout the country. Unsurprisingly, the PPAF began to cause friction and was disregarded, mainly because comparing forces using this method does not prove much, as each force has its own challenges and priorities. For example, one force may have very little domestic violence and is able to deal with it effectively due to a lower number of calls, whereas another force may be inundated with domestic violence cases which slows down the process for dealing with it due to the vast volume. Moreover, it is not simply the quantity of calls that may affect the force's performance, geographic location and quantity of officers may give unequal results as well. Alas, the PPAF began to cause arguments due to the lack of depth and fairness which ultimately led to it being phased out for another performance measurement tool (HMIC, 2009). However, the PPAF did bring in the use of Public Service Announcements (PSA's) which gave the public a clear idea of the current policing priorities in their area (Ashby, 2005). Although the PPAF did not quite live up to expectation, it inadvertently raises another key point that measuring the effectiveness of a detective is difficult. The PPAF shows that effectiveness cannot simply be measured using their work via quantitative analysis. Perhaps a more generic tool can be applied which harnesses quantitative and qualitative methodologies to be able to judge whether an individual truly is effective.

Part of O'Neill (2012) research was to provide an insight into the use of education and its effects on detectives. For this study, two groups were made up of five detectives each from six different police services, one would be an indicated high-performance group and the other would be a low performance group. The groups were classified by the number of detections, commendations, votes from peers and managerial ratings. The two different groups were given the NEO PI-R personality test, which measures personality via five unique sections which are: Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness. In all, this encompassed 240 items designed to categorise leading personality types of a person. The groups had slightly differing ages, length of service and gender split. With the low performance group being 48% female and 52% male, and the high-performance group being 70% male and 30% female. The mean age of the high-performance group was 35.48 years and had a mean service length of 11.38 years, whereas the low performance were 34.73 years old and had 8.99 years of service. However, the most interesting difference between the two groups were the amount of degree holders, 40% of the low-performance group were degree holders whereas the high-performance group contained 20%. These results, although small, do show that a degree could have a relatively insignificant impact on the overall performance of detectives. However, there are some more unexpected anomalies with the study. The results of the NEO tests were then ranked from low (score of 35-44%), average (45-55%) and high (56-56%). Interestingly the high performers scored low for extraversion, openness and agreeableness, and scored average for neuroticism and conscientiousness. Whereas the low performers scored low for openness and conscientiousness, and average for extraversion and agreeableness and high for neuroticism. This means that the attribute group in which the high performer group outperformed the lower group in was conscientiousness. This data alludes to some interesting points, showing that both groups scored highly for neuroticism, which is not commonly found amongst investigators. Both groups also scored significantly low for openness and agreeableness, demonstrating that these modern volume crime investigators appeared less open and agreeable than first thought. They also display higher signs of neuroticism previously discovered in law enforcement. Moreover, O'Neill's (2012) research sheds light

on the inner workings of a volume crime investigator and the irrelevancy of degrees within investigative fields. However, it should be noted that this study was only conducted with two police services and had a reasonably low response rate from investigators (30%), although within the field of social research this is adequate.

The research conducted by Westera et al. (2014) concerning the effectiveness of detectives in the modern era is important. The study looked into the effectiveness of detectives from Australia and New Zealand. Although not UK based it is still very relevant, mainly because both countries are very similar in their judicial set up, legislation and investigatory procedures. From Interviews, Westera et al. (2014), found four key themes which were all challenges detectives had with their respective roles. They were retention and recruitment, rapid growth of technology, training, and on-going professional development and accountability. The retention of detectives has been an issue for police for some time, owing to the high work-load which is ever-increasing; additionally some detectives are on-call which leads to a poorer work-life balance considered to cause stress (Tong and Bowling, 2006; Westera et al., 2014). Unsurprisingly, this has led to devaluation of the role of detective. As a result, many do not want the role because they know the negative effects and consequential devaluation (Westera et al., 2014). Subsequently, this has created a vicious cycle of the detective branch being understaffed, a topic mentioned in the UK by Chatterton (2008). Understaffing results in increased workload, which can demotivate staff and amplify stress, causing detectives to leave and the cycle beginning again (Westera et al., 2014). This is not helped by a lack of managerial positions, creating stagnation for those who aspire to progress in their career. Of those who do get into a management position, little appears to be thought of them. Investigators remarked that managers fail to recognise exemplary work, if this was rewarded by changes on tenure limits, awards for a number of years of service or reducing some bureaucratic processes, then it might stem some of the losses and reinvigorate them. Many who become a detective mainly do it for the passion of solving crime rather than any monetary reasons, making the supervisory roles crucial to keep investigator's in the job; this

point is mirrored by Chatterton (2008) who also highlighted that UK detectives seem to be part of the vicious cycle mentioned above. Westera et al.'s (2014) research showed that due to these issues, there had been a significant decrease in the effectiveness of detectives. Technology also seemed to be a key challenge for detectives, mainly due to its evolutionary nature and the complexities around investigating crimes. Within the challenges of technology there appear to be three sub-sections, which are: technological influences on crime, the evidence available and the applications process in gathering data. Technology seems to have enabled crimes such as child pornography and given criminals an easier way to communicate discreetly. However, it has given the police greater potential to obtain evidence due to emails, CCTV, social media, mobile phones and more. On the other hand, data collection is still flawed, detectives have to spend a vast amount of their time requesting data from companies and compiling search warrants to gain access to the data, only for companies to send mass amounts of data over which floods detectives as they try to find the relevancy within it. This was particularly apparent in the UK when a 22-year-old was accused of 12 counts of rape and sexual assault, which was later discovered to be untrue as the police had information of text messages which directly opposed the evidence of the witness (Osbourne, 2018). All the time spent collecting and combing through data means that detectives have very little face-to-face conversations which leads to a de-skilling effect, potentially losing communication skill (Smith and Flanagan, 2000; Neyroud and Disley, 2007; Westera et al., 2014). Another main theme raised by Westera et al. (2014) was the training and on-going development (professionalisation) of detectives, particularly training, was a laborious process, which the detectives stated needs to be flexible and available 'on-the-job'. Detectives also implied that they wanted more training, particularly around the changes in legislation, technology and forensic sciences. The final theme was accountability which presents two more sub-themes, those being: the external scrutiny of investigations and internal police management. Technology also influences the pressure detectives face when investigating crimes. The decision they make will be closely monitored by media outlets who can quickly report any errors made. In an attempt to remedy this, the police added numerous bureaucratic processes to reduce errors.

However, this had the opposite effect and created what some refer to as 'process paralyses'. The aforementioned clearly shows the numerous challenges and how they can hamstring the investigatory process. Although, there are ways this can be fixed. If clearer guidance and more support is given to detectives by managers, it may begin to retain some of those who would leave. As Gascón and Foglesong (2010) put it, the whole policing structure needs to be overhauled to create a better understanding of detective work for frontline managers and academics. Moreover, the civilianisation of policing could be used to help detectives by creating typists and data entry teams, so that detectives can have the freedom to work solely on case solving (Mazerolle and Ransley, 2006; Evans and Kebbell, 2012).

Fahsing and Ask (2016) had a slightly different idea on how to measure expertise of a detective in their comparative study between police in Norway and the UK. The study comprised of four different groups, two from each country. One was made up of patrol officers (who were new to the role) and the other made up of SIO's (and their Norwegian equivalents). All groups were given hypothetical scenarios, where they were asked to provide their investigatory actions and then a hypothesis. Their answers would be graded against the 'gold standard', which were the best possible actions that could be used. This standard was decided by a highly experienced panel of SIO's and their Norwegian counterparts. Fahsing and Ask's (2016) study found that UK SIO's vastly outperformed the Norwegian detectives. The UK SIO's have a national framework to enforce not only standardisation but also a method of qualification and continual development, whereas the Norwegian module relies on the experience naturally accrued through their service. However, it cannot be definitively stated whether PIP is reason for this. But these results demonstrate that in order to be an efficient detective one must be professional, accountable and have expertise; although there are many desirable skills which research has found (Smith and Flanagan, 2000; Innes, 2003; Dean et al., 2008; Westera et al., 2014b). Amongst investigators there is an innate mind-set to prove a person committed the alleged crime, focussing on finding evidence which incriminates (confirming) their suspect while little effort is used

to disprove their actions (Ask and Granhag, 2005). The study also found that there are detrimental factors that passively influence detectives, such as: time pressure, limited resources and inadequate training. Solving crimes is an application of abductive logic (Carson, 2009; Simon 2012). Expertise, which is suggested to be the key skill in decision making, can be defined as a social recognised characteristic linked to knowledge, technique, skills or a combination of them all. Expertise distinguishes someone from mere novice, and less experienced people within a discipline (Ericsson, 2006); e.g. a professional chess player is likely to beat a casual chess player. It was found that poor decisions were the results of ineffective decision making, mainly in the failure to establish all areas or options, meaning that before all options are discovered, a decision has been made (Tversky and Kahneman, 1981). Another area of interest was the extremely low performance of the English novice officers, who scored significantly lower than the Norwegian officers, this could show that the Norwegian training is more comprehensive, covering investigatory issues as well as their basic training. However, it should be pointed out that this study does not directly measure the effectiveness of decision making, it finds the rationale of it by showing what is important to investigate it and how to do it. Furthermore, highlighting the importance of expertise, which has been shown to be key to the decision-making process as it helps overcome contextual factors (Dror, Charlton and Peron, 2006); these are time pressure, emotional involvement and occupational norms (Ask and Granhag, 2007ab). Although, it should be made clear that professional experience is not related to expertise, the study did not test the quality of the hypothesis but simply the quantity (Alison et al., 2013).

### **National Shortage (the creation of fast tracking).**

The notion of fast tracking or direct entry within the police is relatively new, with the 'Windsor Review' (Home Department, 2012), stating that the police need to attract a higher calibre of young people into their ranks. In his review of the police, Windsor (Home Department, 2012), implied that a national programme for direct entry police inspectors should be developed and an optional chance for forces to develop their own direct entry superintendent if they wish. This is due to a significant problem in

getting effective leaders to the top of policing, in Windsor's (Home Department, 2012) view, the police should be attracting a higher calibre of people from high ranking universities who want to join the police. The idea of a single point of entry (constable) and working up is a dated principle that has lingered since its creation in 1829; the police now need to innovate the way in which they find and develop talent in the modern era. However, Windsor's review caused a debate around the effectiveness of candidates drafted into inspector or superintendent ranks as those who would become direct entry officers would lack knowledge and experience gained whilst working at the lower ranks; reinforcing the idea that policing is a craft that can only be achieved by doing (Skolnick, 1994; Kernaghan, 2013). Officers who were offered degrees found that they were treated differently by their colleagues, implying that what they learned was unrealistic and a waste of time, instead they should have been doing real 'coppering' (Lee and Punch, 2004, p. 235). Showing the aforementioned 'anti-intellectualism' (Punch, 2007) movement, widening the divide between police and academia (Reiner, 1994; Lee and Punch, 2004; Gascón and Foglesong, 2010), meaning that those with degrees were less likely to join. Smith (2015) noted that there are six reasons why the police fail to maintain any type of talented manager. They are problems in initial identifying talent factors, defining competencies to measure talent, recruitment, diversity issues, training and development of the talent and finally retention of talent once trained. Berger and Berger (2004) raise an interesting issue around the retention of talent, the issues may be that the common observations of policing being less intelligent (Punch, 2007).

Although there are alternative entry routes into uniformed positions, the same has not been available for those wishing to join the detective ranks until recently. In 2016, the HMIC released a report about police effectiveness, within that they recognised the national shortage of Detectives. As aforementioned, the requirement to become a detective requires the applicant to be a serving uniformed officer; already a finite pool of applications to choose from. After this they must study towards the completion of the NIE then be enrolled on the ICIDIP before achieving accreditation

(College of Policing, 2018; 2019a). Which may seem a fairly direct method, but this will involve roughly three to four years to become a qualified detective, depending on the availability of exam slots and courses. This process shows that gaining qualified detectives will take time in order to recruit and train. Chatterton (2008) stated eight years prior to the HMIC report that there was a vicious cycle ensuing in the detective workplace, where because of the shortage of detectives many were getting overworked, stressed and then leaving the job. However, not all forces suffer with this issue, but it has been recognised as a national shortage (HMIC, 2016). The report (HMIC, 2016) stated various reasons for this shortage including the aforementioned stresses, but also the poor work-life balance which Westera et al. (2016) noted and a lack of support from supervisors. Further to this, the cutbacks caused from austerity means forces have had to reduce civilian staff investigators as well as intelligence roles (Brogden and Ellison, 2013), meaning detectives will be given increasing workloads to cover the shortfall (HMIC, 2016). There are more issues contributing to the shortage mainly in the form of specialisations within the role such as: Counter Terrorism or Sexual Assaults. These specialists' teams mean more detectives join and create a gap in general CID departments. In some forces they have taken measures to 'patch' this shortfall by filling the vacant seats with uniformed officers on attachments, but there are legitimacy issues around this as most of these officers would not have received the appropriate PIP 2 training (HMIC, 2016). The notion of placing inexperienced officers in the roles just to fill the gap can come with more problems than it solves in terms of legitimacy, and potential for failed cases and post service delivery. Some forces will not even investigate one in five cases where the victim will not support police action in order to reduce workloads. Outsiders could suggest simply loaning detectives between forces; however, this is impractical due to the organisational differences and welfare of detectives potentially travelling further (HMIC, 2016). Moreover, the complaints about the role are ongoing, with many citing poor pay and bad shift patterns leading to a lack of interest of interest to join the role. Meaning that some detectives can find alternative roles in the private or business sectors, for instance a fraud specialist detective could attain a job in fraud investigation for significant benefits.

Leaders in policing and organisations are now expected to combat this systemic shortfall. Police forces who have this issue are beginning to make changes to address it (HMIC, 2016). Some are making changes to the career path of detectives and supporting investigative roles in order to improve the uptake of applicants. The report did not state that lack of recognition was an issue within retention. Unless there is a form of monetary gain involved it does not seem to be an effective solution.

Thus far no research has been conducted around the notion of fast track detectives in the UK. So, in order to gain some understanding of what police forces are doing, the researcher sent a Freedom of Information (FOI) request to all 48 (Including Wales, PSNI and Non territorial) constabularies (excluding the force the researcher is working with) in the UK. In 2018, seven forces were offering a fast track programme, none of which required any education above A-levels (FOI request, 2018). One force stated that it was undertaking a direct entry programme which did require a degree (FOI request, 2018). Another force implied it was considering the idea of starting their own programme but are awaiting the results of research of other programmes (FOI request, 2018). However, 17 forces failed to reply to the request within two months, so there are potentially more forces running the programme, but it cannot be known. The remaining 21 forces stated they were still using 'classic' training and development methods (PC to DC conversion) whilst two forces refused to comment around their training of detectives.

There appear to be three new ways of bringing detectives into the role. Firstly, there is direct entry, which is favoured by the MPS, initially taking in SC's who had three months of service (HMIC, 2016). After this, recruitment of detectives was opened to external applicants with a minimum level of undergraduate degree in any field (MPS, 2019). In this model, applicants are taught according to the national probationer standards for PC's but spend no time in uniform (MPS, 2019). In addition to this, Police Now is orchestrating a new national detective programme, like the MPS version applicants

require an undergraduate degree and are expected to complete the course in two years (Police Now, 2019). However, very little is explained about this programme which aims to start in 2020, whether it is a direct entry or a fast track method so there is another potential avenue for entry. The next form of entry is fast tracking, of which there are six forces currently using this method (obtained from FOI requests). These vary in structure and organisation, but the basis remains the same that it is an accelerated process of the pre-existing model for internal. There, whereby new applicants train as PC's and complete a short tutored uniform stint before returning to training for the NIE and ICIDP phases. There are differences between the various forces, but the overall structure seemed relatively similar throughout. As per the HMIC (2016) suggestions, a few forces are allowing a civilian conversion course for investigators into DC's. Interestingly, there is a newer fourth alternative aimed at those who have already worked as a DC to re-join under the 'Return to Investigative Practice' (RTIP) (College of Policing, 2019c). Currently only eight forces are partaking in this scheme that allows any ex-DC to return after any amount of time. However, the information about this pathway is limited and there is a lot of potential issues for returning detectives. These could include issues around what pay bracket they go into, how much training they receive and whether there is a choice about where they go within the investigations department. It does appear that there are four new entry routes into the detective pathway, however, only two of them, direct and fast track entry, are available to the public. Civilian conversion and the Return To Investigative Practice relies on an already present or past career within the field, which somewhat reduces the potential. Yet, this is a more progressive move forward for the investigative within policing, allowing more flexibility could entice people in. Although it will take a number of years before the results of these methods can be fairly analysed; if detective numbers reach suitable levels then it is clear that it worked but retention and other factors may still be apparent.

Finding out whether these entry routes are practical is imperative to the research. As each police service conduct these kinds of recruitment drives, it is clear that they have a framework for making which they assess candidates by. Which in turn will identify the skills they believe a candidate should

have. Being able to identify the specific skills which each service is looking for could give a clearer picture of what the skills of an effective detective could be. Once this is understood there will be a basis for what qualities are required or sought by police services.

## **Conclusion**

A shroud of secrecy still affects linger over the detective role within the police (Tong and Bowling, 2006; Morris, 2007; Gascon and Foglesong, 2010). However, newer research is beginning to make the landscape clearer. PIP symbolised an attempt to professionalise the investigative process, one which appeared to be the panacea to the ailments of the past. Although, the complexities involved in the implementation caused issues and lead to PIP never quite fulfilling its true potential (James and Mills, 2012). The only positives seem to be the structure involved with investigative levels (PIP1-4) and the autonomy afforded to detectives. Furthermore, the changes in legislation has led to the creation of new offenses and investigative techniques, which adds a wider range of responsibilities for detectives; undoubtably creating stresses for detectives due to increased workloads (Chatterton, 2008). These stresses have been amplified by a national shortfall of detectives raised in the HMIC (2016) report, owing to issues around; pay, shift patterns, lack of mentors and development. Unsurprisingly, there has been a lack of uptake in the role from uniformed officers, meaning forces are having to act in order to replenish the depleted ranks of DC's (HMIC, 2016). For external candidates there are two options either fast track or direct entry. However, this is dependent on which police force is participating (seven stated they were through the FOI requests). Having a more direct route could be a way to bring in potential talent, which may not have joined to and alleviate the shortfall. However, there would need to be research conducted later on to fully analyse whether this is an effective method of recruitment. The notion of efficiency is something that should also be established for detectives, namely, what makes a detective effective. Yet, it must first be understood how to measure effectiveness. Each study had a different view on how this can be achieved, Greenwood, Chaiken and Petersilia (1977) used clearance rates to measure effectiveness whereas Frost, Lucianovich and Cox

(1977) conviction rates instead. Fahsing and Ask's (2016) study is arguably one of the most interesting for testing effectiveness in decision making by giving novices and expert scenarios then comparing results to best practice. Although it may not be practical to issue these tests to detectives for every piece of research, it does help clarify their competence. Despite research there is no universally accepted set of skills or traits for detectives, each study implies relatively similar conclusions but in different orders or importance. There is one skill which appears consistently relevant throughout most studies in this area, that being, communication (Smith and Flanagan, 2000; Bull, 2013; Westera et al., 2016). Communication encompasses three main areas, between colleagues, talking to victims and witness and finally written. The above highlights a range of skills which are all related to be an effective detective. Being able to test for these skills in direct training methods, like the fast track scheme could allow for more potentially talented detectives. This will be compared to the findings of this study in order to understand if research is accurate into opinions of practitioners.

## **Chapter 2 – Methodology**

A methodology aims to explain the vision and the practical steps of a research project (Strauss and Corbin, 1998). In this chapter the methodology of the research is explained. Each area relates to a certain part of the research, detailing how it was performed and why. Setting this out allows a clear insight into the design and implementation of the research. The research design displays the overall shape of the research and includes the research questions which are the basis of the study, setting precedent for what it aims to achieve. The research design for this study will be a multi-methods case study into one UK Police service's design and implementation of a fast track detective scheme. This will be used as it allows data to be collected via quantitative and qualitative methods, subsequently creating a more comprehensive study as the depth of qualitative data and the conciseness of quantitative data are used. Participants were selected using stratified random sampling to ensure an equal balance of ages, genders and ethnicities, which allows an equal and representative sample to be interviewed. Other groups (recruiters and programme leads) were interviewed on a voluntary basis as there was limited access to them. Furthermore, answers provided by each group may show different experiences based on specific definable factors. Once completed, the interviews were analysed thematically to interpret the data and extract relevant themes. This form of analysis looked at data in themes, that being, subjects which arose throughout multiple interviews and related to identified ideas. The research was planned and conducted in accordance with ethical principles and legislation; in this study the uses of informed consent and anonymity were principle. Firstly, the overall design of the research will be fully explained.

### **Research Design**

The research design is the plan that allows a researcher to create and then answer a question accurately with objectivity and validity (Kumar, 2011). The design is an arrangement of conditions and analysis of the data. It starts with a research problem, a gap in research that needs to be remedied

with further study. When a question is posed, it becomes the intent of the researcher to produce an answer to that question. Alvesson and Sandberg (2013) support this notion by adding that constructing a study in any social sciences is simply 'gap spotting' followed by research; most commonly achieved by analysing the current literature available and identifying what is lacking, then conducting research to fill the gap (Robson and McCartan, 2016).

The first stage in conducting research is clearly identifying the research questions that the study aims to answer. Jensen and Laurie (2016) explain the four key points that need to be made clear when developing a research question: there needs to be a distinct gap in current research, the question needs to be specific and narrow, it must be analytical of the problem and it must be clear and brief. In short, all research questions must be answerable, hence the requirement for conciseness and clarity; too much leeway can create confusion. Alternatively, if the questions are too broad, research would never be able to answer any questions it poses and there would be a never-ending continuation of questions. Consequently, good research design should use questions that are general and succinct.

In the context of this study, the research will be focussed on an organisation's training course where its design and implementation are evaluated from the perspective of designers, recruits and predominantly those experiencing the implementation as its first cohort. This will show the three research questions which have been derived from the literature review identified in chapter one. Firstly, what are the experiences of recruits during the application and assessment process of the fast track scheme? This is important to understand as this will be the first time that candidates like these have been recruited specifically to become detectives. The success of the course will likely relate to the experiences of those partaking in it. Being able to review the experiences will likely highlight the areas of improve in the overall structure of the course and how it was delivered. Secondly, what qualities were sought in recruitment by those involved in the management and implementation of the programme? Being able to contrast what is already known about detectives in research and those

aiming to recruit potential detectives could create an insightful comparison. Furthermore, it will also explain how the recruitment centre aimed to find these required traits. Thirdly, what were all the respondent's views of the skills required to be an effective detective? As there is a range of practitioners and novices within the sample, there is ample opportunity to see what is known and perceived to be skills of detectives. As there is also a divide between the detectives and the trainee's it could display a contrast between the two groups. This research will take the form of a case study, which will be explained in the next section.

### **Theoretical Framework**

A case study is an empirical study that investigates a contemporary phenomenon with its real-life context (Yin, 2003, p. 13 – 14). The 'case' of a case study is the area in which the research is focussed, this could be an individual, group or organisation (Robson and McCartan, 2016). Case studies usually involve multiple methods of data collection, but predominately qualitative based. Subsequently, there is a need for context within the parameters of the research as this is essential for any qualitative studies. This is not implying that case studies need to be qualitative, they can use both methods. However, there will always be a requirement for context or setting. The flexibility of case studies means that they have been at the forefront of the advancement in knowledge about humans in social settings (Valsiner, 1986, p. 11; Robson and McCartan, 2016). Moreover, case studies have also been used in scientific studies as well as in social research (Bromley, 1986; Robson and McCartan, 2016). However, Bromley (1986) does somewhat contradict that statement by also implying that science is more investigative in its scope and cannot be fixated on the individuality of cases, meaning that defining where case studies sit can be contentious as it is so innately flexible in the remits of its application (Robson and McCartan, 2016), although, others (e.g. Cook and Campbell (1979) suggest that it is a viable alternative to experimentation if the application and scope is suitable. Despite this, it should be explicitly stated that case studies are quintessentially unique in strategy and design but concrete in its uses (Robson and McCartan, 2016). The overall disdain around case studies owes to

inadequate previous uses by other researchers who incorrectly attribute their studies to it. But in fact, as long as relevant checks to demonstrate that it is an experimental design in order to validate the findings are undertaken, such issues can be avoided.

Mainly, the point of any case study is to be exploratory, taking an idea and viewing it within its natural environment (Robson and McCartan, 2016). When designing the study there needs to be a balance between selectivity and looseness for data selection. Selectivity is better when recreating research or finding specific results but can also restrict the possibility of expansion in results. On the other hand, looseness can make the study overly broad so finding a balance will always be an issue for researchers to solve. Within this study there will be a more selective approach as there are clear parameters set out by the research questions. For this research, the case study will focus upon a police services use of a new training programme to fast track detectives into positions.

### **Research Method**

Multi-methods will be used in this research, this is where both quantitative and qualitative research methods are applied but in differing ways. For example, a study can use questionnaires and interviews to collect data and be either multi or mixed methods but where a study can be classified as mixed methods, is owing to the way in which the data is analysed. For a study to be mixed, it should utilise both qualitative and quantitative data in collection and in analysis. Whereas, a study using both methods to collect data, but only one to analyse it, then it becomes multi-methods.

As aforementioned, this study will utilise a combination of qualitative and quantitative methodologies in a term called 'multi-methods'. But first, it is important to understand what these two terms mean. Qualitative data can be referred to as non-numerical data, meaning it is usually cannot be referred to in numerical form, as the data is too complex to be accurately displayed (Richards, 2005). Conversely, Quantitative data is numerical data and will be used in more statistical driven studies (Silverman,

2017). However, it should be noted that both will include overlap, so qualitative can still be numerical in some cases (Richards, 2005). Both do rely on the collection and then the processing of data in varying amounts, for instance quantitative studies are likely to be bigger in scope and participants as the data is more straightforward in comparison to qualitative. Furthermore, the research using quantitative data will aim to use the numerical data available in order to establish a pattern or associations between them, in effect they group people into genre's or categories (Richards, 2005). Whereas in qualitative data there will be an effort to question something which is not clear or understood, meaning there is a vast amount of complexity regarding the data. Qualitative data will usually be richer as the situation (the question asked) will be complex in nature, it must be analysed to establish the meaning and context of it. Without a fixed research design or hypothesis, qualitative data is unlikely to have either of these initially, meaning that any related data is likely to be significant until clearer boundaries can be set (Richards, 2005). Subsequently, qualitative data can be organic as a discovery or questioning can result in another area of untapped potential which will require further analysis and timing considerations. This is why there needs to be clear and concise boundaries otherwise the data will create 'meta-data' that will create an ever-lasting chain of questioning (Richards, 2005: 35). Meta data is not a counter-productive in research, in fact it can generate previously unpredicted ideas. However, if not reasonably managed will result in a mass of more complex data.

Thus, for the purposes of this study, it will be multi-methods, as data has been collected using interviews and questionnaires but will only be reviewed thematically, whereas the questionnaire data will be used as statistically makeup of the population and justification for the sample size. For this study, there is no need to analyse any quantitative data as there will be little to compare it to because the total population is relatively small. Furthermore, there is no need to analyse any form of statistics in this study. The study will be using qualitative-based analysis e.g. Thematic Coding for analysis. Owing to the data collection primarily being qualitative based in the form of interviews. As the true

purpose of the study is to explore the experiences of the detectives and understand the skills they are believed to possess.

The notion of 'Real World Research' (RWR) has been emphasised particularly by Robson and McCartan (2016). RWR relates to research projects which are typically small in scale and modest in scope which aim to examine the reality of life and consequences that may arise; this includes viewing personal experience, social life or social systems within the context of policy that encases it. Usually research projects like this will focus on aspects within social systems or groups of people within a larger environment, which has been experienced by an individual person. The notion of RWR attempts to combine practicality with theoretical perspective which will combine to create applied research (Robson and McCartan, 2016). Chelimsky (2013) argues that there is a disconnect between the two, where theoretical writing often ignores the complexities of practitioners. Furthermore, RWR targets problematic areas of personal life and aims to find a solution for it. Due to the nature and size of this study, it can be asserted that it falls within the remit of RWR. As this study focuses upon a training programme where the participants are asked about their personal experiences and where it can be improved, it will incite change.

As aforementioned, this study used both quantitative and qualitative data collection. The first was quantitative based, this was in the form of questionnaires. The questionnaires were distributed amongst the entire population of the students and trainers involved. For the students, the aim was to create a statistical makeup of the entire population which enabled an accurate participant sample to be selected for interviews – which was the same for the trainers too. After the data was analysed a sample of students (n=21) was selected using SRS. When the participants were selected, they were then interviewed by the researcher one-on-one. Therefore, the secondary data collection would begin using qualitative methods. All of the participants in the study were split into three distinct groups depending on their involvement. Firstly, the student or Trainee Detective Constable (TDC) who were

asked questions about their experiences on the course, rationale for application, views on the process and thoughts about the qualities a good detective requires. Secondly, trainers who were asked about their role in the course, rationale for involvement and thoughts of the course. Finally, the programme leads, they were asked the rationale for the set-up of the scheme, the research that had been undertaken and the selection process of these candidates.

### **Preparing and conducting of interviews**

Data collection is the next stage of research that needs to be properly planned and prepared. For the purpose of this study, data was collected in two different ways. For the initial data collection questionnaires were used to collect personal identifiable information of participants, such as their age, gender, ethnicity and educational background. These questionnaires were used to establish the overall population dynamics. Once collected, a representative sample could be picked. Furthermore, the population could then be used to compare to other conventional policing intakes in order to determine whether this attracted a broader variety of people from different backgrounds. The secondary form of data collection used semi-structured interviews to collect qualitative based data. This is where the participants were asked a variety of questions around their experiences on the programme. Semi-structured interviews allowed the conversation to be directed but also the ability to change topics where appropriate or discuss other areas. For example, if participants began talking about an issue, they could discuss it freely rather than being kept to a rigid script. As this study aimed to ask participants about their experiences of the fast track programme and what they believed the skills of an effective detective are, there needed to be a way of keeping conversation flowing, but still guided. Furthermore, asking the leaders of the programme for the skill sets they looked for within detectives informs the basis for what they believe makes an effective detective as well.

Interviews in any regards have been referred to as a conversation with a purpose (Burgess, 1984: 102). Interviewing in terms of research can fall into three main types: structured, unstructured or semi-structured (May, 2002). Each has its various uses in different scenarios or research objectives. For

instance, structured interviews which involve sticking a set of predetermined questions which are worded in the same way at every interview meaning the responses have to be recorded precisely (Robson and McCartan, 2016). Structured interviews are more commonly used for survey style data gathering and are predominately used in fixed design methods. Whereas, unstructured interviewing relies on an open-ended, conversational approach which requires a deep analysis of the data gathered (Seidman, 2006). Different types of unstructured interviewing include 'intensive' (Lofland et al., 2006) or 'informal' interviewing (Robson and McCartan, 2016). Lofland et al., (2006) implies that intensive interviewing refers to a conversational approach with a set of topics that need to be discussed. However, this method requires a vast amount of experience to produce efficient results. Moreover, the informal interview relates to a more chat-like approach about particular areas of interest for the researcher which normally occurs in ethnographic research. Finally, there are semi-structured interviews which is a blend of the two mentioned above and is the most used, due to its innate flexibility in multi-strategy designs. For semi-structured interviewing to be effective, the researcher must collate a variety of topics they want to talk about and allocate reasonable amount of time to that area (Robson and McCartan, 2016). At its very basic form, semi-structured interviewing should have a plan or schedule which would include an introduction which is usually read verbatim, a list of topics with key questions which are accompanied with various prompts and a closing comment.

Before the interviews can be conducted, there needs to be a vast amount of planning and preparation to ensure that the process goes smoothly (Robson and McCartan, 2016), which includes making appointments to meet for the interviews, allowing for absences and ultimately about considering the questions. As there are three different groups which had differing roles within the programme, each had their own set of questions as to their involvement. One question remained a constant throughout which was what their own views were regarding the skills and qualities of an effective detective. There is significant research in this field as to what are the skills of an effective detective with one commonality between them, that being communication is one of the most important skills of being a

good detective (Maguire, 1991; McGurk, Platton and Gibson, 1994; Bull, 2013; Fahsing and Ask, 2016; Westera et al., 2016). Being able to ask this question of seasoned detectives and fledgling alike allows comparison between the two. The TDC's were asked further about their experiences on the course, whereas the staff and the leads were asked about who they were looking for in potential candidates.

Of the three varying types of interviewing, it was decided that semi-structured was the most effective strategy to use. This was mainly due to the flexibility of questions and opportunity to use prompts. More importantly it means that answers given by participants could be more thoroughly explored. Being able to ask prompts or alternative questions in different ways allows a deeper connection to the researcher and the participant due to a higher level of understanding. For instance, if these questions were to be asked in the format of a questionnaire, the participants answers would likely be shorter and uncorroborated. As the participants were being asked questions around their experiences of the programme, this style of interviewing allowed the interview to go further into areas which may have not been covered in the initial questions. Furthermore, it reduces the likelihood of more generic terms or idioms being used such as 'nosey' and pushes the participants give a more constructed opinion. Therefore, it is only logical that the interviews would be conducted face-to-face, due to the short travelling distance and the availability of officers. Face-to-face interviewing can provide richer data due to the use of non-verbal responses and the ability to delve deeper into complex issues (Robson and McCartan, 2016; Jensen and Laurie, 2016). Moreover, face-to-face interviewing can also be conducted over a longer period of time which correlates to more data which has been thoroughly explored whereas phone interviews are relatively limited in their scope (Robson and McCartan, 2016). Furthermore, all questions posed to the participants were 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 (Jensen and Laurie, 2016). Typically, this can usually be furthered by avoiding jargon or abbreviations. However, police often use abbreviations as part of their vocabulary and so utilising them allows the participant to speak even more freely as they know the researcher can understand

them. Being able to adapt and use different questioning styles can create a freer-more flowing environment during an interview, ultimately creating an atmosphere where participants feel at ease (Jensen and Laurie, 2016).

Nearly all the interviews that were conducted took place in the police forces facilities. Due to the security and personnel of the facilities, it would be the safest place for them to take place. When these facilities were unavailable, the interviews would take place in the Canterbury Christ Church library as this was the only viable alternative. Having a secure and controlled environment creates safety for the researcher and the research being conducted (Bahn and Weatherill, 2012). Before the interviews began, the participants were given a participant information sheet which gave a full account of the processes involved, e.g. that it was tape recorded and it would involve questions around their experience. They were asked to sign this as a receipt of their acceptance and understanding of the process; this grants the researcher full informed consent. All participants were informed that at any time they may request the interview to be stopped and if required all their data removed. Participants were also informed that they are completely anonymous throughout the study and anything that they said during the interview would be confidential between themselves and the researcher. All of the interviews were recorded using an encrypted Dictaphone. As soon as possible data was transferred onto a university computer then wiped from the Dictaphone to avoid potential for data to be compromised or lost.

### **Participation sample**

The notion of probability sampling works on the principle of uniformity, in that the sample selected is an accurate depiction of the whole population (Crow and Semmens, 2006). Metaphorically speaking, if a probability-based sample were a cake, each slice should be an accurate presentation of the full cake, creating a more representative study, as long as the randomness is controlled and methodical (Crow and Semmens, 2006). For this study there were three distinct groups who were asked different

questions depending on their involvement. Firstly, the trainee detectives (referred to as TDC's (Trainee Detective Constable) throughout this literature). The police service provided an overall population statistic of areas which they believed were unique in comparison to their usual recruitment numbers, they found that 61% of the cohort was female, the cohort was 6.8% BAME and 60% were degree holders (Force, 2019a). These were the primary group as they are undertaking the training first-hand. Secondly, the staff involved within the assessment process were all currently serving detective constables. This group were assessing applicants to the programme and deciding who were suitable for the role. The final 'group' consisted of the Leaders of the project. There were two in this group. One who was an operational lead (and experience detective) whilst the other was a former senior detective designated overall lead for the programme. Sampling participants can fall into one of three primary categories, these are: mixed sampling, probability sampling and non-probability sampling (Kumar, 2016). Each has beneficial uses in different studies however, for this study it appears that probability sampling design would be more encompassing of the studies objectives. More precisely Stratified Random Sampling (SRS) was used, mainly due to the multiple definable elements to each participant. SRS starts by identifying all elements or sampling units within a population (n=42) (Age, gender, ethnicity, degree holder and previous service). The sample size and elements needed to be proportionate to the population, for this research 50% (n=21) of the TDCs would be selected. Age was bracketed into three groups: 20-29 years old (n=17), 30 - 39 years old (n=3) and 40-49 years old (n=1). Gender was self-defining, participants only identified as male (n=8) and female (n=13). Ethnicity was also a self-defined aspect of the questionnaire, these areas were; "any other white background" (n=1), "white and black Caribbean" (n=1), "Indian" (n=1), "Chinese" (n=1) and "White English/ Welsh/ Scottish/ Northern Irish/ British" (n=17). Further education, undergraduate and postgraduate degree holder, with undergraduates' degrees (n=13) and without (n=8). Those with postgraduate degrees (n=2) and without (n=19). Finally, those who have any previous service in the police whether that is in civilian or officer role, those with service (n=6), those without (n=15).

The recruiter sample was by voluntary basis which consisted of the police service stating who would be available to take part in the study which had a population of (n=4). Age 20 -29 years old (n=1), 30-39 years old (n=1), 40-49 years old (n=1), 50-59 (n=1). Gender which was male (n=3) and female (n=1). Ethnicity "White English/ Welsh/ Scottish/ Northern Irish/ British" (n=4). Degree holders, no undergraduate degrees (n=4). All of this population were serving detectives so did have past experience. The leads were a total population of (n=2). Age was 30-39 years old (n=1) and 50-59 years old (n=1). Gender was white (n=2). Ethnicity was "White English/ Welsh/ Scottish/ Northern Irish/ British" (n=2). Those with undergraduate degrees, with (n=1) and without (n=1). Both of the leads were experienced detectives. This enabled each stratum to be equally representative of the overall population of the study, meaning that the sample group is statistically comparable to the overall population. The rationale for picking SRS is it allows a fair representation of the total population by specified characteristics. This allowed each group or characteristic to be equally represented, for instance the gender balance within the group. Moreover, the randomness of SRS allows a greater chance to create the group representative. Just like the interviews, all the population were informed that they had to consent to be part of the study, even giving details about themselves. Furthermore, having different groups of participants allows a deeper analysis to be conducted as there may be themes or reoccurring within specific areas of the population. For example, if female detectives all reported similar concerns around the same issue then it may be in relation to a factor of their gender.

Unfortunately, not all aspects of this were applicable throughout. The researcher was allowed full access to all the TDC's for the research but not for the staff. For the staff participants, they were picked by the leaders of the project due to the complex and varying work commitments. In total four members of the assessment team were interviewed. Due to time constraints and complications of the study, there was no practicable way to get the full demographics of the staff population. The assessment staff were not as representative as the TDC's but as there is no full demographics available, this may be down to the selection available rather than what is actually present. In terms of the

selection for the TDC's, once the proportions of the overall group were found each candidate were given a number between 1 and 42. Participants were selected based on their own identifiable statistics, for instance the gender split of males to females was made so that the sample was representative of the overall population. As all participants were given a numerical value instead of a name, meaning at the point in which participants were selected they were chosen at random and only to make up a representative sample.

### **Ethics**

When planning the study consideration of ethical principles is paramount. There needs to be review around how participation in the study could affect respondents. In this instance all the participants were warranted police officers, so there was already an assumed level of mental security and competence. Due to the nature of the study, there is little chance to cause emotional or mental stress as the questions related to their experiences only. Furthermore, all of the interviews took place after the participants received a full explanation of their role in the study and what was required; they were also asked to give informed consent before taking part and were also provided a participation information sheet. The research used no placebos or deception at any time during the study. However, personal identifiable data was collected from the participants through physical questionnaires. This does create an ethical issue as it needs to be justified as to why the participant's data was taken. For this study, the selection process relies on knowing specific characteristics and qualities of the group, hence the necessity for knowledge of personal identifiable information. Subsequently, after the data was taken, all participants' information was anonymised so that it could not be related back to a specific person. Therefore, the study is ethically fair.

Research is creating new knowledge (Armstrong et al., 2009). But for research to occur there has to be ethical considerations which adhere to a code of ethics that is verified by a university academic (Silverman, 2017). Ethics have been essential part of any type of research conducted (Silverman,

2017). Most forms of research start with obtaining informed consent of the participants, where they are explained what the study is about and what is expected of them (Robson and McCartan, 2016). However, complications can arise when involving research that relies on deception, namely placebo tests as this relies upon dishonesty of the researcher to gain results (Silverman, 2017). The ever-changing landscape of research ethics has been referred to as 'the ethics creep' by Haggerty (2004: 327), who implies that the nature of social research has been broadly reconfigured. In fact, it is the legislative changes such as the Data Protection Act (DPA, 1998) and the Freedom of Information act (2000) that have brought more succinct rules around research and data usage in general (Miller et al., 2012). This has been further confined by the creation of the General Data Protection Regulation (GDPR) via the DPA 2018. GDPR in relation to personal data has adapted the way in which data is taken, stored and used by introducing five key principles (Information Commissioners office, 2019). It states how and where data should be stored, the right to access said, when the data should be deleted and to portability of data, alongside other areas too (Information Commissioners office, 2019).

For the purposes of this study, all of the interviews began after the participants were given a full explanation of the process and were also asked to fill out a consent form which outlined the process in writing. Participants were also offered a receipt of this for their own records. All participants were informed that their data would be kept for 3 years per GDPR regulations and their information would be kept secure as well as their identities anonymised. On the form there were details about how they could request their information to be removed after the interview had been conducted. Furthermore, to ensure that information elicited from the participants would be more secure, all interviews were conducted in secure buildings, mainly police stations in interview rooms. This level of security has been continued by the storage and transportation of information, where all the audio was captured on an encrypted Dictaphone then transferred on to a university computer and not on a cloud-based server. Moreover, the physical data was transferred to a university-controlled locker to ensure it was kept secure. In the UK most universities have a dedicated ethics committee that assess each study for

ethical value, this study passed without amendments. To further ensure that the anonymity of the cooperating police force and participants, all the transcripts have been 'sanitised' to remove any chance of data loss. Furthermore, the study was ethically approved by the university via an examination board. After this was agreed, the police service was sent a data sharing agreement where they approved for the research to take place, they agreed but wished to remain anonymous.

### **Data analysis**

Following the collection of data, analysis should be carried out in order to form a coherent point. Data analysis is the interpretation of data that has been collected throughout the study (Robson and McCartan, 2016). Analysis is necessary because data in its raw form does not convey much, it needs to be processed in order to produce useable information. For this study, thematic coding analysis was used for two reasons. Firstly, it is a very effective form of analysis when using computer-based software because it can be analysed more thoroughly than traditional paper-based methods. And secondly, it can effectively locate themes which are made throughout the text due to the computer's ability to handle large amounts of information. Moreover, thematic analysis creates codes of information which will relate to a specific point or theory. This means that the data will be more refined when all of the analysis has taken place. The themes become a basis for understanding or can be used in an explorative setting.

Thematic coding analysis is a general approach to analysis, relying on the researcher to understand the data to then 'code' it as to answer questions (Robson and McCartan, 2016). Coding refers to a theme or chunk of data that relates to a theoretical idea or general concept, creating these codes allows data to be collated in easily definable sections. More precisely a code can relate to a relationship, an act or event, and even a state of affairs such as jobs (Gibbs, 2007). Not every word needs to be analysed, but simply codes need to be drawn from what is available and linked to other themes throughout the research. When the codes have been identified they are transitioned into

themes which can then be linked to other themes (Robson and McCartan, 2016). Themes can be idioms or topics that occur consistently in transcripts which include, metaphors and analogies. If coded correctly, all the data under each code will relate to a clear idea or theory (Gibbs, 2007). Moreover, the word 'theme' is not explicitly defined throughout which allows a certain openness to the way thematic analysis can be conducted, which explains its innate flexibility and usage throughout multiple research methods (Robson and McCartan, 2016). However, Smith, Larkin and Flowers (2009) would imply that a theme is a phenomenological-based approach to research. Once the data has been coded and themes have been applied to all the relevant areas, it would now be the time to draw comparisons to each area and create a roadmap or network of information which interconnects the points raised (Robson and McCartan, 2016). After the creation of these maps the data needs to be thoroughly assessed, and the meaning extracted or, as Miles et al. (2014: 265) refer to it, 'generating meaning'. Subsequently, the data can now be integrated and compared to all other data via conceptualising or building a logical chain of evidence.

Thematic analysis is best served when the data has been closely worked with by the researcher (Robson and McCartan, 2016), which in this case it has, through collection and transcription. Being familiar with the data allows a greater level of understanding when it comes to analysis due to the ability to interconnect sub-themes and patterns. Moreover, the lack of prior experience required, and the flexibility makes thematic analysis a popular choice amongst qualitative based research. On the other hand, it can be argued that thematic analysis is limited to more descriptive or explorative based studies. However, for the context of this study, thematic analysis is more than applicable due to the ability to correlate data and the ease of understanding of coding.

Uses of thematic analysis has also been linked to the use of computers in modern day research. Which is commonly referred to as Computer Assisted Qualitative Data Analysis Software (CAQDAS) amongst researchers (Punch, 2014). When a code is created it must be used to identify further data that relates

to it and then the creation of more codes (Robson and McCartan, 2016). If this were preformed using paper-based analysis it would involve a substantive time investment alongside a refined organisational system in order to correctly correlate the data. This would involve considerable file folder management, including the highlighting, marking, and photocopying in order to analyse the data. In the modern era, computers have created a new way to analyse data more effectively than classic methods, word processors are designed to store and organise vast amounts of data and keep multiple copies with ease. Moreover, the creation of Qualitative Data Analysis (QDA) packages have led to systems such as NVivo, a programme which specialises in indexing non-numerical data. Although to be able to effectively utilise these tools requires a degree of proficiency within said software, it creates a clear and concise depiction of the data which gives a broad spectrum for displaying results. Furthermore, QDA packages can handle more data than a person could when organising files and the system allows an acute analytical procedure by studying data in a line-by-line fashion. However, Richards (2002) implies that the full potential of QDA packages have yet to be reached, instead that computers can more effectively identify codes and that simply using a computer to make a code does not reflect adequate analysis. Additionally, theory-building software has been developed which can be used with the current QDA packages in order to create networks of information (Robson and McCartan, 2016).

There are, however, various drawbacks to using QDA packages like NVivo. These include the cost of the software, time or training required to become proficient and tendency to believe that using this software means that the data has been well analysed. Currently, the university where the research is being conducted has the latest version of NVivo available which nullifies the first potential issue. Secondly, the university provides adequate training to understand the basics of the programme and also has literature around the programme as well. Finally, the issue of using software means the analysis is correct. As there has been sufficient training and research conducted around the software and the analytical method, there is unlikely to be issues surrounding incorrect use of the software.

This is not implying that the analysis will be immaculate, but instead that the research which has been conducted has in fact been centred on the notion of using computer-based analysis.

When the data had been collected and then transcribed, it could then be used for analysis. This did take some time to become accustomed to NVivo as the software is rather complex. Although after a few transcripts it became easier to use as themes became more apparent and the software not so intricate. Starting off there were the three groups, so in turn, there were three nodes set up which could only be attributed to the specific questions asked of that group. Then there were more generic nodes, for instance, 'overall opinions on the course' which all groups would have a part in, this would also relate to other areas like the feelings around the application and recruitment stages. This began to create the roadmap type connection between all of the opinions found in the research. Overall, there was very little to critique NVivo for, it is fairly robust and affectively sorted the information into the relevant areas.

## **Reflections**

During the planning phase of the interviews it would be a fair assessment to challenge the rationale of the questions asked during the interview and the flow of the questions. As Seidman (2006) implies, what is a question that should be asked first, what do I want to know and what am I interested in? Being able to establish the core reasons for wanting to understand something allows a sifting of information to occur where only quintessential data is drawn from participants. For instance, during the interview the participants were asked what the process was from the application stage to the point they are currently at. Retrospectively, this information could have been gathered from the project leads or staff, as this led to a portion of the interview being taken up by participants explaining the same stages with varying amounts of accuracy. Moreover, the flow or order of the questions never seemed quite right, often participants gave comprehensive answers which would cover the intent of the next question. Although trivial, perhaps a re-design of the questions could have improved the flow

of the interviews but would also create a lack of authenticity when going forward as the interviews would be conducted differently. In hindsight, a mock interview using the questions could have been a better way to establish a better flow of questioning and the chance to remove unnecessary points.

Due to work commitments and various other complications the full demographics of the assessment staff were unobtainable. Owing to the nature of detective work (shift work and high workloads) and the size of the study. Unfortunately meaning the full population could not be accurately assessed. Although somewhat disappointing, this is the nature of conducting RWR. When researching in areas of a workplace, particularly that of a 24/7 organisation spread across a county there are likely to be setbacks and unachievable goals. It should be noted that the researcher is also independent from this force and has no sway to gain this information.

Overall, 27 participants were interviewed about their involvement in the programme. For an RWR study at master's level this is substantial amount of work to do. As per the ethics agreement all of the transcription would be done by the researcher, however, upon reflection this took up a vast amount of time. Meaning other areas could not be as thoroughly explored as first thought, which seems pointless as the time taken could have been used to delve deeper into the analysis of the data or the subsequent write-up. However, without adequate funding and limited time, there was not a viable alternative.

## **Conclusion**

The overall research design and usage of data seems to have worked. Using semi-structured interviews did draw much more information out of the participants as there was the option to probe deeper into certain topics. Furthermore, the multi-method approach meant that data could be collected for the purpose of population demographic and then the qualitative data obtained via the interviews could be analysed thematically. Moreover, using thematic analysis helped inter-link ideas and feelings raised

by the participants, resulting in greater understanding of the complex data which usually arises from qualitative based studies. Whilst, adhering to the strict ethical standards set out in the agreement between the university and the researcher, which included uploading data quickly to a storage area. There were obviously drawbacks and limitations within the study, but this is to be expected in a smaller RWR style of research.

## **Chapter 3: Findings**

### **Introduction**

As there are three main research questions, the findings of the research will be split accordingly. For this research there are three sample groups which all had different roles with the programme. The leads, of which there were two, acted as the operational (focussing on day-to-day running) and overall lead (guiding the whole process). The recruiters, who worked on various parts of the programme, from the initial application stages to the final interviews, who were composed of serving detectives across multiple facets in policing. Then, the TDCs, who made up the majority of the sample, these were the candidates who took part in the programme. Each of these groups represented a different area within the programme and all had differing views. The first section will focus on the experience of the TDCs, which will include the two assessment days and the application process. Further to this, the opinions about going into the uniform side of policing will also be discussed. Plus, the overall issues of the programme and where they can be improved. Next, the process for selecting potential detectives will be reviewed, with particular interest on the frameworks in place and how qualities would be sought. This will also focus on how the recruiters were able to find these skills and what made particular candidates stand out. Moreover, the leaders of the programme will also explain how the programme was created and the rationale. And finally, the respondent's views on the skills of an effective detective. This was across all three sample groups, and each displayed different opinions of the relevant skills of a detective. Which gives way for comparison between all the groups.

### **Experience of TDCs**

#### **Experiences of application process.**

The experience of the new TDCs is a completely new one, as this is the first time this force has participated in the recruitment of officer to specifically become detectives, meaning that the course was completely unique to those first applicants. Understandably, there were some shortfalls of the

programme. The construction and founding of the programme are mentioned below. To start with all applicants had to fill out online forms, answering questions specific to the role of a detective.

*It was a couple of boxes you had to fill in, the initial application was maybe four or five questions and each one was a couple of hundred words, it was a very basic “why were you interested”, “why you would be good in this”. TDC 10*

*There were competency-based questions that look for certain criteria, I suppose, about fairness, working with others and about county lines. TDC 2.*

These questions were all assessed by detectives, meaning that there was some time in-between the paper sift and subsequent assessments. After all the applicants were sifted, they were invited for a briefing where the structure of the course was laid out and further details were provided regarding the role of detective. If they still wished to continue, the successful applicants would be invited to a SEARCH centre which is run exclusively by the CoP. As the detectives have to be police officers first, they must still pass the national assessment standards for probationer training.

*[SEARCH] Quite stressful I suppose, as interviews go because you are not coming in to talk about yourself or your skills, you just jump through a few hoops. TDC 10.*

*They [the SEARCH assessments] were fun but difficult, obviously not being trained you do not know what to do but in terms of dealing with conflict and the different variations of people you can deal with. We did a group task as well. I think it was six people in the room, about what lines of enquiry we would follow on a certain case and to see if we discuss ideas and things like that. TDC 15.*

*I think the roleplays are really unfair. On the job you understand what you are facing as you get a CAD or whatever, but here, there was no prefacing. I do not think search is a good*

*process. I understand there has got to be national guidelines for every force, so everyone is doing the same thing, but I think it needs to change. TDC 17.*

*Then [after the online application] you get invited along to the search assessment; I've got to cast my mind back as I did revision for it. Part of that was a 20-minute maths exam, verbal reasoning, a statement, the role-play, the different role actors about different scenarios I think that was about it for that one. TDC 20.*

*Firstly, they read a bit of paper that says 'I don't mean this to come across rude or disconnected but-' they basically read from the ring binder they don't prompt you they just- it's very robotic. TDC 3.*

*[SEARCH] was horrendous and not at all what I thought it would be like... bought books and everything to prepare for them. But it did not help... It was really hard- really hard day. TDC 4.*

SEARCH has been largely unchanged since its first use. It involves basic numeracy and literacy tests each around 20 minutes long. There will also be roleplay scenarios, some which will include individuals de-escalating or resolving situations with actors. Other roleplay scenarios involve group work where they will be assessed on their communication with colleagues. Following on from this there will be an interview based around the competency's framework and values of the force, meaning that candidates will have to do sufficient research to pass the interview. Finally, there is a job-related fitness test. As mentioned above, the SEARCH centres are notoriously robust, candidates often fail these kinds of assessments. Most of the TDCs noted the distress caused by SEARCH, as there was not a sufficient level of background knowledge regarding the scenarios they were placed in and also the general process of the centre. Interestingly there was little difference in negative opinions of SEARCH between those with some experience in the police and those without. Even a candidate who used to be a police officer noted how compact it was and implied that they did not feel as though it was thorough enough. In total 86% of TDC's responded negatively to SEARCH, mainly around how unnatural the process felt. This is not an issue for the police service itself as it has no sway over SEARCH

but a wider policing issue.

*The problem with SEARCH is it limits those who have potential, so if you have someone from a university, for example, may try and go above and beyond in the interview. The problem is that the SEARCH assessors will only mark with what is Infront of them, meaning those that try go above the basic level often fail the interview. It essentially handicaps talent. Lead 1.*

The above demonstrates one of the many issues with the SEARCH process. As it is not like any other form of recruitment it is likely to make candidates who try to go above and beyond fail. The constricted boundaries for what an acceptable answer can be makes passing this part of SEARCH more difficult. Moreover, the overall rigid structure means that participants are unlikely to present themselves as themselves, instead acting more inhuman and robotic in response to what they are being asked. Regardless, those who passed SEARCH were then invited to the 'Investigator Day' which involved a variety of assessments. Firstly, a more conventional interview. For this programme, DC's and DS's were used so that the interviewers had a better knowledge of the questions and answers. There was also a written assessment where candidates had to analyse information and look for gaps that are required for it to be useful. Here, candidates were also put into investigator specific roleplays where they were tested on their ability to interact with other candidates.

*Then we were called back for a second day. There was a group exercise, a written exercise, then an interview with a detective. I think I had a DC and a DI. TDC 11.*

*In one of the final assessments for this, there was a bit more about looking for depth of character. They explained 'we are looking for you to do this', there was a little bit more direction as to what they are looking for in you. TDC 15.*

*You were given information and you had to go away and ask questions as an investigator to fill in the gaps, like gap analysis. TDC 20.*

*It was much nicer than the search assessment day. TDC 4.*

The investigator day received much better feedback in comparison to SEARCH, probably owing to the less robust environment and the investigator specific tasks. This was also the final assessment, so the candidates who did remain were already proven to be of good calibre. Also, as SEARCH has proven to be a tougher environment to show potential, it is likely that the candidates were more at ease during this assessment, even being referred to by name instead of number. Furthermore, the TDC's were encouraged to engage in conversation in the first purely investigator specific content, allowing the recruiters to see detective qualities in the recruits for the first time. Overall, participants were asked their opinions of the course, there was a majority who believed that the programme was well run and overall met expectations.

*Yeah, I am really excited, and I am really glad to be doing the scheme. TDC 1.*

*Having been a DC, she [cohort trainer] is really passionate about it and about the course, so it is really good to have her as an actual PC/DC trainer. TDC 15.*

*Probably most of it, if not all of it has come down to our trainer, because she's been a DC for so long, she's been able to share with us what's she's done over the years which has really helped. TDC 19.*

*From doing policing at university, rather than actually going over everything and it being repetitive, I have actually continued learning, it has development massively. Applying law practically, it has been very beneficial. TDC 21.*

*[course lead] was incredible the whole way through, he was really nice, his personal touch is quite nice, he really helped me hand in my notice on that final day which was quite nice. TDC 6.*

This displays a strong overall opinion of the course, with a majority being excited to see what the next stages are. The fast track route appeared to tempt a good portion of the group into applying for the programme, which most of the stated that they would not have done ordinarily. Furthermore, the

structure laid out to the applicants initially seems to have been clear and concise, making the route more attractive. There were, however, some issues with the length of the application window.

*The recruitment window was not open for very long. I think it was like 8 or 10 days. TDC 7.*

*It was only like five days' time before you had to put in your application, so it was a real hurry to get that in. TDC 2.*

*It was all very last minute. I sent the application 10 minutes to the deadline. It was like 10 to 12 at night, shall I apply or not. TDC 8.*

These were the opinions of those who were actually successful in applying, the short window could have prevented suitable applicants from applying. However, it is worth noting that two hundred and twenty-five people applied for the programme in these two weeklong windows. So, there are obviously logistical issues about letting too many people apply, as of course, these applications all need to be read and marked. There seemed to be a fault in the actual job description, with many not sure what the role entailed.

*As there are so many different jobs as you kind of want to know what each one entails before you make the decision about which one you want to go down. TDC 15.*

*I did not understand when I was joining, I did not understand going to court was a major thing whereas before this I did not have any knowledge of policing. TDC 18*

*To be honest, I would not be able to tell you what makes a good detective because I do not know what a detective does. I mean I probably was made aware, but it did not sink in for me. TDC 9.*

*I do not necessarily think the role was in itself explained. TDC 20.*

The comments demonstrate a lack of understanding by applicants, a few not really sure what they actually signed up for. There are numerous factors to be considered here, and in part that would be

simple human error. When the TDC's were interviewed for this research it had been about a year since they had applied for the role, which is likely to increase the chance that they would have forgotten previously information. This is evident as there was a larger majority who seemed quite aware of their challenges they faced and how long the programme was.

*Because I saw this particular advert, I do not know it connected with me.* TDC 10.

*So yeah, I think the website, it told you all the stages you were going to have to go through.*

TDC 12.

*There was a fair amount about structure of the programme- like there is more now but roughly the time scales and CID and enough to give you a rough guide about the two years rather than.*

TDC 15.

*I just got a broader understanding of the role, that is why I thought I would go for it.* TDC 18.

So, it would be fair to assume that the advert had enough information on them for candidates to be comfortable and apply for the role. Perhaps it is about how the information is displayed rather than the context of it, as a majority of candidates did have a good understanding of the programme. This could also relate to the short window of application, as some TDCs did state that they applied very close to the deadline. There were some general issues around notice periods and vetting, the force took on 100 officers at once, 44 on the investigator pathway the rest on the conventional PC training. After all the assessments had taken place, all the candidates had to be vetted by the force which created a strain on their Human Resources (HR) department.

*So HR for obvious reasons could advise anyone to hand their notice in because the vetting hadn't been done yet so it was a catch 22, but if you didn't hand your notice in you wouldn't be able to start on the 15<sup>th</sup> of October because obviously you had a notice period with your current employer which meant you were still under contract.* TDC 7.

A few of the candidates had to leave their previous employment having a formal offer, as there vetting

had not been completed. This would only be an issue if there was something in their past which would prevent them from becoming a PC, but still an area of concern for some. Furthermore, the force expects many of the detectives to pass their exams on the programme, which was impressed upon the TDCs.

*A lot of pressure, a hell of a lot of pressure... I am pretty sure everyone in my class felt some pressure. You will get kicked off the course and I have heard that phrase a lot. TDC 19.*

There is an amount of pressure associated with policing regardless of role. So, there will be an expectation on those entering onto the course, that they will be able to pass all assessments. Also, it should be noted that police officers will be under constant scrutiny from members of the public and their own supervisors to provide an adequate service. Although it can seem somewhat disconcerting as a trainee that they could lose their place. However, it could also be a scare tactic to encourage trainees to work hard and study. Either way they will have to learn to deal with pressure will in their careers.

### **Perceptions of the fast track scheme and the impacts on TDC's**

Undoubtedly there would be some kind of push-back or resistance to the idea of fast tracking civilians into police roles as the last time this would have been implemented would have been when the Inspector fast-track came into fruition with negative reactions from the lower-ranks. Having any kind of fast-track for a specialist role like a DC would be seen as contentious and result in some negative feedback from other colleagues. Interestingly, the TDCs received their first glimpses of police culture.

*Obviously, we have got loads of different trainers. When we went to traffic, they said 'oh we hear you want to be detectives?' It was like an insult to them. They thought we were not interested in what they do. And we saw more of that type of person who were more negative about us being detectives. In the end I hoped they did not know that we are "investigators" ...*

*even with PST [Personal Safety Training], I think there was one girl who really didn't expect to be doing anything physical even though we have been told. She said, "why are we doing PST?". He [The Trainer] got the right hump about it and he thought we all thought that. He thought it was ridiculous, and he did not have a good time with us. He thought, we thought it wasn't important, but we all knew we were going to get into fights, but it was just the one girl who said I didn't think we are going to do this; detectives shouldn't do this. So, he gave us a hard time. TDC 17*

*A bit of a stigma about being a detective... I feel like I am different from anyone else going on this scheme... because people said what do you want to do this for, why would you want to be a detective?... It makes you look like you never wanted to be an officer. TDC 3.*

*Oh, look you just fast tracked, you did not do the same training. TDC 4*

There is a plethora of research regarding police culture, mainly the attitudes of officers and their aversions to any new initiatives. As Recruiter 4 stated below, "you have to cut your teeth first" which implies that there is an element of working through the lower ranks before progressing. In this scenario, it is spending some time in the PC role. Even within their basic training, to have serving officers openly disagreeing with the course does demonstrate clear signs of police culture. This could possibly increase during their deployment to response teams but that is yet to be seen.

*I know a few people on my team already because I did IDM with them as a civilian investigator. So when I saw them on my team I was like cool, I went into them and I was like 'I'm going to be joining your section in march' and one of them said 'yeah but you're not going to be staying, you'll go to CID won't you'. TDC 17*

This is one of the more poignant comments by a TDC as they had a past relation with this officer and that seemed to be of no importance as they were on this fast track scheme. At the time of the interview some of the TDC's had gone to their posting to meet the teams they would be working with. Of those who went to meet their teams all but two participants received an unwelcomed

response, with one Sergeant stating that they do not care about the TDC as they are just dipping their toes in. Which is clearly referring to the limited deployment in uniform. Some even felt as if they were not going to be able to get a good experience in the PC as the officers would not want to help them. Whether this happened during the deployment is unknown, but what is clear is the apparent dislike of fast-tracked officers spending a brief time in the uniformed response role.

### **Indecisive attitude towards PC role**

Although the course is a fast track scheme and not a direct entry, there were a majority of participants who seemed uninterested in becoming a PC. Many understood why it was important to do so but still had an array of concerns about the role.

*Go back to all my investigator stuff which I absolutely loved. So, otherwise I never would have applied for standard police officer probably... you do not have to do the PC role for very long which is what I want. TDC 3.*

*Because I do not really want to spend my time out on the beat. TDC 7.*

*kind of accelerated programme excited me, I know a few of my friends are serving officer, you do hear their constant repetition of night-time economy stuff and you get fed up of it. TDC 9.*

*I am not much interested in LPT (Local Policing Teams). TDC 5.*

Some of the reasons for this included a lack of interest or intent to do the role itself. There are a number of factors here which could be attributed to the lack of interest. Perhaps the reason they are applying for this course is because would not want to be a PC and this is just part of becoming a detective. Or that they have very little understanding of what the role of a PC is like operationally. At this point the 19-week probationer course would have been undertaken but there is a distinct difference between the training received and the role itself. Others quoted a different concern

which was around the role itself, mainly the aspect of conflict.

*I am not particularly confrontational... didn't ever see myself as the sort person who'd be out there throwing their weight around breaking down fights and knocking down doors. TDC 10*

*it would be for me umm sort of frontline line dealing with violence... know there is more to it than violence but that was a concern of mine. TDC 2*

*I did not think I'd be any good at the confrontation side of things. TDC 4.*

Confrontation is an aspect of frontline policing but not necessarily the only part. However, a number of respondents did note how they were particularly concerned about managing conflict regularly. Whether this opinion will change over time is yet to be seen, as so far, their understanding of a PC role has been guided by their own perception and what has been explained during training. Most never even envisaged themselves as becoming a PC at all.

*No, it was never my idea. TDC 1*

*I was not quite sure about being a police officer. TDC 2*

*Because again this sort of phase is not going to change it, this is the general pathway. TDC 22*

*I'd never really wanted to be a police officer I never would have thought about being an officer TDC 3*

*I never would have thought about being an officer. TDC 4*

*I said oh maybe I would like to become a police officer but only if there's a way I can you know become a detective almost straight away. TDC 7.*

*not really no, I have not always wanted to join the police. But I saw the detective thing pop up and I thought that appealed to me. TDC 8.*

*um no, I am not saying I never would have done it, I haven't, I didn't think I'd want to be a police constable. TDC 9.*

This demonstrates a clear aversion to the role of PC, many TDC's felt unsure about the whole process of undertaking any time in the uniform role. However, it does show an interesting point about the rationale for applying to the scheme. Many had an interest in becoming a detective and want to join but do not seem keen on the current prerequisite of experience in the PC role. One of the rationales of the schemes is to bring more people into the detective environment, mainly those who would not have applied to PC roles and work through it.

### **Opinions on Advertisement**

For the most part, applicants did understand what the role of a DC would entail. There were some who did mention issues about the advertising, mainly that they did not understand the role. However, on the website page of the police service, there was a video explaining 'a day in the life of a detective' where they explained what they do.

*I think that was quite important actually knowing what I was letting myself in for, a lot of people, like me, have never had much contact with the police, so I was quite blindsided as to what they do day-to-day, so having that diary stuff you know what's expected. TDC 10.*

*There was quite a lot of description, it was in-depth, there was a video on YouTube which was on the website as well, which showed serving officers telling us about their experience. TDC 16.*

Interestingly the TDCs did mention that the advertising was informative and realistic of the role. The advertisement clearly stated that the role will involve unsocial hours and will be relatively complex, which is good but there will likely be a wider range of issues they will experience in the role. However, this is a job advertisement and although applicants should be aware of some potential issues, if there were too many negatives, there would be a smaller candidate pool. Whether there can be a balance

between selling the role and realism is debatable. There were flares of romanticism about detective work with some of the cinematography whereby detectives attended fake crime scenes and casually engaged with cameras outside a courtroom, but overall, the information was direct and a fair assessment of the role. However, the advertisement clearly worked as a majority of TDCs (n=15) found the initial job advertisement through the use of social media, most stating Facebook, and Instagram. The remaining TDCs (n=6) all stated that they discovered the scheme due to being internal members of staff. In the advertisement, all the candidates were asked to attend a pre-application briefing, whereby the full details of course and the structure would be explained.

## **Qualities sought by leads and recruiters in the development of the programme**

### **Development of the programme**

Finding out why and how the course was developed are two key pieces for evaluating the programme. As this will also highlight their criteria and selection method. Initially the police force realised that they had a shortage of detectives.

*There are no empty seats as such but sometimes they are filled by people that should be Detective. So, they are saying in an ideal world we should have an additional 70 detectives in the west, additional 60 detectives in the east and additional 50 detectives in the north. 180 - 190 short which is huge considering the size of the force. Recruiter 1.*

*There is a national shortage at DC level. Recruiter 2.*

*However, there is a national shortage of detectives, that includes us. Lead 2.*

*Okay, so firstly there is a national shortage of detectives and this can be attributed to a multitude of reasons due to the processes in place. Lead 1.*

Respondents identified a variety of reasons for the shortage; the first of which was a 'de-valuing' of the role. It was suggested that forces were not supporting detectives, which was made clear through the cutting of particular benefits such as: uniform allowance, shift disturbance pay decreases, increased bureaucratic processes and shortages in numbers. Further to this, changes in shift patterns meant that those at PC role have more time away from the job and are usually paid more as they do not have to pay for uniform and will have increased shift disturbance pay. Arguably, this has resulted in fewer wanting to become detectives as most incentives are lost. This becomes an issue as the only way to become a detective is to first be a PC, but the lack of desire to do so means those who could take the position are unlikely to. This is another reason why the programme has been developed.

*The idea is to bring in people who would not normally be attracted in the force by bringing in external candidates. Lead 1.*

When the force recognised that there was a shortfall, this was the subsequent reaction. The notion of bringing people in who usually would not choose to join the police was clear not only in the opinions of the course leads and TDCs.

*Second to that we had funding to recruit about two to three hundred police officers in the financial year. So along with the graduate scheme this was another scheme that might appeal to a different audience. Lead 2.*

Being able to effectively hire people who are capable for the role at a more direct level could start to alleviate the stresses currently on detectives. When creating the programme, the operational lead (lead 2) visited other forces to see how they were conducting their programmes.

*we went to Hampshire and we went to Norfolk and Suffolk to see what they did and that did inform our approach. And it has got similarities to that but it's different again because it needs to fit our approach, the [Force] policing model and what the Chief Constable wants. Lead 2.*

So as per their chief constable's request, all applicants had to spend time in uniform, eliminating the possibility of direct entry. This did, however, prove popular with large numbers of applicants

*Well originally, we were only looking for 20 people for this scheme. But we actually ended up with 44 And they all joined at the same time which was not my preference. Lead 2.*

This demonstrates interest from the general public regarding the detective role. Although not intended, the police force had to create two cohorts and split the group, as the quality of candidates was so high, and losing candidates with good potential was avoided. Initial stages of the programme ran similarly to a normal PC training intake.

*So largely we have left year one of the program completely untouched as the College of Policing have got set requirements on police probationers and what they need to achieve in their probation. Lead 2.*

*And then it only really differs significantly in year two and this is why the fast track bit kicks in. So instead of continuing to remain on local policing teams, they are going to move into the departments to do detective work and then they're going to start their CID and VIT attachments. Lead 2.*

Although this part was similar to conventional PC training, there were 'masterclasses' set up in the form of evening seminars which would include guest speakers from various detective's roles. After

they have done this, they will be enrolled on the ICIDP and focus on passing the NIE. Throughout this they would receive specifically designed detective training packages and have a personal tutor, after going through this process, they would complete the course.

### **Issues about course**

With new projects there will inevitably be issues around it, whether they are directly involved or indirectly associated. The first of these issues was raised by the lead of the programme.

*There's another factor as well which is the new police qualifications framework which is going to come in probably at some point next year which will probably make it impossible to run scheme like this um within force. Lead 2.*

This refers to the PEQF which is due to be implemented fully in 2020. All potential police officers will need a degree on entry or gain one as part of a dedicated scheme. This development places the fast track scheme in a predicament as it currently does not have any requirement for degrees. Although there was a fair majority who had degrees, there will have to be significant changes that may need to occur on a national level if the scheme is effective. Lead 2 also mentioned that police now are currently developing their own version of a fast track detective scheme on a national level – whether this becomes the alternative is yet to be seen. The issues around the programme were particularly evident when discussing the culture of policing, whilst all the recruiters were positive about the programme, they did mention drawbacks around the environment.

*It has always been quite set in stone regarding advancement. You know you need to join; you do a set amount of time on the streets and then you progress to CID... It is going to be a culture shock for a very sharp fall. Recruiter 1.*

*But historically being a female within the police, you know having children within the police, are all those things have been kind of barriers to perception probably. Recruiter 3.*

*Culturally within policing there was a bit of doubt about it unfair as detectives often have quite a firm bedrock of experience to move forward from PC to DC... You should cut your teeth. You should get to know you trade etc. Recruiter 4.*

That being, the fast tracking of detectives or any role will often be regarded as a failure by their colleagues due to the stubbornness of police culture.

### **Looking for qualities**

Before any training can be conducted, there should be clear selection methods in place for assessing all potential candidate. For this, all the recruiters were given a checklist of skills to be looking for, they were critical analysis, innovative, open minded, emotionally aware, taking ownership, collaborative, delivery, supportive and inspiring. Showing that the force had clear expectations of what they believed made a good detective. However, before these skills could be tested, the people assessing these candidates must also be chosen. Lead 2 stated that there was mainly a voluntary role for recruiters, but some were personally asked to participate.

*I know that you are good you are a good detective. I know that you are a sensible person and I know that you have got the respect of your colleagues. We can train you which we did in how to assess and what we are actually trying to achieve. Lead 2.*

*You have to pick people who are good, otherwise when they return to their teams and say the scheme is good, they [the team] would say 'well you are useless and lazy, what do you know?' and they won't listen to what the person said, it's human nature. So, there needed an element*

*of handpicking and it was not a question of anyone who wants to do it. You come and apply because some people would have applied just to get down rather than to be there. Lead 2.*

*So, I made sure that the assessment team was at least 50 percent women and every interview panel had at least one woman on it, out of two that were there. So, the female candidates were able to see female role models, female detectives, and we had that gender mix in the assessment process as well. Lead 2.*

Although there may be some ethical dilemmas when selecting assessors as there could be arguments between picking those based on their qualities or their genetic make-up (e.g. gender or ethnicity). However, there does need to be a good quality of assessor too as they will be responsible for following the process and spotting talent. Further to this, the culture of policing is often unyielding, making change difficult to impose. This may explain why the lead described picking assessors/ detectives who were 'good' or considered so by their colleagues in order to spread the awareness of the course. In effect they were ambassadors of the course, thus able to justify it to colleagues who may have a negative view of the programme. Also, the gender and ethnicity split of successful applicants were better than PC recruitment according to the leads, meaning that lead 2 also wanted a representative split on the interview panels too.

*There is also a good and higher than usual return on BAME officers as well. Which from the Forces point of view is a real plus point because for the last 25 years the police have been under pressure to make sure that the work force represents the community and it is quite challenging to achieve that. Lead 2.*

*The thing is parents from Asian families don't want their kids joining the police, they often want them to go off and become Doctors or Lawyers as its seen as a more respectable career.*

TDC 7.

Which could be one of a plethora of reasons for a lack of diversity within police forces, so another potential avenue for the programme to tackle. As there is a better than usual intake of officers from diverse perspectives, the assessment team attempted to mirror that. Then it is a case of understanding what the force required from potential candidates. The recruiters firstly were involved in the initial paper sift of applicants; this is because the competencies were specific to detectives.

*I think... we were stricter and therefore we got down from 225 to 100 just on the paper sift.*

Lead 2.

These were assessed by the recruiter team and not the usual Human Resources department as the questions involved elements of research relating to crime investigations, such as county lines. Leaders felt there needed to be a base level of understanding to mark answers. The recruiters then took part in a process referred to as 'Investigator Day', which took place after the SEARCH assessment. During this day candidates were interviewed by the recruiters (all serving detectives), performed a written exercise, identifying gap spotting and undertook roleplays relating to investigative scenarios. Throughout this time candidates were assessed using a scoring matrix which was specific to the force. Recruiters would work in pairs to decide how people were scored and then wrote justification afterwards.

*So, we use the competency values framework and we write questions linked to the competencies, so we had a question about attending a domestic abuse incident. Lead 2.*

*I try to identify people from running the exercises and the recruitment days... Another one of my scenarios was, a crime scene this is what happened, what would you do?... I make comments on how they interact and how they were talking, and you know you know like Bob keeps over talking people being rude... Well you know Susan's lost a temper over it; you know. So, with making those sorts of comments as well we should go about this massive skills matrix code. Recruiter 1.*

In the group scenarios the recruiters were told to watch specific candidates, and they would assess them on their performance, including their general demeanour and contribution to the discussion. This would be balanced by their contributions and results in other areas of the programme.

*Yeah it is but that's what we're trying to be fair because similar like maybe there was the written exercises would help the more reserved characters... And sometimes people who score that low pretty could have been quite good detectives... You get a room full people you do not know suddenly expected to talk and that's why I think you can say yes it was a mistake. Recruiter 1.*

This demonstrates that the assessment centres create an unnatural environment in which people are expected to perform. Recruiters go on to mention that it is very unlikely everyone would be required to talk in normal meetings and a lot of the time, people attend to simply listen. However, this was balanced out by the interviews where the candidates were assessed on an individual basis. The scores from all parts of the day were tallied to give overall score for applicants. The scoring matrix was rather generic, applicants were marked between one and five. One was "An area where significant improvement is needed" and five was "An area of considerable strength or knowledge". Every level in-between these two displayed varying levels of understanding. Each aspect of the course was marked using these methods, from the interview to the investigative scenarios, which resulted in an

overall score. If candidates received a score of one at any level, were not considered for any role. Lead two mentioned that one particular aspect of the assessment day was rather challenging and resulted in no candidate gaining higher than a three, meaning the matrix marks would be adapted to counter that.

## **Respondents views on what skills are necessary to be an effective detective.**

### **TDC's opinions**

As the TDC's were the biggest sample group (21), there was an array of answers when they were asked what made a detective effective. At the time of interviewing, the TDC's had only completed the basic 19-week probationer course and their experience and training was very limited. Opinions provided were thus their own perceptions and ideas of what a detective is. That said, some of the applicants (n=7) would have a clearer view due to previous experience in similar investigative roles.

*See's bigger picture... logical approach to work... Inquisitive and persistent. TDC 10.*

*Understanding, good communication and keeping people up to date. TDC 4.*

*Deals with the unexpected, open and willing to deal with change and fast-paced. TDC 11.*

*Common sense and life experience. TDC 5.*

*Open minded... thinking on your feet.... Being friendly. TDC 12*

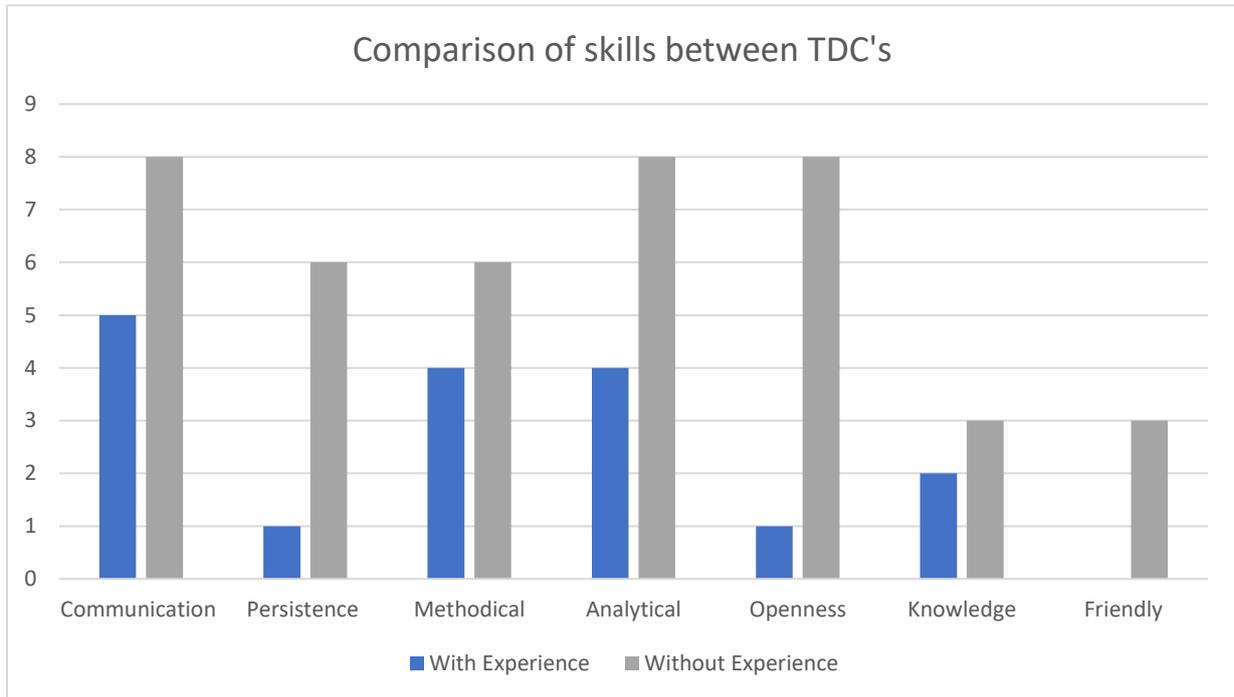
All of the above were examples of TDC's without any form of service in the police or similar fields. In the sample there were more TDC's who did not have any form or service or experience (n=14) than

those who did (n=7). Although there was a difference in numbers between the two groups, there is some interesting data. The main themes arising from the group with experience in investigative roles tended to focus on communication skills with references of being a good interviewer and manager of people. Furthermore, being methodical and analytical also scored highly with participants mainly focussing on skills such as managing workloads, understanding information and being able to impose structure into scenarios. Due to their experience, some (n=5) even mentioned the ability to adapt to the environment and the ambiguous nature of detective work.

*You have got to understand the world is a lot of grey... not everything is black and white there are just lots of shades of grey... Dealing with the sub-culture in society of people and those levels of darkness, I guess. TDC 22.*

This perhaps shows the very early levels of culture beginning to spread. However, those without experience were generally more positive, focussing on openness and persistence as crucial, alongside the aforementioned communication and analytical skills. Those without experience also gave a

generalist skill that could be applied to most job roles such as friendliness and thinking outside the box. Figure 1. below display these results.



Unsurprisingly, some gave very little information when asked what they believe the relevant skills were, giving very broad examples and suggestions.

*I think its broad, you could be good at one thing and not another, but you need to have an overall balance of skills to be a good detective. TDC 15.*

*I honestly would not be able to tell you that. TDC 9.*

This potentially demonstrates that they currently lack the understanding of their role. Obviously, an argument could be made that the TDC's have yet to receive any such training to be a detective, so expecting them to know what makes an effective one is slightly unfair. However, they have already applied for the role and answered interview questions around this, so there must already be a decent comprehension of the role. Six respondents could not remember anything about how the role was advertised and what the structure of the course was, showing that there is a level of misunderstanding between the two.

## Recruiters

The recruiters were all serving detectives working within various areas of the detective environment.

Most were DC's in rank, but one was a DS, who had a different view to the others.

*You need to be self-managing your workload and resilient to it, as you are dealing with long-term complex cases... so self-managing is key to match stressful workloads... I think the ability to manage stress is to manage workloads you need to be quite a confident person. Recruiter 2.*

As they were a sergeant, they seemed to be more focussed on skills of a good employee, mainly someone who would clear their workloads and be consistent. Not implying that these aren't relevant skills, but it does show that they have a more detailed view of workload. Whereas the other three, all of DC rank, stated:

*Communication and organisation skills which shows resilience to stress... a constant interest and inquiring mind... This is someone who has very good attention to detail. As someone who is methodical. And ethical you know. And is prepared to do the right thing at the same time. Recruiter 2.*

*You need to be able to be quite methodical in your approach to the information... prioritise and organise workloads.... open to change because there's lots of change within policing legislation policy... a team player. Recruiter 3.*

*So, communication, academic knowledge, being humble, knowing limits open and competence. Recruiter 4.*

The skills listed by the serving DC's were significantly more focussed on the practicality of detective work, those which would enable them to complete their tasks. Unsurprisingly, communication and being methodical were two more consistent skills mentioned by the recruiters, this is likely due to the focus of their role being predominately based around utilising these specific skills. Whereas the skills mentioned by recruiter 1 show a clear sign of supervisory roles which explains the diversity between this sample. Recruiter 4 implied that academic knowledge as a skill, which interestingly supports the TDCs opinions of knowledge being important. After this the recruiters specifically were asked whether their perceptions of these skills in some way affected their judgement on detectives. For instance, did what they believe to be a good detective impact on their assessment of the candidates. E.g. measuring people based on their individual view of what efficiencies is.

*I judged candidates on not only my image of what a detective is but also my image of what a police officer is. When you can recognize unconscious bias, it becomes less unconscious and you can try and stay away your bias. Recruiter 1.*

*So, if they say something that resonates with your own principles and your own morals then you're going to like that and that's going to stand out. Recruiter 4.*

Although they are counter-balanced by the use of a scoring matrix, half (n=2) of the officers spoke about their review of potential candidates based on discussion with colleagues. They would discuss their rationale with other colleagues at the recruitment process and base a decision upon their combined views. This does however question the effectiveness of interviewing if some of the interviewers have preconceived ideas of what a good detective is and demonstrates the subjectivity of decision-making.

## **Leads**

Interestingly when asked about what they believed were the skills of an effective detective, the operational lead (Lead 2) and the overall lead (Lead 1) stated.

*Very difficult to try and quantify what qualities you believe would make someone a good detective.*

Lead 2.

*That is the million-dollar question isn't it? If we can figure that out our jobs become easy don't, they? Well firstly I don't think there is a specific person or area of people that makes a good detective, I don't think they come from a certain field like academia or anywhere else.* Lead 1

Lead 2 continued:

*Probably going to be similar qualities that you would say would make someone a good police officer. In reality is not a great deal of research on. I didn't look at any research on it. I was aware of some research but didn't feel the need to do that. I felt that we had a pretty good idea of the types of qualities and skills that we wanted to see.* Lead 2.

*There are characteristics that can make a good detective, but they aren't always essential.*

Lead 1

The lack of research mentioned by lead 2 was interesting, as there is not a definitive answer to what makes a good detective. The programme was set up in a way to test for potential as a PC and a DC, which it does in both capacities. Being able to perform both roles is essential for candidates entering the programme. However, both leads did identify some skills and qualities were listed:

*Motivated, direct and committed to the job.* Lead 1

*Interpersonal skills, using their emotional intelligence... being able to have good written communication, verbal communication using psychometric testing... ability to manage high workloads and stress... identifying missing information. Lead 2*

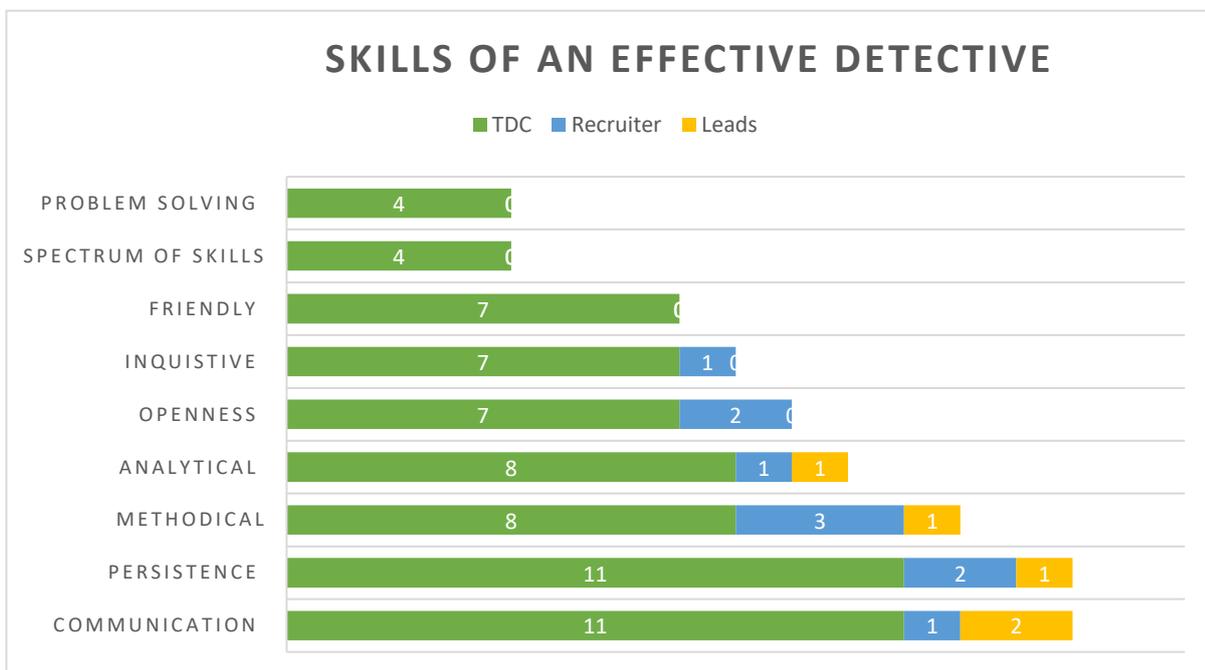
Providing an understanding for how the participants would be selected, being able to successfully demonstrate these skills. In order to achieve this lead 2 stated:

*We set the assessment centre up we were looking at analytical skills. So, to identify gaps filled was more than analytical skills. That was something we would expect to see in everybody. Um that was a part of it. The other part was people's ability to identify risk and potential threat as well, which we felt was important. Lead 2*

This demonstrates that the programme did focus on analytical skills which is relevant to the detective role. Being able to analyse and understand data was mentioned by all three groups in the programme.

**Overall thoughts on the skills of an effective detective**

Figure 2. identifies what all respondents believed were the key skills of an effective detective.



Answers that were similar were grouped together, such as communication which includes: Good listener, interpersonal skills, body language and eloquent. Persistence encompasses motivated, dedicated and interest. Methodical, organised and attention to detail were classed as one skill. Analytical involves: 'seeing the bigger picture', problem solving, out the box thinking and utilising intelligence. Openness is the broadest category of skills that combines adaptability, honesty, and communication. Inquisitive refers to investigative mindset and inquiring minds. There were no other similar skills for friendliness. The spectrum of skills was relatively undefined and simply meant a vast array of relevant skills. And finally, problem solving which also included practical. Any skills that were mentioned less than four times between all samples were not used as it only presents about 11% of the total sample.

## **Conclusion**

The above displays a variety of interesting discoveries which in turn, start answering the initial research questions. The experience of the TDC has been in the mostly positive, with many quoting the excitement they face going onto the programme and seeing how it unfolds. The one overarching negative is the aforementioned contact issue between themselves and the HR department, where the vetting procedure overran, leaving candidates a difficult decision between keeping their own jobs or gambling and hoping that they pass vetting. Although, this and overall time between application and acceptance were an issue, most seemed content with the initial application stage. Furthermore, the programme was created for a variety of reasons, mainly the national shortage of detectives; ideally, bringing people in who would not have conventionally joined the police. Less than a quarter stated that they would have joined the police regardless of the scheme, meaning the majority of the participants would not have joined the police at all. So, this posed an issue for recruitment as this would be the first time in the forces history that applicants could apply to become a detective without the prerequisite of being a PC. Using a mixture of conventional methods and new assessment

methods, the detectives would still undergo the SEARCH assessment as well as an innovative training assessment centre, which was staffed exclusively by serving detectives. This meant that there was not only a vested interest but also a specific knowledge in the area. Although, when asked, most of the recruiters stated that they would in fact recommend candidates who embodied their personal perception of a good detective. This could imply the potential for biases, however, the counterbalance to this is the extensive justification which is required when scoring candidates. Whether or not this can be considered as a viable alternative can only be assessed after the first wave have completed their training. Obviously, there are issues here too with the forthcoming PEQF implementation. Finally, the notion of what makes an effective detective was compared between all three samples. The top five skills were: communication, persistence, methodical, analytical and openness. Despite the variety in experience, there does seem to be a common consensus of what skills a detective need.

## **Chapter 5: Discussion and Conclusion**

For the results of the study to be impactful, it must be compared to the current research available. As the fast track detective scheme is new and unique to the force which designed it, the experiences of the TDCs on the course will be undocumented until now. Therefore, this research is the first of its kind. For the most part there will be little to compare with. Moreover, the selection methods are assumed to be bespoke as there has yet to be any published material about the recruitment of civilian's into DC ranks. So, for the recruiters and leads for the project, there had to be a new way of assessing these candidates. What the force was looking for were skills or traits that recruits possessed, that could make them more likely to be an effective detective. It was made clear that analysis was a primary focus of the assessment centres and would be a skill they would look for. There are undoubtedly more skills which the assessment did look for such as good communication which was tested during the group scenarios and written exercises. During the study, all detectives were asked what they believed are the key skills of an effective detective. Furthermore, the data will be compared to what current research has discovered in order to make comparisons between what this study has found and what the research shows. Finally, the recommendations will suggest the possibility of future research is identified. However, what these results actually mean should be discussed.

### **Interpretation**

It can be suggested that the experiences of the TDCs during the application and assessment process was overall good. Most of the applicants spoke highly of their experiences of the application stage, stating that they were kept well informed throughout. For the most part, the applicants knew the structure and were relatively aware of what was upcoming. There were, however, some issues for about a quarter of the applicants, in the form of poor contact. They experienced a very difficult application process, with the initial assessments being highly rated, until it came to the job offer. Due to issues with HR and the vetting process, many had to leave their current positions without a formal job offer. This was undoubtedly a stressful experience for the applicants. Owing to a mass recruitment

by the force leading to an influx of pre-employment checks that the current resources were unable to cope with. This was an issue, but only because the force agreed to take twice the number of officers originally designed to take. Although there were issues, the application stage does seem to be a success, with most applicants being positive about the role. However, to get there, the applicants were put through two different assessment days during this time, they were the standard SEARCH assessment and the specific investigator day. SEARCH is a robust and efficient system of measuring candidates for officer positions. It did, however, attract some unwelcome responses. Nearly three quarters of the candidates negatively discussed SEARCH, stating reasons such as overly strict and stress inducing as rationale for their dislike. Many felt stressed and overwhelmed by the rigid formalities of it. Whether this is a fair way to assess candidates for the role is debatable, however, few found the process fair or productive. Which could be another potential issue for not only candidates of this programme but also any candidates for the police. It does ask the question, is it an effective measurement of candidates, or does it handicap the talented, like Lead 1 implied. An area that perhaps requires further research, but will be discussed briefly. The second assessment day was the investigator day, where the candidates were invited to an investigator focussed assessment. This was bespoke to the programme and included scenarios which were created by detectives themselves; they were not only relevant to the role but also made by those who are already serving. Most of the candidates spoke highly about this assessment day, as not only was it relevant to the role they applied for, but it was a more friendly environment which would ultimately create a relaxed feeling amongst the candidates. Surprisingly, some even stated that they enjoyed the process as it was targeted towards their perspective roles and engaged them.

A dilemma raised in this research is the practicality and the effectiveness of SEARCH. Windsor (2012) mentioned how SEARCH centres are a straightforward test which reviews a candidate's maths, literacy and ability to manage situations in roleplays. Although this sounds relatively simple, the actuality of it is something very different, with a majority of candidates finding the SEARCH centre's robotic and

unnatural. SEARCH is designed to test would-be police officer's in various situations, but this becomes an issue when fast track detectives are introduced. Even though SEARCH was implemented in 2003 by an NPIA recommendation (Windsor, 2012), the research around SEARCH and whether it is effective is absent. There is an argument that these detectives will have to be police officers at the start of their career and therefore should go through SEARCH. However, they would only be a PC for a short time and spend the remainder of their career as a detective. Which raises the question, is SEARCH a suitable method of assessment for fast track detectives? For the most part no. SEARCH is not designed to look for skills relating to anything other than the role of a PC. Hence, using it for detectives is somewhat perplexing. Cohen and Chaiken (1987) identified that testing for potential in detectives was achievable via the use of specific tests. Therefore, if there could be an array of testing methods which focus around investigative skills potential within would-be detectives is possible. Because SEARCH is designed to be for PCs and the roleplays will be focussed around conflicts this would not effectively challenge detectives. This does not gauge whether this candidate would be a good detective at all. Instead there should be a SEACH-esc system which tests the potential for investigative ability, similar to the 'investigator day' which the police service made themselves. Although this would be unlikely to come to fruition, it would be a more effective way to judge candidates. On the other hand, there must be considerations made regarding the PEQF as this may entirely change how candidates are assessed for any frontline police role.

For those who were on the assessing side, there had to be a specific quota for who they were hiring. Like most organisations, this force had a planned matrix system from which all assessments of candidates were conducted. This is a comprehensive set up for analysis of candidates, which relies somewhat of the opinion and judgement of the assessor. The framework provides guidance which assessors can use to justify their decision-making, ranking candidates between one and five depending on the answer given. A score of one would indicate an answer lacking in depth or general understanding of the question. Whereas a score of five would demonstrate a clear understanding of

the question. Usually this is tailored towards the recruitment of officers, but in this instance, it had to be adapted for fast track detective scheme. Although all the candidates had to satisfy conditions for a general officer first, they still had to be assessed on their merits as a detective. For this to happen, there were certain rationale made clear within the recruiters, enabling them to pinpoint specific skills of applicants. All recruiters were briefed as to what to look out for in these potential detectives. For the purposes of this programme, the investigator day was designed to test the communication and analytical skill of detective. This is particularly interesting as these were both highly rated skills by the TDCs and the recruiters. Even the aforementioned research of Westera et al. (2016) mentioned how communication is particularly important. Therefore, without looking at specific research, the leads of the programme have successfully identified two primary skills of an effective detective (Smith and Flanagan, 2000; Innes 2003; Dean et al., 2008). The other skills which the leads were looking out for was innovative, open minded, emotionally aware, collaborative, service delivery, supporting and inspiring. Although some of these skills have come from the services policy and principles, very little relates to any skills found by any research mentioned in this study. It appears as though the police service has development these skills of their own accord. However, it is worth mentioning that openness, friendly and inquisitive were all skills that featured as part of this research. Which could imply these may be practical skills and are more specific to the role than other skills. If more can be done to understand effectiveness, then these skills can be tested and sought at the early stages of recruitment. Upon reviewing the website of the police service, it appears that the values and priorities are closely associated with some of the additional competencies that they looked for within detectives (Force, 2019c). This implies that the skills sought were not necessarily that different to those of a PC as these are the generic qualities listed, excluding communication and analytics. Which questions if the skills used in recruitment of detectives are any different to those they look for within a PC. However, there are issues here as the TDCs must be PCs first. Furthermore, some skills are transferable, but whether these will be applicable in the detective role is beyond the limits of this study. Although there is an argument that could be made as to whether these skills could be taught

or are they naturally in apparent (Zimmerman, 1990). For the most part, generic skills can be learnt such as communication as there are various ways to increase the articulation of speech such as coaching (Zimmerman, 1990). But the same cannot be said for analytics. As lead 2 said during interview, you can teach someone where to look for information, but it is much harder to teach them how find out what information is missing. Although, Tong and Bowling (2006) would imply that this is the craft element of art, craft, science. That instead, skills like these can only be learnt by doing the job and not in a classroom environment.

Finding what makes an effective detective is something which has been previously discussed in research. In the words of lead 1 "*It's the million-dollar question, isn't it?*", being able to determine that would set a clear standard for recruitment of detectives. In the research conducted, all participants were asked what they believed the skills of an effective detective were. The answers were grouped together to form nine main skills of an effective detective. Ranked from most to least frequent; communication, persistence, methodical, analytical, openness, inquisitive, friendly, spectrum of skills and problem solving. All these skills are formed from other phrases which are grouped together, for instance persistence is grouped into motivated, interested and dedicated. Where each skill fits into each other was listed above in the findings chapter (p. 81-82). Interestingly the highest rated skill was communication, which adheres with what much of the research has also found. Westera et al. (2016), Maguire (1991), McGurk (1994), O'Neill (2012), O'Neill and Milne (2014) and Smith and Flanagan (2000) all stated that good communication is a staple of being an effective detective. This is because it is a multi-faceted skill which encompasses: talking to colleagues, interviewing witnesses or victims as well as written communication. Although it would be fair to suggest that in fact communication is a relevant skill in a variety of jobs, it is essential in detective work. As this has been so highly rated throughout research and this study, it shows that communication must be a vital skill. Which was also tested throughout the assessment centres via the group discussions, therefore, it was a priority for all applicants to have. The next seemingly relevant skill was persistence, which again does feature in

other research such as Westera et al. (2016), who found that motivation was there second highest rated skill. As detectives have high workloads this is undoubtedly an invaluable asset in order to keep up with demands. Keeping a motivated approach to their work means they are more likely to clear cases. In addition to being persistence, being methodical about tasks was something which the serving detectives and leads stated was quite important. Having an ability to break down whatever task is in front you and make a measured, calculated plan is an admirable skill. Although this skill does not appear as much in research it is a very important one as it allows detectives to have a systematic approach to dealing with issues, only Westera et al., (2016) mentions it. However, unlike the aforementioned skills, this cannot particularly be taught and is more innate than the last. Which incidentally works harmoniously with the next skill, which is Analytical. Analysing information and drawing meaning from it, very much forms the basis of detective work as any case will be collection of information that needs to be processed. This is something which the leads of the programme were keen to exploit during the assessment periods. As part of an assessment, candidates were given information packs, containing facts of a case. However, much of the important information was left out which tested the candidate's ability to spot gaps. Being a detective requires a certain amount of this, as often all the information needed to solve a case will not be readily available and must be analysed to find it. Openness was another skill which appeared to be very consistent amongst the TDCs. Bull's (2013) study on effective interviewers implied that being able to have an open mind allowed a better rapport between interviewer and interviewee. Although this is one of the broadest skills, it is necessary as it also relates to or enhances other skills like communication and inquisitiveness. This is one of the more colloquial skills listed. It does however relate to the investigative mindset, that is arguably one of the most important skills a detective needs to have, being able to challenge what is available and look deeper into a topic. Being friendly was exclusively chosen by TDC's as important. This could be considered as a subsidiary of communication as being friendly would requires good communication skills in order to be a skill. However, due to the frequency at which it was raised by respondents, it did need to be its own skill. It can be relatively important,

mainly in interviewing where effective rapport building is intrinsic to the process. Which again could be linked to other skills such as empathy, as this would also be a relevant skill in interviewing (Bull, 2013). The last two skills were problem solving and a spectrum of skills, problem solving is surprisingly low rated considering that it would be used on a day to day basis. There is little to be said for a spectrum of skills as this could refer to a wide variety of skills. This was another skill which was solely mentioned by the TDC's, most of which were not able to fully justify what it meant, or the skills involved. Perhaps it could relate to a lack of understanding what skills are required to be a detective or unsure how they could elaborate on what they meant. Regardless, a 'spectrum of skills' is not something which this study advocates as an important skill. However, the above does show that being an effective communicator, for example, is not quite enough.

### **Implications**

In terms of the skills required of an effective detective, there is much to be said for the discoveries in research. Nearly all of the skills identified within this study directly correlate to pre-existing research around effectiveness. Communication was a prominent skill mentioned by participants consistently, which is mirrored in most of the other research in this field (Smith and Flanagan, 2000; Westera et al., 2016). Which shows, despite having no knowledge of this research available, all participants, regardless of experience were able to understand the significance of it. There is of course much to be said of the opinion from the TDCs, as so far, their perception of a DC is what they have been taught or read during their training. However, some of these skills would be naturally be developed in their as well. Which of course has come from the people running the programme. However, not all the participants noted that communication was relevant, which could imply that those opinions were their own. Being methodical also shared similarities between research and the data collected, which further shows that pre-existing research is comparable to the what is already known about effective detectives. Although there were outliers in friendliness and a spectrum of skills, all the other skills that

were mentioned during the research do relate to current research. This is not to imply that the skills which have been identified here are a clear conclusion of what has already happened.

As mentioned in the sampling methods (p. 47), the group was selected using SRS, meaning the sample selected were an equal presentation of the whole population. Overall, there was a 61% majority of women on the programme which is very surprising considering the usual intake of female officers for this police service is 32.8% annually (FORCE, 2019b). Which is particularly interesting when viewing women within policing in general. Dick and Cassell (2002) found that women who worked in police services were often found in family protection units but were lacking in areas like CID (Brown, 1998). Although the research is dated, it does show a deep-rooted cultural issue of women in policing who were discriminated against and pushed into 'soft' areas of policing (McCarthy, 2013). Furthermore, Prenzler and Sinclair (2013) conducted an international study across 16 countries, looking at female officers in policing. They found that women made up about 25% of overall police numbers, but since 1998, female presentation in CID had more than tripled and was now at 26% (Prenzler and Sinclair, 2013, p. 119). This highlights the significance of the 61% of females currently on the programme. Arguably, this could be a way for police services to start bringing in more women into policing, as these results show a receptive response from the general public. The other anomaly was the amount of Black, Asian, and Minority Ethnic (BAME) TDCs which was 6.8% for this programme (Force, 2019a). This police service has an annual intake of 4.4% (Force, 2019a), although this is a small increase it is noteworthy as the police has a history of failings to represent BAME groups (Wright, Pickup and Mohammed, 2013). There are a variety of reasons as to why BAME groups do not join the police, the most frequently cited one is the poor perception of police services within these communities (Wright, Pickup and Mohammed, 2013). Which was mirrored by one of the participants who was BAME TDC, who stated that:

*“In Asian households especially, mum’s do not want their children becoming police officers because it is not seen as an honourable job. Mostly because the police where they are from are not very good or respected”.*

*“The thing is parents from Asian families don’t want their kids joining the police, they often want them to go off and become Doctors or Lawyers as its seen as a more respectable career”*

This brings another potential issue for police services where they could struggle to recruit BAME citizens because of their preconceptions about them. Whether this can be changed by good interactions with the police is yet to be seen. Another area which seemed particular important was the amount of degree holders on the programme. In total 61% held undergraduate degrees, further to this 9.5% had postgraduate degrees. This brings up an interesting development, as the research of Punch (2007) clearly demonstrates a dislike of those in the police who have a degree often being considered as outsiders (Lee and Punch, 2004). This is likely due to the fast track schemes provides a more direct route which is more appealing to applicants. It would most likely be the latter, most (n=7) of those with degrees mentioned that they applied to the scheme as it seemed to be a more direct route into a detective role. However, the degrees possessed by the candidate were not all related to the policing at all, in fact only (n=3) of those with degrees had relevant degrees. Therefore, even without the up-and-coming PEQF, those with degrees are still attracted to the police. This is most likely owing to the detective role itself rather than the chance of being fast tracked, as have been leadership courses available for senior officer ranks for some time (Bryant et al., 2013). This seemed to be a general consensus of the group, with over half stating that they would not have joined the police if this scheme was not available.

During the research it was made clear that a quarter of TDCs found the notion of conflict rather unnerving, they stated concern for being in those situations. Which is perplexing considering that one

of the founding principles of the police is to maintain order, covering simple arguments to mass demonstrations (Baker, 2008). At the time of the interviews, the TDCs had completed the 19-week probationer course and were soon to be sent out to undertake the uniform section of their programme. For candidates to have concerns at this stage was somewhat surprising, as they would have already done a sufficient amount of training at this point. Many of these TDCs also stated that they would be unlikely to join the police if this scheme was not available. Again, highlighting that it is the role of the detective which is most interesting to applicants.

After the research was conducted, the police service made it clear that they were going to be running the programme again. They asked if the initial findings could be shared so that the course could be improved. In the report, it was made clear that the role was as advertised, 90% knew what the course would entail and were well informed throughout. The use of social media was particularly effective here, with 72% of all the candidates finding the job through either Facebook or Instagram. There was a fundamental flaw in communication past the SEARCH centre, where many candidates were left for weeks without any forms of contact from HR. Many of the participants stated that they would not have joined the police the conventional way (86%). All of these comments were well received by the leads of the programme, they were aware of some of the issues raised already. They stated that these changes would be introduced during for the next recruitment drive.

### **Limitations**

As this study is part of a full-time master's research it only lasted for one year. This meant that the overall scope of the research was focussed on the early stages of the scheme. That said, there was still a good sample size, with 50% of the TDCs being interviewed and all of the leads too. However, the recruiter sample was a much smaller representation of the population, in total there was 28 recruiters but only 4 could be interviewed. Subsequently, the opinions of the recruiters are not as representative as the other population groups. This again is due to the time available during the research and the

availability of the officers for interviews. Furthermore, the research could only be conducted with one police force despite a neighbouring force undertaking their own version of fast tracking to detective. This means that the results cannot be generalised apply elsewhere as other forces maybe conducting their programmes differently. Each police force will have its own principles, ethical standards and policy, meaning that new candidates will have different experiences. For example, this programme placed trainee's into CID or victim investigation teams. However, another programme could place them in other departments depending on where they have shortages. As there is yet to be any national development in programmes, each programme is unique to every force. Moreover, as schemes such as this are a new innovation, no cohort has yet completed to become qualified detectives. Most will still be undertaking their investigate training, attachments or ICIDP development programme.

As the study is small, it means that there has to be a more concise research goals and areas of focus. So, for this research the questions related mainly to the application and recruitment stages of the programme, focussing on how candidates were selected and their experiences of it. Although this does give good insight to into how these skills were sought; it cannot fully discern whether these methods are accurate or effective, as currently the TDCs have not received any investigator training. The effectiveness of these selection methods can only really be tested once the cohort has completed the full programme. Then it can be determined whether flaws exist in the selection methods and what can be deemed as effective. However, research would need to be conducted on not only those who completed the programme, but those who left and their rationale for doing so.

Although all the TDCs and serving detectives were asked what they believed the skills of an effective detective are, there can be no validation. For example, in Fahsing and Ask's (2016) study, they tested the detectives to see whether their actions would match those of a 'gold standard'. By doing this they can attempt to test detectives, in order to somewhat assess their competency levels. That way they can be justified when stating that these are the skills of an effective detective, as this has come from

them. Whereas in this study the bulk of the responses given to these questions were by those who have no practical understanding of the role of a detective. Instead, they rely on personal perceptions, job advertisements, and what they have obtained during training. Furthermore, those who were serving detectives could not have been ratified either, there of course is a presumption of competency, but it is merely a presumption. As there was no way to assess the quality or competence of the detectives interviewed, their perception of what makes an effective detective is somewhat hard to define. All of the recruiters interviewed were handpicked by the leads of the programme, but this does not necessarily prove that they themselves are effective detectives. Without proving that someone is a good detective through testing, there is little to imply that they are aware of what makes a detective effective. However, this is a small study and it cannot be expected to test for such ability.

## **Conclusion**

There are multiple skills which are required to be an effective detective. The skills identified as part of this research are: communication, persistence, methodical, analytical, openness, inquisitive, friendly, a spectrum of skills and problem solving. Although there were outliers in skills such as a spectrum or skills and friendly, most related to research. Communication was a particularly prominent skill in this study and in the work of Smith and Flanagan (2000), Bull (2013) and Westera et al. (2016). Which suggests that it could be an intrinsic skill of an effective detective. The overall experiences of the assessment and application processes were well received by the TDCs, many found the programme interesting and what they were expecting. There were some issues around the advertising of the scheme, with some TDCs not precisely sure about what the role entails. Upon review there was vast amount of information available from the advertisement, this included videos of detectives talking about their work and a 'day in the life' which mentions the various tasks a detective. Therefore, it is assumed that there is enough information available for participants to make an informed decision. The qualities which the leaders of the programme were looking for were rather surprising. The leads build a marking framework around the skills: innovative, good communication, open minded,

emotionally aware, collaborative, service delivery, supporting and inspiring. Which implies a relatively good understanding of what is required to be a good detective. Although most of these skills reflect the force values and it can only be assumed that are similar for those required of a PC.

## **Recommendations**

### **Areas of further research**

1. There needs to be study which looks into the training and lessons being taught at this police services programme. This will create a better understanding of what skills are required to be a good detective.
2. A study into attrition rates of this police services programme. This will identify any particular areas on which participants were leaving the course and then their rationale for doing so.
3. A review of the engagement between the TDCs and their dedicated tutors. As there is a shortage of detectives, this research could review whether the partnerships were a useful.
4. A longitudinal study whereby the participants are interviewed during and at the end of their investigative training, asking about what they believe makes an effective detective, then measuring the changes in opinion.
5. A small study looking at how many chose to instead become a PC at the end of their time in uniform instead of continuing to become an investigator, then reviewing why the changes have occurred.
6. A study which documents the progress of every other force which used a fast track method. This could form part of a collaborative research project which compares the results of each police service and can highlight areas of good or bad practice to inform future programmes.

7. A review of the MPS direct entry scheme and comparison with the fast track schemes, this would allow a clear contrast between the two and whether one is more successful than the other.
8. A review of the civilian conversion courses, whether they found to have differing rates of attrition or success.

### **The participating police service**

1. Developing a strategy in order to adapt the programme so that it can still be useable once the PEQF has been introduced.
2. The introduction of a civilian conversion course alongside the fast track programme, which could utilise the skills which the staff already possess.
3. Reviewing the next cohort of fast track detectives, in order to see whether recruitment of females and BAME are consistent.

### **CoP**

1. Reviewing the SEARCH process in line with the up-and-coming, PEQF. Whether SEARCH is still a viable assessment centre for officers and also for detective schemes.

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For Research Office Use ONLY:

Checklist No:

Date Received:

**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*

*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<sup>1</sup> 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](mailto: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:	Ross Evans		
A2. Status (please tick):	Postgraduate Student	<input checked="" type="checkbox"/>	Staff Member <input type="checkbox"/>
A3. Faculty/Department & School	Social and Applied Sciences		
A4. Email address:	r.m.evans132@canterbury.ac.uk		
A5. Contact address:	Flat 4.77, Palamon Court, Rhodaus Town, Canterbury, Kent, CT1 2YA.		

A6. Telephone number	07867422532
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<sup>1</sup>Sentient animals, generally all vertebrates and certain invertebrates such as cephalopods and crustaceans

## Section B: Ethics Checklist

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')	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	Will the study require the co-operation of a gatekeeper for initial access to any vulnerable groups or individuals to be recruited?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	Will the study use deliberate deception? (N.B. This does not include randomly assigning participants to groups in an experimental design)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6	Are drugs, placebos or other substances (including but not restricted to food substances, vitamins) to be administered to human or animal participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	Does the study involve invasive or intrusive procedures such as blood taking or muscle biopsy from human or animal participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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")	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11	Will the study involve prolonged or repetitive testing?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12	Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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 <a href="#">Student Survey Unit</a> and the <a href="#">Student Communications Unit</a> should be notified of plans for any extensive student surveys (i.e. research with 100 CCCU students or more))	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15	Will the study involve recruitment of participants (excluding staff) through the NHS?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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?
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## Section C: How to Proceed

Responses to Section B	Next steps
C1. 'NO' to all questions in Section B	<ul style="list-style-type: none"> <li>• Complete Sections D–F of this form, including attachments as appropriate, and email it to <a href="mailto:red.resgov@canterbury.ac.uk">red.resgov@canterbury.ac.uk</a>.</li> <li>• 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. <b><u>No research can be undertaken until this letter is issued.</u></b></li> <li>• <i>Master's students should retain copies of the form and letter; the letter should be bound into their research report or dissertation. <u>Work that is submitted without this document will be returned un-assessed.</u></i></li> </ul>
<p>C2. If you have answered 'YES' to <b>any</b> 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. <b>Depending upon which questions you answered 'YES' to, you should proceed as below:</b></p>	
a) 'YES' to any of <b>questions 1 – 12 ONLY</b> (i.e. not questions 13,14 or 15)	<ul style="list-style-type: none"> <li>• <b><u>DO NOT complete this form.</u></b></li> <li>• Submit an application to your Faculty Ethics Panel (FEP) using your Faculty's version of the <a href="#">Application for Faculty Research Ethics Panel Approval Form</a>. This should be submitted to your faculty as directed on the form.</li> </ul>
b) 'YES' to <b>question 13</b>	<ul style="list-style-type: none"> <li>• You have two options: <ul style="list-style-type: none"> <li>(i) If you answered 'YES' to <b>question 13 ONLY</b> you must send copies of this form (including attachments) to the <a href="#">Student Survey Unit and the Student Communications Unit</a>. Subject to their agreement you may then proceed as at C1 above. (ii) If you answered 'YES' to <b>question 13 PLUS any other of questions 1 – 12</b>, you must proceed as at C2(b)(i) above and then submit an application to your Faculty Ethics Panel (FEP) as at C2(a).</li> </ul> </li> </ul>
c) 'YES' to <b>questions 14 and 15</b>	<ul style="list-style-type: none"> <li>• You <b><u>DO NOT</u></b> need to submit an application to your Faculty Ethics Panel (FEP).</li> <li>• <b><i>INSTEAD</i></b>, Please use the <a href="#">HRA decision making tool</a> and proceed according to the instructions given.</li> <li>• Applications must be signed by the relevant faculty Director of Research or other nominated signatory prior to submission.</li> <li>• A satisfactory peer review must be completed.</li> <li>• Once approval is given, you must send a copy to the relevant FEP.</li> </ul>
d) 'Yes' to <b>question 16</b>	<ul style="list-style-type: none"> <li>• If your study involves users of social services or social services staff, you may need to undertake different processes:</li> <li>• If your study involves carers of people receiving NHS care or treatment please follow the <a href="#">HRA decision making tool</a> and process outlined in c) above</li> <li>• 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</li> </ul>

	<p>of the local authority or authorities involved for management approval to attach to your application.</p> <ul style="list-style-type: none"><li>• 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</li><li>• If your study involves four or more adult social services sites you will need to apply to the Association of Directors of Adult Social Service for approval.</li></ul>
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## Section D: Project Details

D1. Project title:	Evaluation of the [FORCE] Fast Track Detective Scheme: Student and professional perspectives of recruitment and selection of officers for the fast track to detective scheme.
D2. Start date of fieldwork	01/02/2019
D3. End date of fieldwork	30/03/2019
<p><i>D4. Project summary</i></p> <p><i>(This should be written in plain English avoiding overly academic language and acronyms)</i></p>	<p><i>Include information for each of these questions:</i></p> <ul style="list-style-type: none"> <li>• <i>What is the purpose of your project?</i></li> <li>• <i>Briefly explain your methodology in lay terms i.e. What are you doing and how are you doing it?</i></li> <li>• <i>Who are the participants?</i></li> <li>• <i>What will the participants be expected to do?</i></li> <li>• <i>How will the participants be recruited?</i></li> <li>• <i>What are the intended outcomes of your research?</i></li> </ul> <p>This research will study the [FORCE] (KP) Investigator First Programme, more precisely the views of the successful applicants about their experience and the criteria/ assessments used by KP. The KP Investigator First Programme aims to streamline the length of time for detective development, giving trainees an experience of frontline operational policing and then training to be a detective. As aforementioned, the study will focus on the experience of the trainees and the criteria which the recruiters utilised to find potential candidates.</p> <p>The methodology will be mixed methods study, where semi-structured interviews will be conducted (a set of basic questions together with a set of additional questions to supplement their answers). A small questionnaire will ask generic demographic questions to further understand individual backgrounds and characteristics. These questions include; age, gender, ethnicity, past education and previous occupation.</p> <p>Two sets of participants will be interviewed. Firstly, successful applicants who are at the early stages of the programme, having recently been successful within the recruitment process. They will be asked a series of questions about their experiences with the KP fast detective scheme, mainly around advertising, recruitment and selection process. All trainee detectives will be interviewed by the main researcher only and only with their informed consent. The second set of interviews will be with KP staff that were involved in recruitment and selection, as well as the project lead. Those who were not selected for interview will be sent the same questionnaire about demographics to their email address.</p> <p>The research aims to understand the application process of this new project by asking a variety of respondents (both trainee's and recruiters) around the programme what they think about the process and how the programme is meeting the needs of those involved. The research will be able to show the process for recruiting fast-track detectives, also, to understand views of characteristics and potential success from practitioner perspectives. Finally, what is required to be a detective, is this based on present ability or potential talent?</p>

## Section E: Data protection

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.

<p>E1. Personal data</p>	<p>Will Personal Identifiable Information (also defined as personal data) be collected and/or processed?</p> <p style="text-align: center;">Yes</p> <p><i>If you are in doubt, please refer to the guidance - <a href="#">General Data Protection Regulation (GDPR)</a></i></p>
<ul style="list-style-type: none"> <li>• 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. <i>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.</i></li> <li>• 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.</li> </ul>	
<p>E2. Data collection</p>	<ul style="list-style-type: none"> <li>• <i>What personal data will be collected? And what is the reason for this?</i></li> </ul> <p>The participants will be required to agree to the GDPR 2018 compliant consent form which allows the research to ask for details around their age, gender, ethnicity and past job experience. All data gathered will be coded upon collection assuring anonymity throughout. This is to understand the demographics of the group. The researcher is a British Transport Police vetted officer who has been given clearance by [FORCE] to have access to the participants on the course, all of whom will have consented to the interview.</p> <ul style="list-style-type: none"> <li>• <i>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: <a href="https://ico.org.uk/for-organisations/resources-and-support/getting-ready-for-the-gdpr-resources/lawful-basis-interactive-guidance-tool/">https://ico.org.uk/for-organisations/resources-and-support/getting-ready-for-the-gdpr-resources/lawful-basis-interactive-guidance-tool/</a></i></li> </ul> <p>The legal basis for the collection of the data is full and informed consent of each participant. The signing of the below consent form gives the research the ability to take the data they have asked for.</p>
<p>E3. Subject access requests</p>	<ul style="list-style-type: none"> <li>• <i>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?</i></li> </ul> <p>All participants will be given a five-question questionnaire which does not ask for a name, instead any information given will be coded by the research to relate to interview. These copies will be added to a secure university computer and the physical copy will be stored in a secure university lock box which only the researcher has access to. 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.</p>

	<p>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.</p> <ul style="list-style-type: none"> <li><i>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?</i></li> </ul> <p>Yes, consent is the 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 questionnaire has been filled out, it will be destroyed at the nearest confidential waste bin (which will be at the facility of the interview). If the participant wishes to not be involved in the research past the interview stage, then they can email the research on the email address listed below and all information of that participant will be destroyed in confidential waste facilities.</p>
E4. Data access & sharing	<ul style="list-style-type: none"> <li><i>Who will have access to the personal data? Any third-party involvement? For students this will include your supervisor and examiner as a minimum.</i></li> <li><i>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.</i></li> </ul> <p>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.</p> <p>The research will be conducted by a British Transport Police Officer with 27 members of [FORCE], including detectives, recruiter and project designers. The supervisor of the project is a senior lecturer employed by the university. The only software that will be used throughout the project will be CCCU software.</p> <ul style="list-style-type: none"> <li><i>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.)</i><a href="https://cccu.canterbury.ac.uk/governance-and-legal-services/the-general-data-protection-regulation/data-sharing.aspx">https://cccu.canterbury.ac.uk/governance-and-legal-services/the-general-data-protection-regulation/data-sharing.aspx</a></li> </ul> <p>Data sharing agreement in place, please see attached form.</p> <ul style="list-style-type: none"> <li><i>Is this an international project? Will personal data be shared outside of the EEA? What safeguards are in place?</i></li> </ul> <p>This is not an international study meaning, there is no need to set up any additional safeguards.</p>
E5. Participant recruitment, privacy & confidentiality	<ul style="list-style-type: none"> <li><i>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?</i></li> </ul> <p>No use of social media.</p>

	<ul style="list-style-type: none"> <li>• <i>Are you undertaking any activities that could create privacy concerns for individuals due to personal intrusion? How will this be mitigated and addressed?</i></li> </ul> <p>The use of a questionnaire will ask for personal data, however the interview will not. The questionnaire will be anonymised upon retrieval limiting any concerns.</p> <ul style="list-style-type: none"> <li>• <i>How will you ensure confidentiality? Please identify and list all the risks which could lead to a data breach.</i></li> </ul> <p><b>Confidentiality / Breach of data – information could be lost once originally taken from participants, including loss of Dictaphone (audible data only)</b></p> <p>All information gathered by the research will be kept on an encrypted Dictaphone, this will later be transcribed by the researcher making it completely anonymous.</p> <p>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.</p> <p>When the audio material is being transcribed it will only be on university systems and not on cloud storage at all.</p> <p>After the data has been transferred to electronic system (university computer) and a copy has been made which is kept in Glebe House, the Dictaphone will be erased of all recordings previous.</p> <p><b>Confidentiality / Breach of data – information could be lost once originally taken from participants (Questionnaire/ physical data only)</b></p> <p>Questionnaires will be handed to each participant of the study, this will gather information such as their age, gender, ethnicity, educational background, past relevant job experience. This questionnaire will not feature the name of the participant and will be coded immediately.</p> <p>All information gathered via the physical questionnaires will be kept by the researcher from the place of location to the university where it will be added to NVivo (University computer only), then taken to Glebe House for storage.</p> <p>This data will not be removed from the building unless unforeseen computer faults occur, in which case it will be removed solely to re-copy the data over to university servers and then returned immediately.</p> <p><b>Loss of any data, audio through virus/ computer fault</b></p> <p>The research data will be backed up on an external drive which will stay with the hardcopies of the questionnaires, ensuring that there are complete back-ups.</p>
E6. Data quality	<ul style="list-style-type: none"> <li>• <i>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?</i></li> </ul>

	<p>The collection of data has been outlined in section D4. The information obtained by the interviewer via the questionnaire (quantitative based) allows the researcher to understand the demographics of the group, which will be compared to national averages to see if it is normal. The information obtained via the interview will be the opinion of the participants which will be used to identify the emerging themes.</p>
<p>E7. Data storage</p>	<ul style="list-style-type: none"> <li>• <i>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?</i></li> </ul> <p>The questionnaire 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. The physical copies and external hard drive will be wiped, and the copies destroyed in confidential waste bins.</p> <ul style="list-style-type: none"> <li>• <i>How long will personal data be kept/stored for? In what format will this be?</i></li> </ul> <p>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. A back up and physical copy of the data will be stored in a secure university lock box which the researcher will have access to. The electronic data will be stored on university computers only and within an NVivo document. After the researcher has left, all relevant personal details will be made into hard copies and kept in the lock box by the supervisor until the end of the six-year period. The remaining electronic information will be deleted from the researchers account.</p>

## Section F1: For Students Only

F1. Module name and number:	(No modules, only course) S18PRHMSPOLICE
F2. Course:	MSc by Research in Policing
F3. Name of Supervisor(s) or module Leader:	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: <a href="https://cccu.canterbury.ac.uk/research-and-enterprise-development-centre/research-governance-and-ethics/research-governance-and-ethics.aspx">https://cccu.canterbury.ac.uk/research-and-enterprise-development-centre/research-governance-and-ethics/research-governance-and-ethics.aspx</a>	✓
Both myself and the student have read the relevant documentation relating to Data Protection and the GDPR, available on the University web pages at <a href="https://cccu.canterbury.ac.uk/governance-and-legal-services/governance-and-legal-services.aspx">https://cccu.canterbury.ac.uk/governance-and-legal-services/governance-and-legal-services.aspx</a> and I can confirm that this project fully complies.	✓
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	✓

Comments from supervisor:
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## 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](mailto: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](mailto: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: Ross Evans Date: 20/12/18	Name: Dr Martin O'Neill Date: 20/12/18

## Section H: Submission

This completed form along with all relevant documents should be sent as an attachment to a covering email, to [Red.resgov@canterbury.ac.uk](mailto:Red.resgov@canterbury.ac.uk).

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. YOU MUST 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 **COMPLETED & SIGNED HEALTH & SAFETY RISK ASSESSMENT FORM** must be submitted. Guidance on completing your H&S Risk Assessment can be found [here](#).

Appendix B



## CONSENT FORM: STAFF

**Title of Project:** Evaluation of the [FORCE] Fast Track Detective Scheme: Student and professional perspectives of recruitment and selection of officers of fast track to detective.

**Name of Researcher:** Ross Evans

**Contact details:** See below.

**Address:** North Holmes Road, Canterbury, Kent, CT1 1QU. Faculty of social and applied science.

**Tel:** 01227 767700

**Email:** r.m.evans132@canterbury.ac.uk

Please initial box

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
3. I understand that any personal information that I provide to the researchers will be kept strictly confidential
4. I agree to take part in the above study.
5. I consent to being audibly recorded


Name of Participant:	Date:	Signature:
Name of person taking consent <i>(if different from researcher)</i>	Date:	Signature:
Researcher: Ross Evans	Date:	Signature: R. Evans.

Copies: 1 for participant  
1 for researcher



## CONSENT FORM: DETECTIVES (1\*Those interviewed)

**Title of Project:** Evaluation of the [FORCE] Fast Track Detective Scheme: Student and professional perspectives of recruitment and selection of officers of fast track to detective.

**Name of Researcher:** Ross Evans

**Contact details:** See Below.

**Address:** North Holmes Road, Canterbury, Kent, CT1 1QU. Faculty of social and applied science.

**Tel:** 01227 767700

**Email:** r.m.evans132@canterbury.ac.uk

Please initial box

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
3. I understand that any personal information that I provide to the researchers will be kept strictly confidential
4. I agree to take part in the above study.
5. I consent to being audibly recorded.
6. I consent to give personal data about my age, gender, past life experience and ethnicity.


Name of Participant:	Date:	Signature:
Name of person taking consent (if different from researcher)	Date:	Signature:

Researcher: Ross Evans	Date:	Signature: R. Evans.
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Copies: 1 for participant  
1 for researcher

Appendix B (2)



## CONSENT FORM: DETECTIVES (2\* Those not interviewed)

**Title of Project:** Evaluation of the [FORCE] Fast Track Detective Scheme: Student and professional perspectives of recruitment and selection of officers of fast track to detective.

**Name of Researcher:** Ross Evans

**Contact details:** See Below.

**Address:** North Holmes Road, Canterbury, Kent, CT1 1QU. Faculty of social and applied science.

**Tel:** 01227 767700

**Email:** r.m.evans132@canterbury.ac.uk

**Please initial box**

1. I confirm that I have read and understand the information sheet for the above study and understand I may email the researcher ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
3. I understand that any personal information that I provide to the researchers will be kept strictly confidential
4. I agree to take part in the above study.
5. I consent to give personal data about my age, gender, past life experience and ethnicity.


Name of Participant:	Date:	Signature:
Name of person taking consent <i>(if different from researcher)</i>	Date:	Signature:
Researcher: Ross Evans	Date:	Signature: R. Evans.

## Appendix C



Evaluation of the [FORCE] Fast Track Detective Scheme: Student and professional perspectives of recruitment and selection of officers of the fast track to detective scheme.

### **PARTICIPANT INFORMATION SHEET: Detectives who will be interviewed.**

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

#### **Background**

This is a study which aims to understand the recruitment and selection of potential candidates for the [FORCE] Investigator First. Investigator First is a programme designed to streamline applicants into detective roles whilst still giving operational experience to the candidates. The current trainees on this course are the first to experience this new form of training; my research aims gather information surrounding their application process. I also aim to discover the recruitment methods and criteria used by [FORCE] to select these individuals.

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

#### **What will you be required to do?**

As participants in this study, you will be required to answer questions about your experience with [FORCE]'s Fast Track / investigator First programme. There is a base set of questions that you will be asked, possibly more depending on the answers given this will only be to clarify anything said.

#### **To participate in this research, you must:**

- Be willing and consent to answer questions about your experience.
- Be a current student of the [FORCE] Investigator now programme.

#### **Procedures**

You will be asked to answer questions in a face-to-face interview, at a mutually agreed time in the [FORCE] training facility in [LOCATION]. There you will be explained the full process by the researcher and asked to fill out a questionnaire, the questionnaire will obtain basic information about yourself, such as; age, sex and ethnicity. After this, the interview will begin, I aim to take no longer than one hour of your time.

#### **Feedback**

There will not be any set feedback, however, if you would require or want any either state in the interview or email [r.m.evans132@canterbury.ac.uk](mailto:r.m.evans132@canterbury.ac.uk).

#### **Confidentiality and Data Protection**

On the legal basis of informed consent, all data and personal information will be stored securely within CCCU premises in accordance with the General Data Protection Regulation (GDPR) and the University's own data protection policies. No unrelated or unnecessary personal data will be collected or stored. The following categories of personal data will be processed such as your age, sex and ethnicity. Personal data will be used to display the demographics of the group. Data can only be accessed by researcher (Ross Evans), the supervisor (Dr Martin O'Neill) and an examiner (Not yet known). Data will not be accessible from any [FORCE] employee.

After completion of the study, all data will be made anonymous (i.e. all personal information associated with the data will be removed) and held for a period of one year.

### **Dissemination of results**

A copy of the thesis will be available at the university library, there is a possibility of publication as well. However, a copy can be sent to your email if you are willing.

### **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**

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 have filled out any elements of the questionnaire it will be destroyed at the nearest confidential waste. 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.

### **Any questions?**

Please contact Ross Evans or Martin O'Neill at [r.m.evans132@canterbury.ac.uk](mailto:r.m.evans132@canterbury.ac.uk) or [martin.oneill@canterbury.ac.uk](mailto: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 C (1)



Evaluation of the [FORCE] Fast Track Detective Scheme: Student and professional perspectives of recruitment and selection of officers of the fast track to detective scheme.

### **PARTICIPANT INFORMATION SHEET: STAFF.**

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

#### **Background**

This is a study which aims to understand the recruitment and selection of potential candidates for the

[FORCE] Investigator First. Investigator First is a programme designed to streamline applicants into detective roles whilst still giving operational experience to the candidates. The current trainees on this course are the first to experience this new form of training; my research aims gather information surrounding their application process. I also aim to discover the recruitment methods and criteria used by [FORCE] to select these individuals.

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

#### **What will you be required to do?**

As participants in this study, you will be required to answer questions about your experience with [FORCE]'s Fast Track / investigator First programme. There is a base set of questions that you will be asked, possibly more depending on the answers given this will only be to clarify anything said.

#### **To participate in this research, you must:**

- Be willing and consent to answer questions about your experience.
- Were involved in the recruitment of the fast-track detectives.

#### **Procedures**

You will be asked to answer questions in a face-to-face interview, at a mutually agreed time in the [FORCE] training facility in [LOCATION]. I aim to take no longer than one hour of your time.

#### **Feedback**

There will not be any set feedback, however, if you would require or want any either state in the interview or email [r.m.evans132@canterbury.ac.uk](mailto:r.m.evans132@canterbury.ac.uk).

#### **Confidentiality and Data Protection**

On the legal basis of informed consent, all data and personal information will be stored securely within CCCU premises in accordance with the General Data Protection Regulation (GDPR) and the University's own data protection policies. No unrelated or unnecessary personal data will be collected or stored. The following categories of personal data will be

processed such as your age, sex and ethnicity. Personal data will be used to display the demographics of the group. Data can only be accessed by researcher (Ross Evans), the supervisor (Martin O'Neill) and an examiner (Not yet known). Data will not be accessible from any [FORCE] employee.

After completion of the study, all data will be made anonymous (i.e. all personal information associated with the data will be removed) and held for a period of one year.

### **Dissemination of results**

A copy of the thesis will be available at the university library, there is a possibility of publication as well. However, a copy can be sent to your email if you are willing.

### **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**

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 have filled out any elements of the questionnaire it will be destroyed at the nearest confidential waste. 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.

### **Any questions?**

Please contact Ross Evans or Martin O'Neill at [r.m.evans132@canterbury.ac.uk](mailto:r.m.evans132@canterbury.ac.uk) or [martin.oneill@canterbury.ac.uk](mailto: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 C (2)



Evaluation of the [FORCE] Fast Track Detective Scheme: Student and professional perspectives of recruitment and selection of officers of the fast track to detective scheme.

### **PARTICIPANT INFORMATION SHEET: Detectives who will not be interviewed.**

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

#### **Background**

This is a study which aims to understand the recruitment and selection of potential candidates for the [FORCE] Investigator First. Investigator First is a programme designed to streamline applicants into detective roles whilst still giving operational experience to the candidates. The current trainees on this course are the first to experience this new form of training; my research aims gather information surrounding their application process. I also aim to discover the recruitment methods and criteria used by [FORCE] to select these individuals.

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

#### **What will you be required to do?**

Fill out the demographic questionnaire send to you with this participant information sheet.

#### **To participate in this research, you must:**

- Be willing and consent to fill in the questionnaire.
- Be a current student of the [FORCE] Investigator now programme.

#### **Procedures**

Fill out a questionnaire, the questionnaire will obtain basic information about yourself, such as; age, sex and ethnicity.

#### **Feedback**

There will not be any set feedback, however, if you would require or want any email [r.m.evans132@canterbury.ac.uk](mailto:r.m.evans132@canterbury.ac.uk) .

#### **Confidentiality and Data Protection**

On the legal basis of informed consent, all data and personal information will be stored securely within CCCU premises in accordance with the General Data Protection Regulation (GDPR) and the University's own data protection policies. No unrelated or unnecessary personal data will be collected or stored. The following categories of personal data will be processed such as your age, sex and ethnicity. Personal data will be used to display the demographics of the group. Data can only be accessed by researcher (Ross Evans), the supervisor (Martin O'Neill) and an examiner (Not yet known). Data will not be accessible from any [FORCE] employee.

After completion of the study, all data will be made anonymous (i.e. all personal information associated with the data will be removed) and held for a period of six years due to GDPR regulations.

### **Dissemination of results**

A copy of the thesis will be available at the university library, there is a possibility of publication as well. However, a copy can be sent to your email if you are willing.

### **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**

You are free to withdraw consent at any time without having to give a reason. To do this you may email me that you do not wish to take part and you will not have to fill out any questions or give a reason for refusing to participate.

### **Any questions?**

Please contact Ross Evans or Martin O'Neill at [r.m.evans132@canterbury.ac.uk](mailto:r.m.evans132@canterbury.ac.uk) or [martin.oneill@canterbury.ac.uk](mailto: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 D

**Personal information: Questionnaire**

*The following questions are designed to provide information about your personal characteristics. This information will be anonymised upon collection.*

**Q1. Age:**

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**Q2. Gender:** (Please state your gender and preferred pronouns below).

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**Q3. Ethnicity:** (Please put number below).

What is your ethnic group?

Choose one option that best describes your ethnic group or background

**White**

1. English / Welsh / Scottish / Northern Irish / British
2. Irish
3. Gypsy or Irish Traveller
4. Any other White background, please describe.

**Mixed / Multiple ethnic groups**

5. White and Black Caribbean
6. White and Black African
7. White and Asian
8. Any other Mixed / Multiple ethnic background, please describe

**Asian / Asian British**

9. Indian

- 10. Pakistani
- 11. Bangladeshi
- 12. Chinese
- 13. Any other Asian background, please describe

**Black / African / Caribbean / Black British**

- 14. African
- 15. Caribbean
- 16. Any other Black / African / Caribbean background, please describe

**Other ethnic group**

- 17. Arab
- 18. Any other ethnic group, please describe

**Q4. Nationality:** (Please tick).

1	English	
2	Scottish	
3	Welsh	
4	Northern Irish	
5	Other (please specify)	
6	Prefer not to say	

**Q5. Relationship Status:** (Please tick).

1	Married	
2	Civil Partnership	
3	Unmarried cohabiting	
4	Single	
5	Other (please specify)	
6	Prefer not to say	

**Q6. General Educational level.**

Which of these qualifications do you have? Please tick EVERY box that applies if you have ANY qualifications listed. If your UK qualification is not listed, tick the box that contains its nearest equivalent. If you have qualifications gained outside the UK, tick 'Foreign Qualifications' and any nearest UK equivalents (if known).

1.	1- 4 O levels/CSEs/GCSEs (any grades), Entry level	
2.	NVQ level 1, Foundation GNVQ, Basic skills	
3.	5+ O levels (passes)/CSEs (Grade 1)/GCSEs (Grades A*-C), School Certificate, Welsh Baccalaureate Intermediate Diploma	
4.	NVQ level 2, Intermediate GNVQ, City and Guilds Craft, BTEC First/General Diploma, RSA Diploma	

5.	Apprenticeship	
6.	1 A level/2-3 AS levels/VCEs	
6.5	2+ A levels/VCEs, 4+ AS levels, Higher School Certificate, Welsh Baccalaureate Advanced Diploma	
7.	NVQ level 3, Advanced GNVQ, City and Guilds Advanced Craft, ONC, OND, BTEC National, RSA Advanced Diploma	
8.	Degree (for example BSc, BA), Higher Degree (for example MA, PhD, PGCE)	
9.	NVQ level 4-5, HNC, HND, RSA Higher Diploma, BTEC Higher level	
10.	Professional qualifications (for example teaching, nursing, accountancy)	
11.	Other vocational/work related qualifications	
12.	Foreign Qualifications	
13.	No Qualifications	

State here any qualifications not mentioned above:

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**Q7. Undergraduate degree:** Circle which applies to you: YES / NO

If Yes, what was the level awarded (please tick).

1	First Class	
2	2:1	
3	2:2	
4	3 <sup>rd</sup> class	
5	Pass	

Degree subject

---

Year of award/where obtained

---

**Q8. Postgraduate degree:** Circle which applies to you: YES / NO

If yes, what was the level awarded (i.e. pass, merit, or distinction).

1	Distinction	
2	Merit	
3	Pass	

Postgraduate Degree subject

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Year of award/where obtained

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## **Service**

**Q9. Have you previously worked for Kent Police, if yes please state your role(s) and time spent in that role(s)?**

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## Appendix E

### Questions for Detectives

**Why did you choose to join the Investigator Now scheme?**

- Why didn't you just join the conventional way?
- Was it ever your intention to join the police?

**How did you hear about the scheme?**

- Did you see any other forces offering the same programme?
- What about the scheme made you apply?

**How was the role explained to you when you were applying to Kent Police?**

- Has the role changed since you have been training?
- Do you feel the training is effectively preparing you for being detective?

**How was the application process for applying for the fast track scheme?**

- How could the process be improved?
- Were you well informed throughout the process?

**What assessments did you undertake?**

- Where they explained to you, e.g. why they were significant?
- What types of assessments / scenario's did you do?

**Have you had any past experiences that have helped you in this role and to what extend?**

- Is this educational work or through a police associated job?

**What do you think makes a good detective?**

- Are there certain aspects or characteristics that form a good detective?

**Is there anything you would like to add to anything you've already said?**

## Appendix F

### Questions for interview for Recruiter

**What do you think of the investigator first programme?**

- How can it be improved?

**How did you become involved with the programme?**

**What were you briefed for the programme?**

**Do you much experience do you have as interview?**

- Is it transferable to this kind of interviewing? If so how?

**Have you received any specialist training in order to be a recruiter for this programme?**

- After receiving the training, do you feel it was beneficial?
- What was the training you receive?
- Do you feel you could have done you job better if you had training or some guidance to work with?

**What specific aspects of the programme were you involved in?**

**Whilst interviewing what was the process for accessing candidates?**

**How did certain candidates stand out? If so, why?**

**How did candidates achieve a low score?**

**What are five key skills an effective detective requires?**

**Did these considerations effect your judgment?**

**What were you looking for in the interviews?**

**What do you think makes a good detective?**

**Since working with the programme has your views changed about it?**

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

## Appendix G

### Questions for Project Lead

**Why was the Investigator First scheme set up?**

- Why was there a need to set up the course? Force directed?
- Does it relate to the national shortage of detectives?

**What are other forces doing regarding detective recruitment?**

- Is it comparable to yours?

**How was the programme developed?**

- Academic material?
- Informed?
- Evidence based?
- CoP?

**What training was given to the cohort?**

- If these staff members are already trained enough, what qualifies them to be sufficiently trained?
- Is this standard? (foundation course).

**What, in your opinion, are the key skills and characteristics needed to be a good detective?**

- How have you come to this conclusion?

**What aspects or traits are you looking for within potential detectives?**

- If these are not present, does that make the candidate not viable or can it be trained?

**What do you envisage the career progression of IF candidates?**

**What support will they receive in future in their careers (if at all)?**

**Will the course be internally evaluated?**

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

## Appendix H

### **Information agreement and data protection statement between Ross Evans (MSc Researcher, Social and Applied Sciences, Canterbury Christ Church University) and [FORCE].**

The purpose of this document is to outline the roles and responsibilities of parties involved in this research and to outline the data protection and data security arrangements to protect the personal data of those participating in research with Canterbury Christ Church University.

**Project Title:**

**Evaluation of [FORCE] Fast Track Detective scheme: Student and professional perspectives of recruitment and selection of officers of fast track to detective.**

**Principle Researcher:**

Ross Evans

**Research Supervisor(s):**

Dr Martin O'Neill

**Data Subjects:**

Police Constables, [FORCE] Investigator First programme.

**Data Controller:**

Canterbury Christ Church University

#### Data Processor:

Ross Evans

#### Data Protection Officer:

Robert Melville  
Assistant University Secretary  
Canterbury Christ Church University  
Rochester House  
St George's Place  
Canterbury  
CT1 1UT

E-mail: dp.officer@canterbury.ac.uk

Telephone: xxxxxxxxx

#### Legal Basis of data collection:

Consent

#### Methodology:

Phase 1: Semi-structured interviews with trainees of the investigator first programme where they will be asked about their experiences with the application process and what they believe are key characteristics of an effective detective. They will also be handed out a demographic questionnaire.

Phase 2: Semi-structured interviews with the project leads and recruiters within Kent Police, to understand the reasons for recruiting the applicants. The main questions will be around whether they are looking for talent or already present ability.

Phase 3: The detective who were not interviewed will be handed out the same demographic questionnaire to understand the full demographic make-up of the group.

#### Details of Data Security and Data Handling to ensure GDPR Compliance:

- Informed consent will be gained from all participants via an information sheet which participants can retain and the signed consent forms,
- Data Processor(s) to have completed e-learning on GDPR.
- Data Processor(s) to be security vetted by force.
- Force will be provided with details of Data Protection Policies.
- CCCU will be the only agency outside of [FORCE] to receive the information, and only the staff from within CCCU's social and applied sciences actively involved in the research shall receive the information.
- Information received will be stored in an independent encrypted database (CCCU systems only) with password protection and access restricted to the named researchers only.
- The data will be stored for six years so to be in compliance with GDPR regulations, when the research has left the university after completing their degree all material is handed over to the supervisor Martin O'Neill until the six years has past.
- Hard copies of data (surveys) will be stored in a locked cabinet to which only the researcher/data processor will have access, which is located at Glebe House.

- If electronic data needs to be physically transported between locations encrypted USB sticks provided by the University will be used – However, this is unlikely to occur as it will only be used on CCCU computers.
- Consent forms which contain names and contact details to be collected and transported separately from completed surveys.
- Consent forms and surveys will be coded upon retrieval to allow any data subject to withdraw their data at any time (GDPR requirement)
- Consent forms to be stored separately from any other data.
- No attempt will be made to match consent forms to completed surveys to ensure that raw data is suitably anonymised (with right to withdraw data accepted as above).
- No attempt will be made to identify individual participants from demographic data.
- The identity of subjects taking part in interviews will be kept strictly confidential.
- Only general trends will be reported in any writing.
- Recordings of interviews will be deleted once they have been transcribed to avoid voice-identification.
- An auditable log will be kept of data access and processing.
- The physical data will be stored until successful completion of the work and only anonymised responses will be stored for future use, if deemed necessary.
- University data protection policies will be strictly complied with.

**Signed – Principle Researcher**

Name: Ross Evans

Date: 15/12/2018

**Signed on Behalf of CCCU**

Name: Dr Nicolas McKay

Position: Head of Graduate School

Date: 20/12/2018

**Signed on Behalf of [FORCE]**

Name: xxxxxxxxxx

Position: Programme Lead

Date: 20/2/2019