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THE MANDATORY DELIVERY OF ONGOING TRAINING WITHIN THE POLICE SERVICE OF ENGALND AND WALES AND ITS RELATIONSHIP TO THE ANDRAGOGICAL PRINCIPLE OF SELF-MOTIVATION

by

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Abstract

Ongoing training of serving officers in the Police Service of England and Wales is an important function of the organisation. It is necessary to maintain competence of officers and prevent failures of the organisation for which it could be liable.
The Theory of Andragogy is the major theory of adult education and its principles include that organisations should encourage individual self-motivation to promote effective learning.
This thesis was intended to be a mixed methods empirical study combining a staff attitude survey and focus group data to examine the extent police ongoing training fulfils this principle. However due to participation issues the qualitative phase was unable to provide firm conclusions, but does provide us with potential hypotheses for further research.
The survey suggests that current training provision does not appear to take the andragogical principle of self-motivation into account and this is detrimental to the effectiveness of the training. Whilst we can show that making training mandatory does not promote (and may undermine self-motivation), there may also be other factors involved.
The research also suggests that this deficiency is exacerbated by the predominance of e-learning courses. Suggestions to improve motivation to train by embracing andragogical principles are made.

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Contents

<u>Introduction</u>

The ongoing training of serving police officers within the Police Service of England and Wales is considered a very important subject for a variety of reasons, yet the majority of academic research into police training has mainly been concerned with the initial training of police recruits. This thesis is the result of a research project into the provision of ongoing training within the framework of the major theory of adult education: The Theory of Andragogy, and one of it's principles: Self-Motivation.

In the literature review (section 1) we will examine ongoing training within the police, why it is necessary and how it is undertaken. We will also examine the andragogical theoretical framework and what it states. We note that the majority of police training provided in-service to officers is predominantly mandatory, and we shall examine from a theoretical perspective what this means for the principle of self-motivation as defined by andragogical theory. We also note that much training is provided in the format of electronic learning (e-learning) provided by the National Centre for Applied Learning Technologies (NCALT), and what implications may arise as a result.

From this literature three research aims were formulated, they are:
1. To identify to what extent the generally compulsory nature of training in policing undermines the andragogical principle of self-motivation;
2. To identify how the ongoing learning needs of the Police Service of England and Wales can be met in ways which foster andragogical principles; and,

3. To examine the extent to which the challenges of police ongoing training delivery are exacerbated by a predominantly e-learning method.

A mixed methods action research project was planned which was intended to be in two phases. Initially a survey was to be conducted amongst serving officers within the Metropolitan Police Service (MPS). This was to be followed up by a series of focus group sessions to contextualise and explain the survey results. We chart the methodology in which the research took place in section 2. There were various changes due to a number of issues regarding access to participants which concluded with the quantitative survey being conducted throughout the whole of the Police Service of England and Wales. This led to a reasonably large data set which was then analysed (section 3), discussed and a number of conclusions reached (sections 4 & 6).

The survey data suggests that there is extreme dissatisfaction with ongoing training arrangements, with little regard to officers' self-motivation. This suggests that andragogical theory is not currently a major consideration of the police service when it comes to training provision. We discover that e-learning has become the predominant method of training delivery and that satisfaction and motivation, whilst not high when it comes to general training, is significantly lower when applied to e-learning.

There were then further issues due to a lack of participants which led to the qualitative phase being reduced to two, small, unrepresentative discussion groups from which no firm conclusions can be drawn. As a result the results of this study are weighted towards

the survey results. However these discussions have produced some ideas as to why training is viewed so negatively and some limited suggestions as to how this can be improved. These suggestions, as outlined, could potentially become the basis of a number of hypotheses which could be tested in further research.

Finally, as this was my first piece of empirical, academic research, I have had to develop my own knowledge and skills. As a result I have reflected on the entire process including my own naivety when it comes to how easy/difficult it is to undertake such research (section 5). From how to organise myself and others, to my developing my own knowledge and my tendency to underestimate how long it takes to organise projects, this reflection charts my academic journey through this project, and the conclusions that I can reasonably draw.

1. Literature Review

Training is the organised process concerned with the acquisition of capability or the maintenance of capacity; as a result it can produce a person that can perform specific tasks in the workplace (Nikolou-Walker & Meaklim, 2007 see also Pepper, 1992; Brown & Hickey, 1990). As Nikolou-Walker & Meaklim (2007) state, the police service has to ensure that its officers and staff are skilled to undertake an ever more complex role within society. This ongoing training, also referred to as professional development, is essential for organisational effectiveness (Birzer, 2003; Donavant, 2009a). Within the police, as is the case with other professions, this training is often mandatory (Brockett, 1992; LeGrand, 1992; Etter Sr & Griffin, 2011; Hoyle, 2010; Jewson et al., 2014; Noe et al., 2014; Van Loo & Rocco, 2006; Webster-Wright, 2009). As Etter Sr & Griffin (2011) state, it is a mandatory requirement to remain employed due to changes of the nature of what is required of the typical law enforcement officer as society has grown more complex. Lysaght and Altschuld (2000) cite the fact that many professions use mandatory continuing education as a frequent method of assuring continuing competency in their fields as is a requirement for re-licensing (see also Van-Loo & Rocco, 2006; Webster-Wright, 2009; Oliva & Compton, 2010; NCALT, 2014).

Etter Sr & Griffin (2011) also state that other reasons why police officers require ongoing professional development are varied: changes in the law, changes to police procedures, improvements in equipment and the demographics of the population change. Not only that, some skills and knowledge acquired by officers are described as 'perishable' if not regularly used or practiced, such as emergency life support or self defence tactics (Etter

Sr & Griffin, 2011; Booth, 2007; Lysaght & Altschuld, 2000; Schulte, 2003; Webster-Wright, 2009). Indeed some authors refer to training having a 'half-life', the period of time when half of the knowledge acquired is either lost or becomes out of date (Booth 2007; Webster-Wright, 2009; Lysaght & Altschuld, 2000; Schulte, 2003). All these factors require officers to learn new things, or refresh previous training.

Chief Officers also have a legal duty to provide adequate and relevant training to their employees. Failure to so may lead to failed investigations or, the most extreme cases, loss of life. This in turn has led to an increase in legal action taken out against them under vicarious liability, something which chief officers understandably wish to minimise (More & Miller, 2011; see also, Etter Sr & Griffin, 2011; Leal, 2008; Lepatski, 2010; McCoy, 2006; Armstrong & Clarke, 2013).

However there is much criticism with regards to making continuing education and training mandatory. Before we can explore this we must first outline one of the more important theories of adult education; the theory of andragogy and one of its key concepts, that of self-motivation.

Vodde (2009) states that adults enter educational activities with a completely different frame of reference to children (see also Birzer, 2003, 2004; Knowles, 1970, 1980; Cheetham & Chivers, 2001; Donavant, 2009a, 2009b; Kappelman, 2009; Knowles et al., 2012; McCoy, 2006; Oliva & Compton 2010; Paterson, 2011). They have a greater number of experiences simply due to the greater number of years of living and as a result

of this, these experiences are also of a different quality (Vodde 2009; see also Rohwer et al., 2014). As a result education expert Malcolm Knowles (1970, 1980, 1984; Knowles et al., 2012) conceived and developed a theory of learning to apply to adults; the theory of andragogy.

Baldwin-Evans (2004) states that the key to understanding the dynamics of such ongoing training is to have an insight into what drives an employee to undertake training in the first place. The theory of andragogy states that adults primarily see themselves as 'doers' and are far more real world task oriented. This sees them approach the learning environment seeking an obvious application of the training to their adult roles and translates into greater self-directedness and motivation than that shown by pre-adults (Knowles, 1984, 1980; Rachal, 2002; Donavant, 2009a; Vodde, 2011; Pappas, 2014). Bradford et al. (2014), citing Reiner (2010), suggest that this is particularly true of police officers who still see themselves very much "action-oriented". They state that moves towards refocusing efforts through training may lead to officers trying to either subvert or ignore such efforts. Donvant (2009a) also reiterated Knowles' (1984) point in his study of ongoing training in the US that adults (and by extension, police officers) are intrinsically motivated towards learning but that motivation is premised on their perception of the need to learn given material in relationship to their adult (policing) role. Jewson et al. (2014) states that is evidence to suggest that public sector workers (which the police are) have a stronger motivation to serve the public interest and as a result there is a strong emphasis on personal commitment to training. Knowles et al. (2012) go on to state that a review of motivation in adult training by Carré (1998) showed that for adults, the

motivation to learn is the internal payoffs (such as the desire for self-esteem, quality of life, responsibility or job-satisfaction) and the personal value that they gain from solving problems, or issues in life which promote learning (for the context of police officers see also Johnson, 2012).

This is also supported by Deci & Ryan's (1985) writings on self-determination theory where they state that when learners are intrinsically motivated they engage in the behaviour (i.e. the training) for its own sake, for the pleasure and satisfaction derived from the improvement of their own performance (see also Deci et al., 1991; Ryan & Deci, 2000; Gagné & Deci, 2005; Bauer et al., 2015). Therefore adults must see value in the training to help them in solving problems or providing those internal payoffs (for police officers see also More & Miller, 2011). Deci (1975) states that according to self-determination theory, when someone is intrinsically motivated they undertake learning or training to satisfy three needs; competence, relatedness and self-determining. That is the individual feels confident that they can achieve the task (competence), that the task can satisfy social connections with others also performing the task (relatedness) and they feel that they are acting autonomously (self-determining) (see also Deci et al. 1991; Bauer et al. 2015). Fulfilling these needs leads to satisfaction, and conversely failing to fulfil these needs leads to a lack of satisfaction which leads to lack of motivation (Bauer et al., 2015, see also Peters et al., 2012; Ryan & Deci, 2000; Withrow-Thorton, 2005).

Not only this, but as Noe (1986) also states, behaviours which promote intrinsic motivations to undertake and apply training must also be enjoyable as well as useful (see

also Pintrich et al., 1993; Tracey et al., 2001). Ryan et al. (1991) states therefore, that the key assertion of this theory is that intrinsically motivated behaviours are ones that are accompanied by both feelings of enjoyment and perceived choice.

This is where the clash between the andragogical principle of self-motivation and the imposition of mandatory training occurs. A large percentage of workplace courses are mandated by ones organisation (Bauer et al., 2015), and whilst many formally intrinsically motivated trainees may still enjoy the course material, they are often no longer intrinsically motivated as it is no longer engaged in purely for their own intrinsic benefit (Deci at al., 1991; Ryan et al., 1991, Bauer et al., 2015). Learning becomes a function of the external mandate to complete the course rather than that of interest in it (Bauer et al., 2015). Hoyle (2010) has described this as the 'Mandatory Trap', in which by simply making the training mandatory and failing to explain the benefits from the learners' perspective, the learner is effectively robbed of their intrinsic motivation.

Donavant (2009b), citing Brockett (1992), states that making such training mandatory violates the central principle of adult education and that mandates regarding participation undermine adult education's effectiveness by creating punitive attitudes towards the endeavour (see also Deci et al., 1991; Heslop, 2006). He states that making such continuation training mandatory often results in anger, lack of motivation and a feeling of disenfranchisement (see also More & Miller, 2011). Donavant (2009b) goes on to state that such mandates create a situation where the negative attitude that it fosters is potentially more detrimental to an organisation than the provision of no training at all. If

officers do not see the value to this learning in its application they are less inclined to undertake it (See also Knowles, 1984; 1990). There is also some anecdotal evidence from casual conversations, internet discussion groups and blogs that this negativity and disenfranchisement with current ongoing training provision is certainly present within the police in the UK (Yet Another Copper's Blog, 2009; Constable, 2014; PoliceCommunity, 2014).

This is borne out somewhat in the writings of Harackiewicz & Elliot (1993) who state that the goals of the training in relation to the work environment are important factors. If the goal of the training is to enable the learner to master a skill, what Harackiewicz & Elliot (1993) call 'mastery goals', then the learner is often more intrinsically motivated to undertake it. When mandated by the organisation they become 'performance goals', which are normative standards that remove the sense of self-determination as outlined above. They then go on to state that the promotion of these performance goals by an organisation produces negative responses in learners leading to "challenge avoidance, negative emotional states, and helplessness" (Harackiewicz & Elliot, 1993:904).

This concept of introducing andragogical principles within police training is not new. Webster-Wright (2009) and More & Miller (2011) acknowledge that professionals are adults and so their professional development practices should be informed by such principles. McCoy (2006) argues that the newer community-oriented policing approach requires that law enforcement personnel become skilled problem solvers. This directly relates to the development of police departments becoming learning organisations, in

which they need to place the theory of andragogy at the heart of their changes to training. Oliva & Compton (2010), citing Birzer (2003) state that law enforcement education was reluctant to adopt andragogical training principles, preferring militaristic approaches (see also Chappell, 2007; Conti & Nolan III, 2006; Heslop, 2006). This, as Vodde (2009) states may have suited its needs and the needs of society in the past, but has prevented the profession from becoming more insightful, intuitive and proactive not only in enforcing laws but also preventing major critical events. Paterson (2011) states that andragogy has been successfully used in other EU institutions and encourages collaboration which produces more positive learning outcomes which would be of great value to police institutions. He also states that there is substantial empirical support for such investment through studies in the USA, Australia and Europe.

Both Donavant (2009a; 2009b) and Vodde (2009; 2011) have also conducted studies that show andragogical approaches to police training produce better learning outcomes and produce officers who are more engaged with effective problem solving skills. However most of these studies into police training tend to be focused on 'recruits in initial training', rather than ongoing development. These studies also tend to be based in the United States rather than in the UK.

From the literature discussed above there does appear to be a link between the mandating of ongoing training and a negative effect it has on staff who undertake it. However there is sparse literature within the context of ongoing training and professional development

within Police Service of England and Wales in the modern context. Therefore, the first research aim of this study will be:

To identify to what extent the generally compulsory nature of training in policing undermines the andragogical principle of self-motivation

Because we also seek ways in which the situation with regards to police training can be improved, the second research aim will be:

To identify how the ongoing learning needs of the Police Service of England and Wales can be met in ways which foster andragogical principles.

We must also acknowledge at this point that much professional development and ongoing training, certainly within the police, is being delivered utilising an Electronic Learning (e-learning) format (Leal, 2008; Jewson et al., 2014; Natarajan, 2012, HMIC, 2014a). Whilst there is no formal definition of e-learning the Chartered Institute of Personnel and Development (CIPD) define is as 'learning that is delivered, enabled or mediated using electronic technology for the explicit purpose of training, learning or development in organisations' (CIPD, 2013:1).

The National Centre for Applied Learning Technologies (NCALT) was set up to assist the 43 Home Office police forces in England and Wales to deliver training via alternative technologies (NCALT, 2014) and they now design and develop all e-learning courses on

behalf of the College of Policing (College of Policing, 2014a). Whilst there are many advantages to e-learning throughout the police professional development literature (Clarke 2010; Leal, 2008; Mills 2010; Natarajan, 2012; CIPD 2011; Knowles et al., 2012; Biedermann et al., 2012; Haas & Senjo, 2004; Ostrowski Martin et al., 2014; Fenrich, 2008; Selçuk, 2002) we must bear this in mind with regards to the limitations placed on the training systems.

The NCALT system is one which primarily consists of programmed instruction. This is where the training is delivered as a one-off course via some electronic device (in this case a computer) but without the presence of an instructor (Ostrowski Martin et al., 2014; Paterson, 2011). Ostrowski Martin et al. (2014) state, there are advantages to delivering training in this particular manner. They state that it is flexible, allows for repeated practice and it means that the programme delivery is standardised. This is of particular importance if there is a change in the law or police procedure that takes place and officers are required to have a standardised input into the changes.

However, as Ostrowski Martin et al. (2014) also state there are notable disadvantages too. There could be disruption to learning if there are technical issues, but moreover it demands a great deal of self-discipline on the part of the learner to complete it as envisioned. Combined with mandatory provision this may counter other andragogical principles, mainly that of providing learner support (Al-Shorbaji et al., 2015; Bellinger 2007; Biedermann et al., 2012; CIPD, 2013; Clarke, 2008; Knowles et al., 2012). This is even a criticism made by Her Majesty's Inspector of Constabulary (HMIC, 2014a) in

their evaluation of police response to domestic violence. They stated that, "HMIC sees little, if any, value in e-learning as an effective training method as it limits the opportunity for discussion, reflection and checking understanding," (HMIC, 2014a:9). This lack of the social aspect of training can cause a further loss of our principle of self-motivation (Field & Jones, 2009; Bellinger, 2007). This loss of motivation can then cause the trainees to cheat on or skip past elements of the training (Ostowski Martin et al., 2014; HMIC, 2014a).

There is also an issue of perception. As Al-Shorbaji et al. (2015) state the perceptions of the e-learning system's clients, in this case the end users, affects their attitudes and beliefs regarding it (see also Baldwin-Evans, 2004). Salas et al. (2003) (cited in Bertram et al., 2015) highlight the importance of assessing the trainees' perception of relevance and value to the training. They state that measuring this perception is important because a positive attitude makes the acquisition and transfer of knowledge more probable (see also Alliger et al., 1997; Noe & Schmitt, 1986; Tracey et al., 2001; Yacovelli, 2012).

However, e-learning by NCALT still appears to have a perception problem. It is seen by some officers as "learning on the cheap" (HMIC, 2006:15), simply a way for senior officers to "put a tick in a box" to say that training has been done (Williams, 2014:7). The latter of these perceptions, being part of a wider 'tick-box culture,' is one which Bateman (2011; 2015) has described as dominating the wider criminal justice world. This culture has been criticised by many commentators (Beckford, 2012; Clegg, 2013; Fitzgibbon, 2012; Kubiak & Hester, 2009; Heslop, 2011a; 2011b; Machura, 2011; Travis &

Mullholland, 2011; Murphy & Davenport, 2015; Slothover et al., 2015). Indeed Heslop (2011b:1), memorably invoking the work of Ritzer (2004), referred to it as "The McDonaldization of British Policing."

It must be noted however, that many of the above comments are from the media, and those that are from an academic research background do acknowledge that this 'tick-box' culture has been criticised and is slowly on the wane (Fitzgibbon, 2012; Slothover et al., 2015). However, in reports by College of Policing's 'frontline champions' these perceptions and other issues colour officers' attitudes towards the NCALT system in the real world (College of Policing, 2014b,c,d,e,f,g,h,I,j,k,l,n,m,o).

It must also be noted that the Police Service of England and Wales is under significant budgetary constraints as a result of the government's austerity measures. As a result, training is one of the areas where spending has been reduced and training units have been scaled back (HMIC, 2014b). Nevertheless, this negative perception does, once again affect those that are undertaking such courses. This will directly affect the satisfaction and have a negative influence on the effectiveness of such courses (Bellinger, 2007), and the effectiveness of any initiative must be of primary concern. This is because as Sherman (2012) informs us, it does not matter how cheap it is, if it does not work (or is counter-productive) there is no point spending anything on it at all.

Ultimately Pappas (2014) and Knowles et al. (2012) show us that it is possible to develop e-learning so that andragogical theory can be applied to its design. Therefore our third research outcome will be:

To examine the extent to which the challenges of police ongoing training delivery are exacerbated by a predominantly e-learning method.

Ultimately the purpose of this study will be to examine the above issues in order to formally ascertain the current state of ongoing training and to make recommendations to improve its provision within the Police Service of England and Wales.

2. Intended Research Methodology

2.1 Introduction to Action Research

Firstly we should note that this research is being conducted by a police practitioner from within the Police Service of England and Wales in an attempt to improve the way that an element of the organisation works. This suggests that this project is a form of Action Research as outlined by Eden (1996) (see also Koshy et al., 2010; Meyer, 2000; Reason & Bradbury, 2008; Carr & Kemmis, 1986).

McNiff (2002) states that an Action Research philosophy is one based on the principle that those participating have the right to be able to speak, and have their voices heard. Therefore this project needed to be designed with a view to this "democratic principle" to give practitioners their voice. This is achieved by what Cassell & Johnson (2006) describe as having the practitioners undertaking a systematic and self reflective scientific enquiry to improve practice.

There are however criticisms of the Action Research paradigm. Cassell & Johnson (2006) state that the chief criticisms of the paradigm come from "positivist scientists" (see also Coughlan & Coghlan, 2002; Dickens & Watkins, 1999; Eden, 1996; Susman & Evered, 1978; Argyris, 1980; Stone, 1982). Sandford (1970) cited by Cassell & Johnson (2006) states that no form of action research has been regarded as part of the mainstream social science tradition due to its unclear, multidisciplinary nature. He proposes that action research is incompatible with the scientific norms established by positivist epistemology (Sandford, 1970; see also Susman & Evered, 1978; Argyris, 1980, Stone 1982). Sandford

(1970) states that correct methodological procedures must derive from the natural sciences where the researcher can collect data in a direct, detached and neutral manner (see also Coughlan & Coghlan 2002). However as the action researcher is an active participant in what is being studied, having the perspectives of an actor is considered inappropriate and inadmissible (Cassell & Johnson, 2006; Susman & Evered, 1978; Argyris, 1980, Stone, 1982). In other words the action researcher is prone to a lack of impartiality and bias (McKay & Marshall, 2001; Avison & Wood-Harper, 1991). Because of this Ivankova (2015) states that reflection is an important part of the action research process, and that it is important that the research is carried out systematically and purposefully. She states that reflexivity about the researcher's role is an essential feature of the process (see also Herr & Anderson, 2005). She goes on to state that the researcher should continuously clarify their biases, reflect on the emergent themes in the data and check observations against their biases and their own perceptions. This process is what she refers to as bracketing and that way the data can be still assessed for reliability (Ivankova, 2015).

Also, as Coughlan & Coghlan (2002) state, positivist science is only concerned with the generation of universal knowledge which is validated by logic, measurement and consistency which can only be achieved by the researcher's detachment. They state that this is in contrast to the knowledge created by action research which is by definition highly contextual and situational due to the researcher being immersed in the setting.

However, action research was developed in the mid-1940s as a direct consequence of a lack of collaboration between social theorists (positivist science) and practitioners wanting to affect social change (Dickens & Watkins, 1999). As they state:

> Without collaboration, practitioners engaged in uninformed action: researchers developed theory without application; and neither group produced consistently successful results. By using the methodology of action research, practitioners could research their own actions with the intent of making them more effective while at the same time working within and toward theories of social action (Dickens & Watkins, 1999:128).

This enables action researchers to widen the scope of the social sciences by developing this two pronged approach, to both advance knowledge and to make necessary change happen (Coughlan & Coghlan, 2002).

Also, with the rise of the practitioner academic, or "pracademic" (Sherman, 2013) who are starting to shoulder the burden of policing research, action research projects of this nature are certain to increase in number. This should lead to more development of the paradigm within police research and can only lead to improvements in the methodology.

However in this project there are elements of the action research paradigm that do not necessarily fit. One of these elements is that following the identification of a problem an intervention is then planned, adopted and evaluated (Cassell & Johnson, 2006; Dickens & Watkins, 1999). Secondly, from this evaluation, feedback is given and new interventions are devised and evaluated forming an "action research cycle" as part of an iterative process (Cassell & Johnson, 2006; Coughlan & Coghlan, 2002; Dickens & Watkins,

1999). The whole cycle is then repeated as many times as necessary. In this project, although problems should be identified and interventions are likely to be proposed, as a researcher I have neither the influence to make any changes, nor the time and resources to complete any such evaluations. At best this project can use action research principles to undertake the problem solving arm to suggest and encourage change. However as Eden (1996) suggests, these real world limitations should not deter or prevent the action researcher from trying to achieve their goals of organisational improvement.

So we must now come to the actual methodology that was planned and employed during this project. The plan was to conduct mixed methods research in two phases. The first phase was a quantitative survey to obtain police officers' opinions on the effectiveness of ongoing training and their motivation to undertake it when mandatory. The second phase was planned to be a number of focus group sessions to obtain qualitative data to triangulate that obtained during the survey phase. This was to explore possible explanations for the survey results and suggest methods to improve training provision. A mixed methods approach was selected due to the fact that, as Creswell (2003:4) states, "To include only quantitative and qualitative methods falls short of the major approaches being used today in the social and human sciences."

Creswell (2003) expands on this to say that a mixed methods approach can combine the best of both quantitative and qualitative approaches, as the researcher can both generalise findings to a population and at the same time develop a detailed view of the meaning of a concept or phenomenon (see also Jenkins, 2014). Ivankova (2015:133) describes the

proposed approach as a "sequential Quan → Qual" design for which "the primary purpose of this design is to use subsequent qualitative data to elaborate, explain, or confirm initial quantitative results to obtain a more complete understanding of emergent trends and relationships in the data".

One of the limitations of the whole study which we must mention here (and will allude to later in more detail) is the fact that there is no way, due to timeframe and access, to directly test how effective training courses were in relation to knowledge gained and learning transferred. I have only been able to ask about officers' opinions and experiences as a proxy to testing effectiveness. This limitation is something that can be addressed in a future study by actually testing officers' knowledge using pre/post testing of officers attending training, possible participant observations or simulations to test if that knowledge has been transferred into daily practice. This could form part of a full action research project where the organisation can make changes to the training programmes as a result of this study and the effectiveness of these changes can be assessed. There is even a possibility that a randomised controlled trial could be undertaken along similar lines to the Greater Manchester Procedural Justice Training Experiment (Wheller et al 2013).

I must also state as early as possible that due to participation issues it was not possible to conduct a significant number of proper focus groups during the second stage. Ultimately I had to settle for smaller (and therefore non-representative) and fewer discussion groups. These groups could not produce valid data from which firm conclusions could be drawn. However suggestions from these groups can be utilised to make suggestions and

hypotheses for further research. It has also assisted me in my own learning processes

about how to conduct research which I will utilise in my own future research projects.

2.2 - Phase 1: The Survey

For the initial phase of this research my plan was to send out a survey to a random sample of federated rank officers (constable to chief inspector) within the Metropolitan Police Service (MPS). A survey was chosen as the initial data collection method for a number of reasons. The first was, as outlined earlier, to fulfil the "democratic principle" of action research, as it would give a voice to rank and file officers in the spirit of McNiff (2002).

A second reason was because if an appropriate random sample was chosen the survey method has, what Mathers et al. (2009) describe as, both internal and external validity. That is, if the sample is suitably random then the results can be representative of, and thereby generalisable to, the population as a whole. The key phrase in all of this is "appropriate random sample". As Bell (2010) states, great care has to be taken to ensure that the sample is truly representative in order for valid conclusions to be drawn. Therefore the initial proposal (as mentioned above) was to send the link to the survey out to a truly random sample of the approximately 30,000 federated officers of the Metropolitan Police Service. As a result a first draft of the survey was created[1].

My initial idea was to fully embrace the mixed methods technique within the survey itself by including both closed-ended quantitative questions with each of these questions followed up by an open-ended qualitative question. This is what Cresswell (2003) describes as a concurrent procedure to provide a comprehensive analysis of the research problem and is what Mathers et al. (2009) describes as a flexible approach because it is easy to combine the two methods. One of the generally accepted weaknesses of the

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[1] See Appendix 1.

survey method is that although they can provide a great deal of information, they often cannot explain why the information is what it is (Barnett, 2002). As Bell (2010) explains that the main emphasis is on fact finding answering questions such as "What?", "When?", "Where?" and "How?" but not so good on "Why?" By incorporating both methods I was hoping to counteract that weakness.

However, as time progressed so did issues regarding access to my proposed population. It was unclear how the randomisation process would occur within the database of members I was planning to use and it began to look more likely that a census of MPS officers would take place. A census is an example of a survey in which the questions would be asked of all members of the population rather than a smaller representative sample (Bell, 2010; Davies & Francis, 2011; Mathers et al., 2009). In other words the sampling frame is 100% of the population. Given a recent study in the form of a census of the whole of the Greater Manchester Police (GMP) into a similar subject produced a response rate of over 50% (Selisny, 2015); if a similar response rate was achieved amongst the 30,000 MPS officers of a federated rank, open questions would be too time-consuming to analyse. As a result of this the survey was re-drafted, and the number of open and semi-open questions was reduced[2].

Problems continued with the loss of my initial route into the proposed population. The Police Federation of England and Wales (PFEW) then offered to send it out to all

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[2] See Appendix 2.

125,460[3] members of the Police Service in England and Wales of a federated rank. As a result any open or semi-open question would be impossible to analyse within an acceptable timeframe if a 50%+ response rate was achieved. These questions were subsequently all removed from the survey and were replaced with closed "list-style" questions[4].

Another consideration would be the actual composition of the questions within the survey itself. As Bell (2010) states, it is much harder to design a good quality questionnaire than most people imagine. Oppenheim (1992:1) stated that it is not as simple as many well meaning people think and that "anyone who can write plain English and has a modicum of common sense can produce a good questionnaire!" What we need to do is go back to our research aims and ask - "what knowledge do we want to gain from the survey?"

From the research aims we first wish to identify officers' attitudes towards ongoing training and examine the relationship between the mandatory provision of training and officers' self motivation to undertake it. This is effectively a study in the form of a training evaluation. Many who are involved in the evaluation of training will turn to Kirkpatrick's four level taxonomy of training evaluation (Kirkpatrick, 1996, see also Kühnlein, 2012; Strother, 2002; Curry et al., 1994). The four stages of this model are: 1. Reaction: which is how learners or trainees actually like the particular training programme. 2. Learning: This is what actual learning took place. 3. Behaviour: This is how this learning relates to the changes (or improvement) in the behaviour of the learners

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[3] This figure is the Full Time Equivalent numbers produced by the Home Office's most recent statistical bulletin dated 31st March 2015 (Woods, 2015).
[4] See Appendix 3

and 4. Results: is a measure of the business outcomes for the organisation (Kirkpatrick, 1996; Strother, 2002; Curry et al., 1994). Examining these levels it is very clear that in a survey we are restricted to measuring level one and to a much lesser extent levels two and three.

The measuring of the first level, reaction, is important because as Kirkpatrick (1996) explains, senior managers often make decisions about training on the basis of trainee reactions and satisfaction. Kirkpatrick (1996) also explains that learners' motivation to train and their willingness to pay attention to the material is linked to their satisfaction with the training. He implies that trainee satisfaction is directly linked to training effectiveness. This directly addresses my research aims.

Most evaluations of training incorporate the measurement of reaction, primarily because it is easy to do (Kirkpatrick, 1996). In fact as Curry et al. (1994) state, most evaluations of training fail to go any further than post training measurement of satisfaction. Kirkpatrick (1996) also warns us that whilst reactions are a strong indicator, it is important to recognise that a favourable reaction to training does not assure that learning has taken place.

Measuring the second level of Kirkpatrick's taxonomy, learning, is much more difficult (Kirkpatrick 1996). It requires a much more rigorous process than a post training reaction survey (Strother, 2002). Strother (2002) states that it often requires the use of pre and post training testing to examine whether the learner has genuinely acquired and embedded the

knowledge. This is not going to be possible to fully test using our survey. We can, however, ask subjectively if officers believe that they have learned something from the courses. This is far from ideal but will give us an indication.

The third and fourth level of the taxonomy generally refers to the transfer of knowledge to actions (Strother, 2002; Wheller & Morris, 2010). To assess these levels of the taxonomy it generally requires longer term studies which will often involve participant observations (Wheller et al., 2013; Kirkpatrick, 1996; Kühnlein, 2012) and is well beyond the scope of this project, but may be the subject of further study. The best we can do to touch on these levels is to ask participants in the study whether they have been able to implement the content of their training in their day to day job, but this is again far from ideal.

So how do we measure participants' attitudes through a survey? The most common and effective way of measuring attitude is via a rating scale (Cohen et al., 2011; Cummins & Gallone, 2000; Dawes, 2007; Finstad, 2010; Page-Bucci, 2003). Dawes (2007) describes a rating scale as a tool which captures information about a variety of phenomena, but is particularly useful to capture respondents' attitudes, perceptions or evaluations of various products, brands or messages. Cohen et al. (2011) state that there are a number of different types of rating scale, designed to move away from dichotomous "yes/no" style questions which can yield a wide range of results yet still enables the production of analysable numerical data.

By far the most widely used type of rating scale is the Likert Scale (Cummins & Gallone, 2000; De Vaus, 2014; Mathers et al., 2009; Page-Bucci, 2003). The Likert Scale requires individuals to make a decision on their level of agreement to statements on a scale (Page-Bucci, 2003). This is typically in the form of a 5 or 7 point scale (Page-Bucci, 2003; Russell & Bobko, 1992; Cummins & Gallone, 2000; Dumas, 1999) but can go up to as many as 15 points (Russell & Bobko, 1992). These points tend to be along a scale from "strongly agree" to "strongly disagree" with various strengths of opinion falling within the scale with a numerical value which allows responses to be aggregated and summed (Page-Bucci, 2003).

There are several reasons why the Likert Scale is so popular amongst researchers. Tittle & Hill (1967), as cited in Page-Bucci (2003), stated that this is because they are much easier to construct and because they tend to be more reliable than other scales with the same number of items. Cummins & Gallone (2000) laud the Likert Scale method as they say it has a fairly robust character which has proved to be reliable over a wide variety of forms, can produce results that are also valid and are sensitive when constructed correctly.

The sensitivity of the scale is an area that needs to be discussed. Originally I proposed to use a simple 5-point scale with the range of answers being Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Disagree. However after engaging with the literature, there was a lot of criticism with having so few points on the scale. Cummins & Gallone (2000) state that there is unanimous agreement that as you increase the number

of scale points the sensitivity of the scale increases. Examples include Diefenbach et al.
(1993) who demonstrated that 7-point scales were more sensitive and therefore gave
more accurate data than a 5-point scale. Russell & Bobko (1992) found that data from a
15-point scale increased regression analysis effect sizes by 93% compared to a 5-point
scale. Cummins & Gallone (2000) themselves recommend a 10-point scale.

Finstad (2010) discusses issues of sensitivity in terms of what he describes as 'response
interpolation'. He states that participants may not wish to provide a response that
necessarily fits within the discrete response options. That is the respondent may not wish
to score a response by choosing either a 3 or a 4 on the scale rather a 3.5 or "somewhere
between 3 and 4" with no exact value. This places a burden on the respondent to respond
in a manner in which they may not wish to. This may lead the respondent to make a
choice to respond in a more conservative or neutral manner choosing the option nearer to
or actually select "neither agree nor disagree" and therefore losing data. He recommends
using a 7-point scale because it balances the simplicity of scale responses with reliability.
He also states (citing Preston & Coleman, 2000) that empirical studies show that 7-points
are the optimum stating that even larger scale sizes make the responses more complicated
with little significant increase in reliability of data.

Another issue with 5-point Likert scales which is related to sensitivity is that of skewed
data. Dawes (2007) states that responses for Likert questions are often 'negatively
skewed' and positive responses can either be drowned out or 'bunched up' creating a
more negative or positive result than is actually the case. Finer scales with more response

options tend to 'flatten out' the data around the mean reducing the skew and giving researchers a more realistic and valid result (Dawes, 2007). All of these factors led to the conclusion that Likert's original 5-point scale may be too coarse a measure to provide as accurate, reliable a valid data as possible and the questions were all re-scaled to the general consensus optimum of 7 points[5].

There was one other consideration to make when designing the Likert scale questions that arose when I received supervisory feedback on a survey draft. Should a "no opinion" or "no response" option be included? The reason that many surveys have an option to give no opinion is that it reduces the pressure on those being surveyed to give substantive responses when they may indeed have no true opinion (Krosnick et al., 2002). Acknowledgement of this pressure has been in existence within the social sciences for some time (Converse, 1964; 1970). Indeed Converse (1964; 1970) suggested that most people completing such surveys would be uncomfortable in repeatedly acknowledging wide ranging ignorance.

As a consequence Converse (1964; 1970) suggested that some respondents would rather select responses at random from amongst the choices offered in order to appear to have an opinion. In order to minimise this effect a number of survey researchers have recommended the routine use of "don't know" options in questionnaires in order to minimise this "non-attitude reporting" or pollution of data (see also Converse & Presser, 1986; Oppenheim, 1992). However, Krosnick et al. (2002) state that this perspective is based on two assumptions. They state that the first is the assumption that some people

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[5] See Appendix 2.

have opinions on the issue at hand and are aware that they have that opinion whereas secondly, there are people who genuinely do not have such opinions and are aware that they do not. As can be seen from this there are also two missing assumptions which Krosnick et al, (2002) state are often ignored. The first is that people have opinions but are unaware that they have them and second, that people do not have opinions and are unaware that they do not, mainly due to never having considered or reflected upon the question.

As a result of this, studies have shown that many more respondents will simply say that they have no opinion when such a response is offered on a survey, even if they have them (Bishop et al., 1983; Schuman & Presser, 1981). But, as Krosnick et al. (2002) ask, does having a category option of "no-opinion" attract those respondents who actually do have opinions and does this cause a loss of data? Kronsick et al. (2002) suggest that meta-analyses of numerous studies say that this is precisely what happens. They call this phenomenon "satisficing". This is where people who have opinions, or would have if they considered them, simply select "no opinion" on a survey because it is an easy option rather than give a substantive response. This is unfortunate because it causes a loss of data, and prevents the researcher from gathering opinions that may be worth measuring. As Bradburn & Sudman (1988) state, there are many surveyors who believe that people may not have made up their minds one way or another but may still lean in one direction or another. By encouraging people to think about the issue and give a substantive response omitting the 'don't know' category should be encouraged (Bradburn & Sudman 1988). As we know, when it comes to internal issues such as the quality of training,

police officers do tend to have opinions (Reiner, 2010; Waddington, 1999a), and from the recent GMP study on these issues (Selisny, 2015) it was highly likely that opinions would be forthcoming. In any case the 'neither agree nor disagree' option is available for those who cannot answer the question. However, not wishing to lose data through satisficing I decided that a "no-option" category would not be utilised in the Likert Section of this questionnaire.

The survey's final draft was completed[6] and was converted into the online survey tool SurveyMonkey by the PFEW. It was launched on 2nd June 2015 and using the PFEW's usual data collection window of 4 weeks it closed on 30th June. The link was sent out to the various police federation branch boards across England and Wales by the PFEW Communications Team in the form of a PFEW Bulletin. The plan was that they would then cascade the link to all of their members. However, after only one week there were only about 70 fully completed returns. Having spoken to the PFEW and various rank and file officers directly it was very clear that the bulletin with the link was not making it down to the individual members. As both De Vaus (2014) and Schonlau et al. (2002) state quite clearly you cannot just send out your survey and hope that people will complete it. Schonlau et al. (2002) recommend the sending out of follow up emails which I did personally to each of the 43 individual police federation branch boards. I also made use of existing social media outlets (Twitter, Facebook and LinkedIn) to spread the link out as far and wide as possible and encourage officers to complete it. This had the desired effect as my response rate leapt to over 200 after the second week, 700 after the third and I was left with a final response rate of 809 fully completed surveys after the four weeks.

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[6] See Appendix 3

Whilst this is not the 50% plus response rate that I was expecting (or hoping for), the sample size has produced a result that with a 95% Confidence Level has a Confidence Interval of up to $\pm$ 3.43%[7] which, provided the sample is representative can produce results that are in principal both generalisable and valid. As the data was in the format of frequencies of nominal or categorical data the representativeness of the survey was obtained by comparing the demographic data of the sample to demographic data of the population[8] via a chi-square test (χ^2) on the sample results against expected results (Norris et al., 2012). We also utilised the χ^2 test to compare the equivalent questions to compare officer attitudes towards the e-learning against attitudes towards training in general.

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[7] Utilising the "Sample Size Calculator" by Creative Research Systems (2012) available at http://www.surveysystem.com/sscalc.htm
[8] Data as outlined in the Home Office statistics compiled by Woods (2015).

2.3 - Phase 2: The Focus/Discussion Groups.

The second phase of the research was the qualitative phase. This was intended take the form of multiple focus groups with participants drawn from respondents to the original survey. Ivankova (2015) describes the focus group as a type of group interview or discussion in which a group of key informants are brought together to explore their perceptions of a problem of interest or experience with the studied issue (see also Litosseliti, 2003). She states that the use of a focus group is an effective way to follow up survey data and can be used as a way of obtaining primary or supplementary data within a sequential Quan → Qual design. Marczak and Sewell (2008) state the importance of the fact that the individual members of the group have a common interest or characteristic, which, through discussion and interaction enable the researcher to gain information about a specific or focused issue.

As with all research methodologies it is important to have a clear sense of the goals of the research (Ansay et al., 2004). The purpose of using focus groups in this project was to interpret the responses to the initial phase's quantitative survey and to offer insight into its statistical findings (Barnett, 2002). Relating it back to the research aims of this project it was to examine the reasons for the relationship between the mandatory nature of ongoing training and officers' motivation to undertake it as measured in the survey. Also, as part of the operational objectives, the focus group was to discuss how motivation to undertake such training can be improved.

One of the great advantages with the use of focus groups is that it can link the participants to the goals of the project (Ansay et al., 2004) much in the same way as utilising the survey gives a voice to those directly affected by the outcomes and therefore gives them a stake in the process. This demonstrates why this study is possibly the early stages of an action research project as this typifies the democratic principle as stated by McNiff (2002).

Another one of the strengths of the focus group is that it can examine an issue in great depth (Bell, 2010; Semmens, 2011). This depth of examination that the focus group achieve can stimulate discussions which seek to answer the elusive "Why?" questions that Mathers et al., (2009) state cannot be achieved using just a survey alone.

Another advantage that the focus group has over other qualitative techniques such as individual interviews or observations is that they are a relatively quick and cheap method to obtain large amounts of data that generally requires less preparation in both time and materials (Marczak & Sewell, 2008). This may seem a shallow motive to undertake this method, but with the amount of time that the distribution of the surveys took and the need to do quantitative data analysis before presenting it to the focus groups a quick and cheap method was advantageous. This is especially necessary within a policing context (Bueermann, 2012; Dawson & Stanko, 2013). Marczak & Sewell, (2008) also state that the results of focus groups are often easy to understand when presenting findings to lay audiences or decision makers. This will be quite important when it comes to the

possibility of making policy or designing interventions to be evaluated as part of an action research project (e.g. a new training regime).

Of course although there are many advantages to focus groups we must also examine their disadvantages. Marczak & Sewell (2008) state that often the researcher will have less control over the individuals within the group and care must be taken to ensure that dominant personalities do not bias the data (see also Webb, 2002). In situations such as those participants with less dominant personalities may allow the discussion and any conclusions reached to be led by the dominant personalities. This can stifle the discussion and lead to biased, skewed and otherwise unreliable data. This concern also extends to the moderator biasing the data by using inappropriately leading questions, especially if the moderator is also a practitioner (Webb, 2002). This can be overcome by careful planning, having a good structure to the session and ensuring that the moderator follows the protocol (Barnett, 2002; Webb, 2002; Krueger, 2000; Marczak & Sewell, 2008)[9]. To this end a plan was formulated with a clear list of questions and follow up issues[10]. As the moderator and the researcher the issue of bias and ethical conduct of the research was at the forefront of my mind. By remaining conscious of these biases whilst designing and conducting research, what Ivankova (2015) refers to a bracketing, a researcher can minimise the risk of bias.

Another issue with focus groups is that with the relatively small numbers of participants it is very difficult to generalise the results to the wider populations (Marczak & Sewell,

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[9] See also the discussion on the bias of the action researcher earlier in this section on page 22.
[10] See Appendix 4.

2008). However this is only a major problem if the only method of data collection is the

focus group. It is the phase one survey which aims to collect the generalisable data and it

is the focus group that seeks to explain and contextualise this data (Ivankova, 2015). The

two methods of data collection should give a well rounded and rich set of results which

will achieve the research aims both as an academic and operational exercise which is one

of the hallmarks of action research (McNiff, 2002). Indeed, due to the insufficient

number of both participants and groups as discussed below, these issues have affected the

validity of this phase's outcomes.

Initially, the plan was to hold these focus groups at a location within Greater London. The

first hurdle was to recruit participants. My plan was to recruit from the large number of

survey respondents that I was expecting. At the end of the survey there was a message to

contact me via email if a participant wished to take part in the group. This only generated

two volunteers. Given that different authors recommend different sized groups, Ivankova

(2015) recommends 5-10 participants, Krueger (2000) 8-10, Marczak & Sewell (2008) 7-

10 and even at the lowest recommended size of 4-10 participants (Webb, 2002), I

considered that two participants would be insufficient to conduct even one session. Once

again I took to social media to attempt to recruit more individuals to take part, and if

necessary husband volunteers together to undertake one session.

As a result I managed to recruit eleven volunteers who agreed to take part in the focus

group. The next issue I encountered was organising a number of individuals to be in one

place at one time. Firstly it was very clear that the participant's availability was severely

limited to the geographical location within the UK in which they were based. Whilst most were based in London I had one potential participant located in Merseyside, one in Cheshire and one on the Sussex coast. Trying to arrange a single day and time for all of these individuals to meet up in the South East was proving to be difficult, especially as the summer holidays approached.

Bertrand & Bourdeau (2010) recommend using the internet conferencing software Skype as a method of conducting focus groups and research interviews. They state you get all of the advantages of face-to-face interviews, it is easy of use and it is a cheap way of bringing together people for whom you would have difficulty getting together otherwise. I was a little concerned that I may lose some of the nuance that I could achieve by observing body language, however with time passing and a need to undertake the second phase of the research I determined that it was a reasonable compromise. From this I sent out a list of possible dates and times to hold the session and awaited responses. Four of my eleven were unavailable due to personal holidays and of the remaining seven it was not possible to book them for a single session date and time. Compromising with numbers once more I was able to organise them into two sessions to take place on 23rd and 25th August 2015 at 10am.

To maximise the opportunity for discussion I emailed participants the outline of the focus group to give them advanced notice of the questions. This was so that they would not come into the group cold and have a chance to think about the subject matter before

discussing it. I also sent them a copy of the consent form[11], the Participant Information Sheet[12] which is a requirement of the University's Ethics Board. Finally they were sent a word document with the results of the survey which is effectively Section 3.1 of this thesis. This again was in order that they had some context to the questions and because I was originally going to project them onto a screen as a presentation if the group was to physically meet.

The first session took place as arranged on the 23rd August with two participants. Although I had to acknowledge (from an earlier paragraph) that two participants may not have been enough to run a meaningful session I had to be pragmatic in the circumstances and ran it anyway. It ran for an hour and forty minutes and generated meaningful discussions of the issues. The second session had to be cancelled as all the participants found themselves unavailable at the last moment, and so a third was arranged for early September. Again this session had to be cancelled for similar reasons[13]. However, on the fourth attempt on the 19th September another session was successfully held with three participants, which ran for an hour and twenty-eight minutes. These sessions were then transcribed into word documents and analysed question by question and the main themes identified with supporting quotes.

Ultimately, with only two sessions with a total of five participants triggered the issues which were outlined by Marczak & Sewell (2008), and Ivankova (2015). All five of the participants were male, university graduates and members of the MPS. They also only

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[11] See Appendix 5.
[12] See Appendix 6.
[13] See the issues this raised in the Reflection chapter.

represented two of the four federated ranks being constables and sergeants. They cannot be said to be representative of the population of police officers in England and Wales. Also the number of sessions was insufficient to achieve saturation of data as outlined by Semmens (2011). Data saturation is where a researcher conducts a sufficient number of sessions that no new ideas or themes emerge. When this happens a qualitative researcher can be satisfied that most of the major themes have indeed been identified and they can confidently draw conclusions. As a result of this we cannot draw any firm conclusions with regards to the reasons why our survey data was as it was. In fact with the lack of participation and size of the groups I cannot refer to them as focus groups and I can only consider them to be discussion groups. However, if we consider these discussion groups as pilot for further research, the outcomes of these discussions have produced useful ideas which can form the basis of a number of testable hypotheses for such research projects.

2.4 - Ethics

Resnick (2011) states that ethics are norms of conduct that distinguishes between acceptable and unacceptable behaviour. He states that many disciplines, institutions and professions have norms for behaviour that suit their particular aims and goals which help members of the discipline coordinate their actions or activities and establishes the public's trust of said discipline (Resnick, 2011).

Canterbury Christ Church University has a number of documents which outline the ethical principles in which it students must adhere when conducting research on human subjects. This ranges from researchers simply surveying and interviewing members of a profession, right up to the conduct of medical experiments (CCCU, 2006). Ethics are an important consideration because those who are participating in research have rights and may have welfare issues. Researchers have a responsibility to minimise the risk to participants of "physical and mental discomfort, harm and/or danger from research procedures" (CCCU, 2006:3). They also should respect the rights and dignity of participants in the research and this protects the legitimate interests of stakeholders and society at large (British Psychological Society, 2010).

Another reason why research must be conducted in an ethical way relates to the British Psychological Society's (2010) reference to stakeholders and society at large. It is to ensure that any research is undertaken in a legitimate manner, and by properly adhering to an ethical code it can help safeguard the validity of the results and ensure scientific value (British Psychological Society, 2010). This is achieved because the ethical

framework ensures honesty, objectivity, integrity and carefulness all of which contributes to an effective methodology and reliable results (Resnick, 2011).

I therefore had to make a decision about how much information that I was going to give to participants (Litosseliti, 2003). I maintained full disclosure to participants to the nature of the study, who was funding it, why and how their contributions as participants were being used. This again enabled the participants to have full and informed consent. I even submitted my focus/discussion group questions to participants in advance, partly because I did not want to spring questions on them that they may have difficulty in answering which could cause concern or discomfort. This would then have the knock on effect of them considering their answers before the groups started and therefore provide better responses.

There were no physical risks to participants associated with this study. All of the 'no' boxes in Section B of the Ethics Review Checklist were ticked[14]. Any harm that might be associated with participating in such a study is linked to professional standards and codes of conduct which serving police officers are subject to. However, in this case this was minimal and limited to them criticising the way the organisation conducts itself. At most this could lead to perceived issues with senior managers of the organisation not wishing criticism. This is along the lines of findings by the College of Policing in that challenging senior levels of the organisation was considered to be "career limiting" by officers (Hales

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[14] See Appendix 7.

et al. 2015:6)[15]. To offset that concern I ensured that participants would be unlikely to be subject to disciplinary action by ensuring privacy and confidentiality as outlined in paragraph 4.3 of CCCU (2006). Not only this consent is required and is clearly outlined in the opening paragraphs of the survey, and the consent forms sent to the focus/discussion group participants all those involved do so with free and informed consent and the right to withdrawal as outlined in paragraph 4.2 of CCCU (2006) (see also McLeod, 2007).

As a result, when the proposed methodology and ethics checklist was submitted to the University's Ethics Committee the project received clearance[16].

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[15] This is despite the fact that the College also found that 'challenging upwards' is necessary for the ethical conduct of the organisation and should be encouraged (Hales et al. 2015).

[16] See Appendix 8.

3. Results

3.1 - Results of Phase 1: Staff Survey

3.1.1 Section 1 - Introductory Questions

Question 1 - How many training courses have you completed in the past 3 years of your service within the Police Service?

Table 1

None	1 - 5	6 - 10	11 - 15	16 - 20	21+
10	189	207	179	85	139

Fig 1. How many training courses have you completed in the past 3 years of your service within the Police Service?
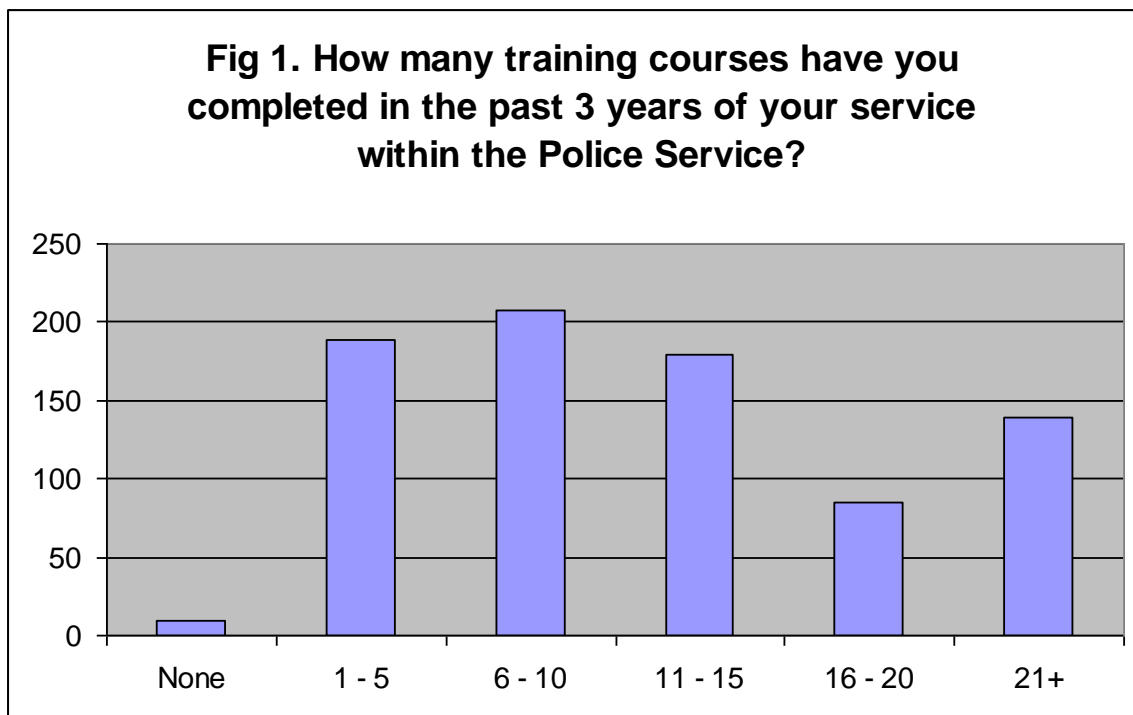
n = 809; median response - 6-10 courses; modal response - 6-10 courses.

Question 2 - In the past 3 years how many of the ongoing training courses you completed within the Police Service were mandatory?

Table 2

None	1 - 5	6 - 10	11 - 15	16 - 20	21+
17	263	219	149	70	91

Fig 2. In the past 3 years how many of the ongoing training courses you completed within the Police Service were mandatory?
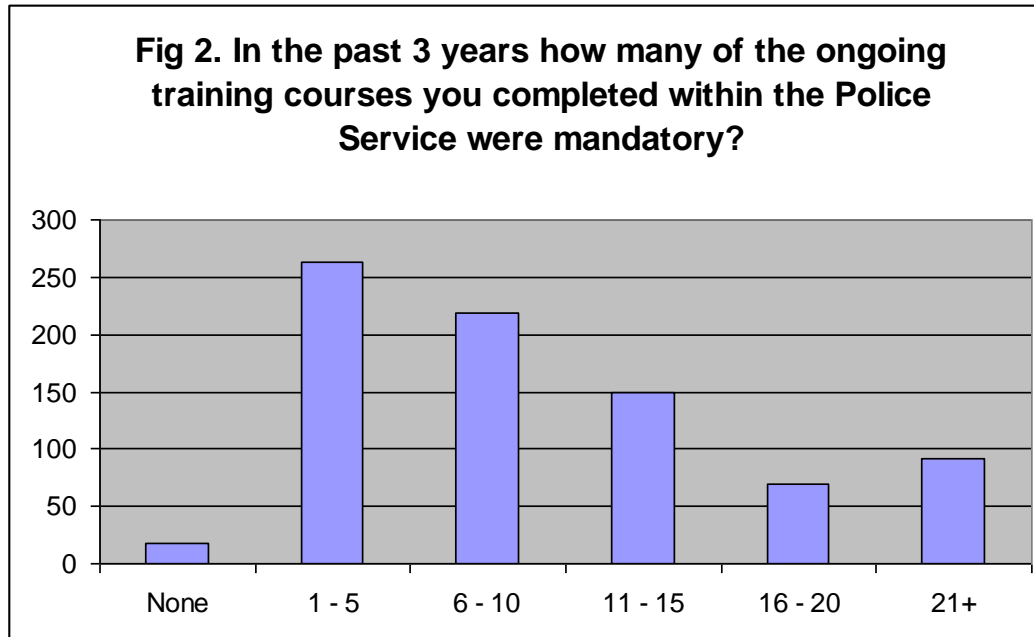
n = 809; median response - 6-10 courses; modal response - 1-5 courses.

Question 3 - In the past 3 years which of the training methods were employed within the police service?

Table 3

Method	Number	Percentage
Large (30+ People) Group Lecture with little or no opportunities for questions and answers	153	18.9%
Large (30+ People) Group Lecture with question and answer discussions	297	36.7%
Seminar Discussion Groups with facilitator	262	32.4%
Seminar Discussion Groups without facilitator	20	2.5%
One-to-one discussions with trainer	50	6.2%
E-Learning (NCALT)	796	**98.4%**
On the job training with trainer/mentor	169	20.9%
Virtual Simulation	42	5.2%
Live Simulation (role plays/public order)	241	29.8%
Classroom based practical exercises	436	53.9%
Formal Further/Higher Education in college/university	26	3.2%

Fig 3. In the past 3 years which of the training methods were employed within the police service?
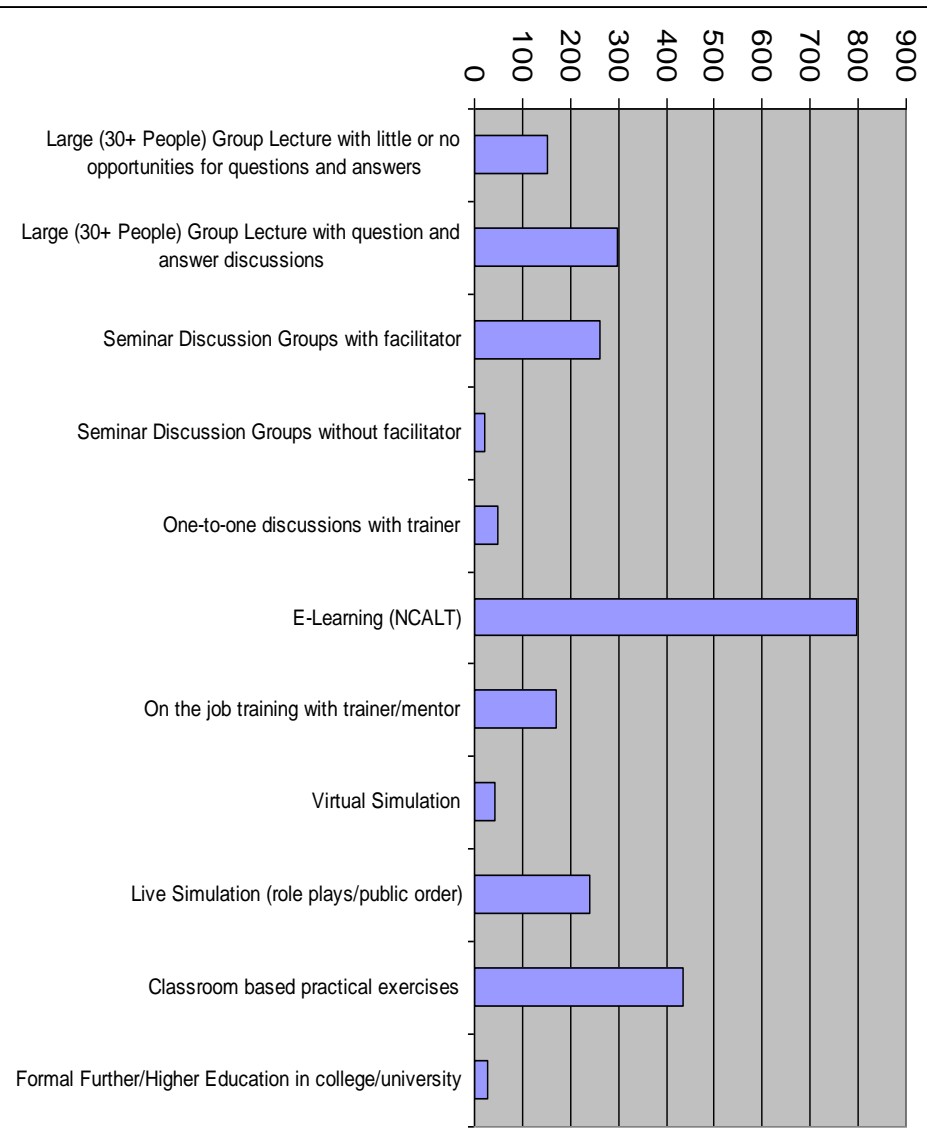
n = 809.

3.1.2 Section 2 - Likert Scale questions on general ongoing training provision.

Question 4 - With regards to my role within the Police Service in the last 3 years I am satisfied that the ongoing training arrangements met my learning needs.

Table 4

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree
Count	185	211	179	68	99	63	3
Percentage	22.9%	26.1%	22.2%	8.4%	12.3%	7.8%	0.4%
Aggregated count	575			68	165		
Aggregated Percentage	71.2%			8.4%	20.4%		

Fig 4. With regards to my role within the Police Service in the last 3 years I am satisfied that the ongoing training arrangements met my learning needs.

Fig 5. With regards to my role within the Police Service in the last 3 years I am satisfied that the ongoing training arrangements met my learning needs (aggregared).
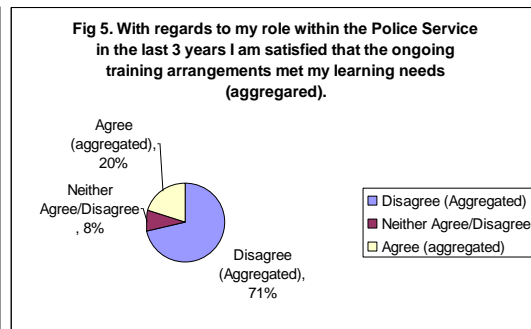
n = 808; median response - slightly disagree; modal response: disagree.

Question 5 - Looking back at my ongoing training within the Police Service in the last 3-years, it was in my opinion, necessary for this training to be mandatory.

Table 5

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree
Count	42	83	112	110	222	211	25
Percentage	5.2%	10.3%	13.9%	13.7%	27.6%	26.2%	3.1%
Aggregated count	237			110	458		
Aggregated Percentage	29.4%			13.7%	56.9%		

Fig 6. Looking back at my ongoing training within the Police Service in the last 3-years, it was in my opinion, necessary for this training to be mandatory

Fig 7. Looking back at my ongoing training within the Police Service in the last 3-years, it was in my opinion, necessary for this training to be mandatory (aggregated)
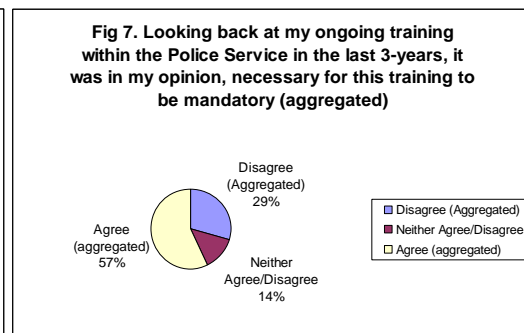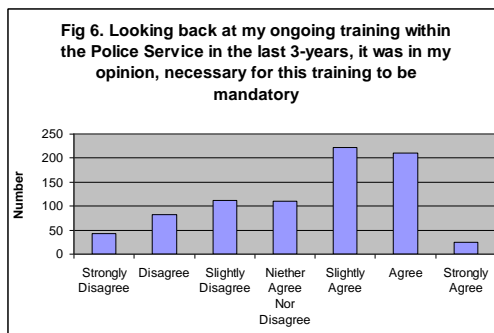
n = 805; median response - slightly agree; modal response - slightly agree.

Question 6 - Looking back at my mandatory ongoing training within the Police Service in the last 3-years I have been able to implement the content of this training within my day-to-day job.

Table 6

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree
Count	74	128	143	131	188	133	10
Percentage	9.2%	15.9%	17.7%	16.2%	23.3%	16.5%	1.2%
Aggregated count	345			131	331		
Aggregated Percentage	42.8%			16.2%	41.0%		

Fig 8. Looking back at my mandatory ongoing training within the Police Service in the last 3-years I have been able to implement the content of this training within my day-to-day job.

Fig 9. Looking back at my mandatory ongoing training within the Police Service in the last 3-years I have been able to implement the content of this training within my day-to-day job (aggregated).
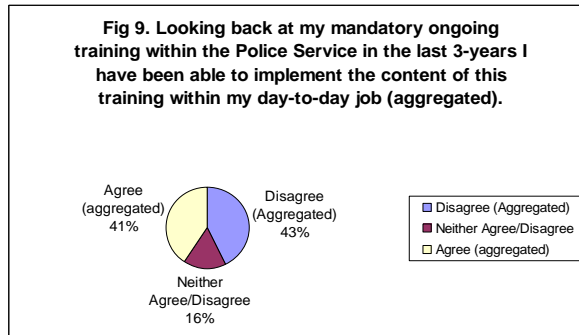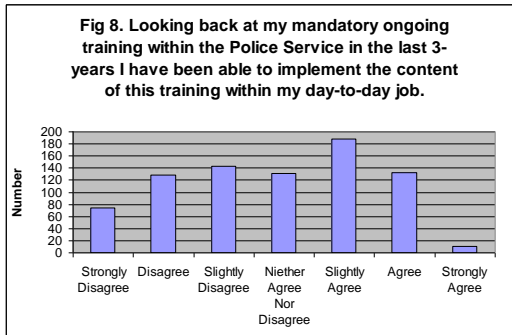
n = 808; median response - slightly disagree; modal response - slightly disagree.

Question 7 - I felt motivated to take the mandatory ongoing training within the Police Service over the past 3 years.

Table 7

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree
Count	196	187	115	134	89	76	11
Percentage	24.3%	23.1%	14.2%	16.6%	11.0%	9.4%	1.4%
Aggregated count	498			134	176		
Aggregated Percentage	61.6%			16.6%	21.8%		

Fig 10. I felt motivated to take the mandatory ongoing training within the Police Service over the past 3 years.

Fig 11. I felt motivated to take the mandatory ongoing training within the Police Service over the past 3 years (aggregated).
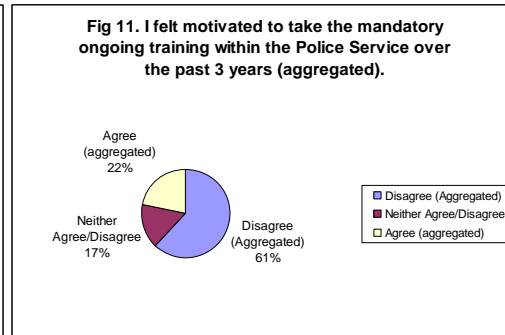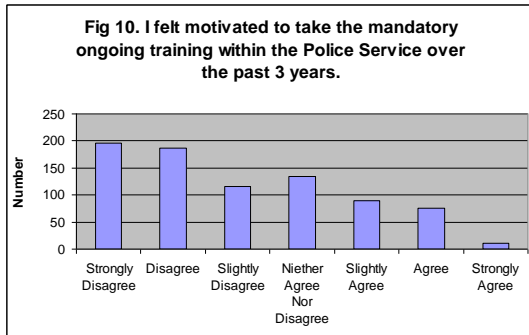
n = 808; median response - Slightly disagree; modal response - strongly disagree.

3.1.3 Section 3 - Motivation / de-motivation Factors to undertake ongoing training.

Question 8 - With regards to your mandatory ongoing training you have undertaken in the Police Service in the past 3 years; which factors (if any) would have <u>increased</u> your personal motivation to undertake it? (tick all that apply)

Table 8

Motivation Factor	Count	Percentage	Ranking
The desire to learn new things	369	46%	6
The pleasure of learning new things	320	40%	9
Interesting course content	572	71%	3
Meeting new people on a course	141	17%	18
The knowledge that the training content was necessary for my job role	608	75%	1
Knowing that I would be able to use the content in my job role	574	71%	2
Knowing the course content is important to the organisation	165	20%	15
The training increased my confidence in undertaking my job role	447	55%	4
Receiving an additional payment for completing it	203	25%	12
Being required to complete it by managers	82	10%	20
The method of training delivery	456	56%	5
Having content which challenges my views	142	18%	17
Having content which challenges my abilities	215	27%	11
The environmental conditions in which the training was delivered	242	30%	8
Having sufficient time to complete the training	346	43%	7
It's a day away from my usual job	175	22%	14
I would be more satisfied doing my job	100	12%	19
It would enable me to take on more responsibilities	153	19%	16
Knowing the training was designed for me in mind	200	25%	13
Feeling like I am supported by management	227	28%	10

Getting a course completion certificate	35	4%	22
Getting official recognition of completion	91	11%	24
Being formally assessed	45	6%	21
None of the above	30	4%	23

These responses have been grouped into three categories High - 50% or more respondents (in red), Medium - 25-49% of respondents (in yellow) and Low - less than 25% of respondents (in green). This grouping convention has been repeated for questions 9, 15 and 16.

n = 809

Question 9 - With regards to your mandatory ongoing training you have undertaken in the Police Service in the past 3 years; which factors (if any) would have <u>decreased</u> your personal motivation to undertake it? (tick all that apply)

Table 9

De-motivation Factor	Count	Percentage	Ranking
The desire to not learn new things	26	3%	20
The displeasure of learning new things	16	2%	22
Uninteresting course content	551	68%	1
Meeting new people on a course	24	3%	21
The knowledge that the training content was unnecessary for my job role	402	50%	3
Knowing that I would not be able to use the content in my job role	378	47%	4
Knowing the course content is important to the organisation	36	4%	17
The training decreased my confidence in undertaking my job role	144	18%	10
Not receiving an additional payment for completing it	92	11%	11
Being required to complete it by managers	200	25%	9
The method of training delivery	522	65%	2
Having content which challenges my views	10	1%	23
Having content which challenges my abilities	8	1%	24
The environmental conditions in which the training was delivered	225	28%	8
Having insufficient time to complete the training	371	46%	5
It's a day away from my usual job	66	8%	15
I would be less satisfied doing my job	71	9%	14
It would enable me to take on more responsibilities	31	4%	19
Knowing the training was not designed for me in mind	284	35%	6
Feeling like I am not supported by management	236	29%	7
Not getting a course completion certificate	33	4%	18

Not getting official recognition of completion	76	9%	13
Being formally assessed	82	10%	12
None of the above	57	7%	16

n = 809

3.1.4 Section 4 - Initial questions on e-learning by NCALT

Question 10 - How many E-Learning courses by NCALT have you taken in the Police Service within the last 3 years?

Table 10

None	1 - 5	6 - 10	11 - 15	16 - 20	21+
3	128	256	200	104	118

Fig 12. How Many E-Learning Courses by NCALT have you taken in the Police Service within the Last 3 Years?
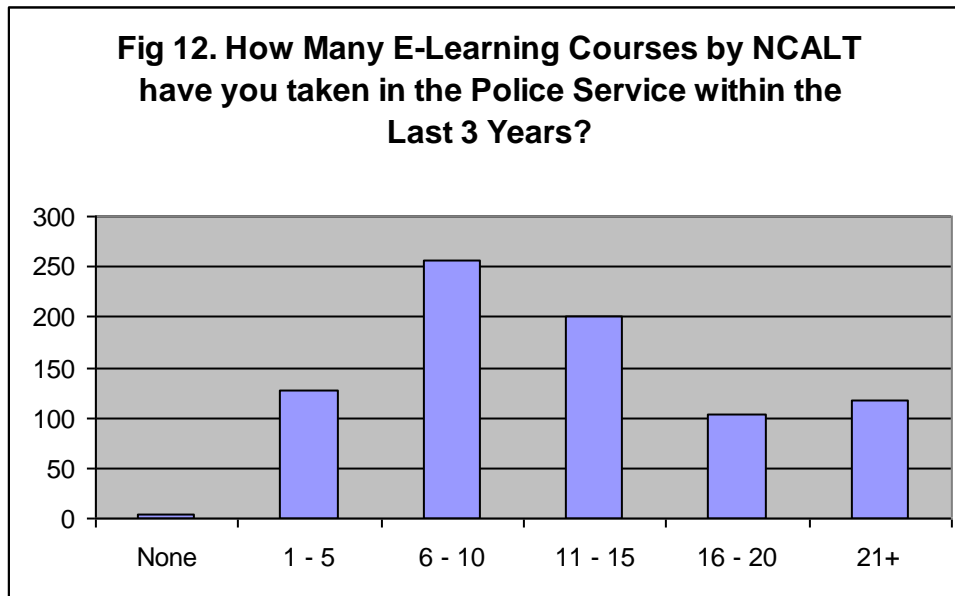
n = 809; median response - 11-15 courses; modal response 6-10 courses.

Question 11 - How many of the E-Learning courses by NCALT that you took in the Police Service in the past 3 years were mandatory?

Table 11

None	1 - 5	6 - 10	11 - 15	16 - 20	21+
1	156	276	179	97	100

Fig 13. How Many of the E-Learning Courses by NCALT that you took in the Police Service within the Last 3 Years were mandatory?
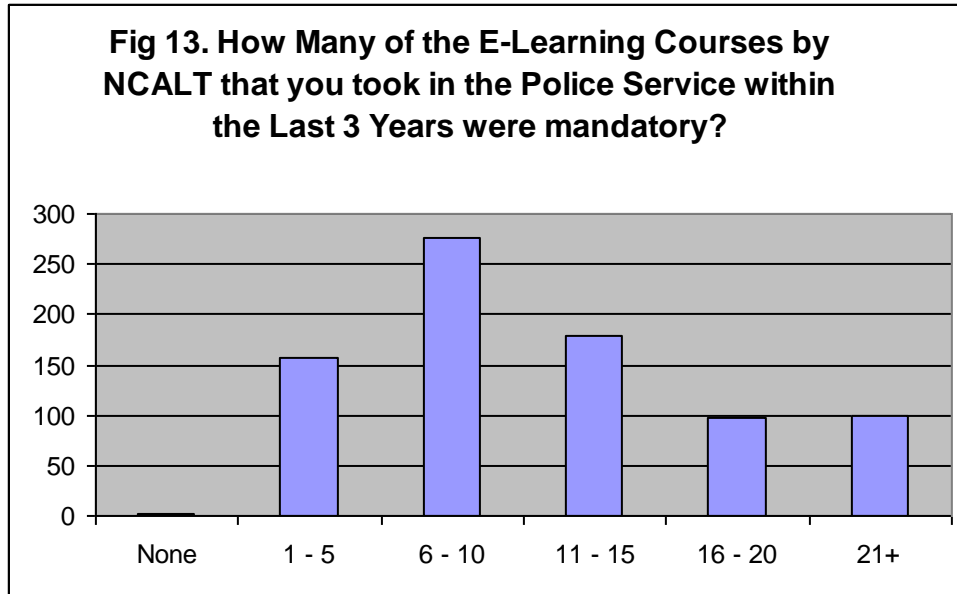
n = 809; median response 6-10; modal response 6-10.

3.1.5 Section 5 - Likert Scale questions on e-learning by NCALT

Question 12 - With regards to the e-learning courses I have undertaken in the Police Service within the past 3 years I am satisfied that the courses met my training needs.

Table 12

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree
Count	319	211	119	72	60	28	0
Percentage	39.4%	26.1%	14.7%	8.9%	7.4%	3.5%	0.0%
Aggregated count	649			72	88		
Aggregated Percentage	80.2%			8.9%	10.9%		

Fig 14. With regards to the e-learning courses I have undertaken in the Police Service within the past 3 years I am satisfied that the courses met my training needs.

Fig 15. With regards to the e-learning courses I have undertaken in the Police Service within the past 3 years I am satisfied that the courses met my training needs (aggregated).
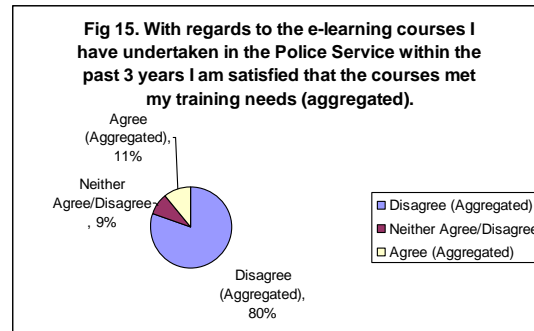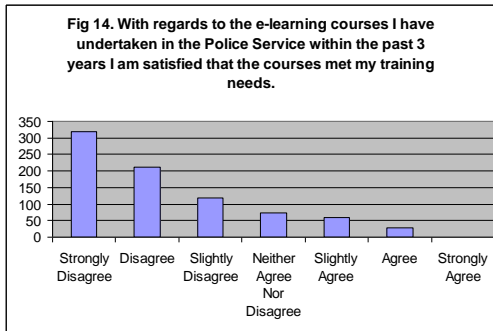
n = 809; median response - disagree; modal response strongly disagree.

Question 13 - Looking back at my mandatory e-learning in the Police Service within the last 3-years I have been able to implement the content of this training within my day-to-day job.

Table 13

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree
Count	184	214	150	131	98	32	0
Percentage	22.7%	26.5%	18.5%	16.2%	12.1%	4.0%	0.0%
Aggregated count	548			131	130		
Aggregated Percentage	67.7%			16.2%	16.1%		

Fig 16. Looking back at my mandatory e-learning in the Police Service within the last 3-years I have been able to implement the content of this training within my day-to-day job.

Fig 17. Looking back at my mandatory e-learning in the Police Service within the last 3-years I have been able to implement the content of this training within my day-to-day job (aggregated).
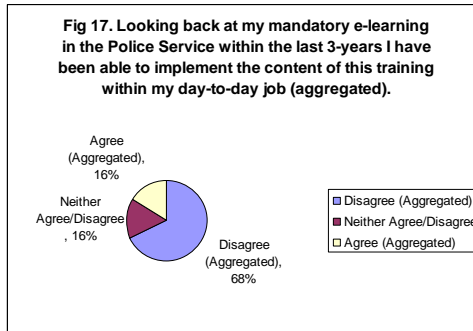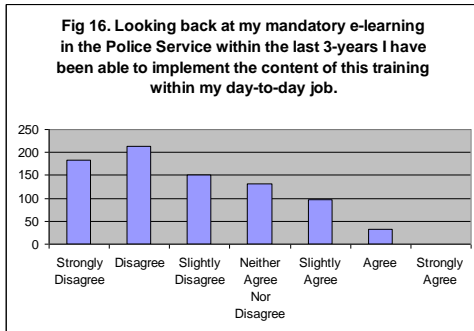
n = 809; median response - slightly disagree; modal response - disagree.

Question 14 - With regards to the e-learning courses I have undertaken in the Police Service within the past 3 years I was personally motivated to complete them.

Table 14

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree
Count	366	192	105	62	52	28	3
Percentage	45.3%	23.8%	13.0%	7.7%	6.4%	3.5%	0.4%
Aggregated count	663			62	83		
Aggregated Percentage	82.1%			7.7%	10.3%		

Fig 18. With regards to the e-learning courses I have undertaken in the Police Service within the past 3 years I was personally motivated to complete them.

Fig 19. With regards to the e-learning courses I have undertaken in the Police Service within the past 3 years I was personally motivated to complete them (aggregated).
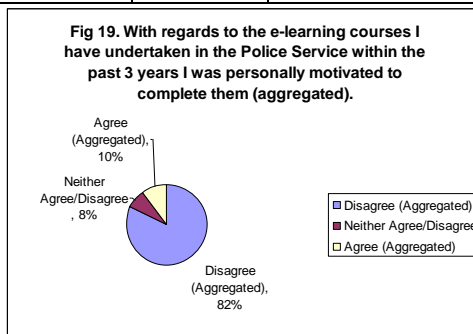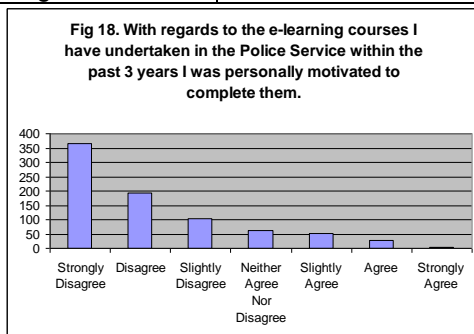
n = 808; median response - disagree; modal response - strongly disagree.

3.1.6 Section 6 - Motivation/de-motivation factors to undertaking e-learning by NCALT

Question 15 - With regards to the e-learning courses you have undertaken in the Police Service within the past 3 years, what factors (if any) would have <u>increased</u> your personal motivation to complete them? (Tick all that apply)

Table 15

Motivation Factor	Count	Percentage	Ranking
The desire to learn new things	257	32%	7
The pleasure of learning new things	148	18%	9
Interesting course content	452	56%	1
Meeting new people on a course	54	7%	21
The knowledge that the training content was necessary for my job role	407	50%	3
Knowing that I would be able to use the content in my job role	409	51%	2
Knowing the course content is important to the organisation	118	15%	13
The training increased my confidence in undertaking my job role	270	33%	6
Receiving an additional payment for completing it	128	16%	10
Being required to complete it by managers	55	7%	20
The method of training delivery	273	34%	5
Having content which challenges my views	73	9%	17
Having content which challenges my abilities	96	12%	15
The environmental conditions in which the training was delivered	126	16%	12
Having sufficient time to complete the training	309	38%	4
It's a day away from my usual job	47	6%	22
I would be more satisfied doing my job	74	9%	16
It would enable me to take on more responsibilities	72	9%	18
Knowing the training was designed for me in mind	170	21%	8

Feeling like I am supported by management	117	14%	14
Getting a course completion certificate	31	4%	23
Getting official recognition of completion	59	7%	19
Being formally assessed	27	3%	24
None of the above	127	16%	11

n = 809

Question 16 - With regards to the e-learning courses you have undertaken in the Police Service within the past 3 years, what factors (if any) that would have <u>decreased</u> your personal motivation to complete them? (Tick all that apply)

Table 16

De-motivation Factor	Count	Percentage	Ranking
The desire to not learn new things	33	4%	16
The displeasure of learning new things	25	3%	21
Uninteresting course content	468	58%	1
Meeting new people on a course	20	2%	22
The knowledge that the training content was unnecessary for my job role	374	46%	4
Knowing that I would not be able to use the content in my job role	355	44%	5
Knowing the course content is important to the organisation	30	4%	18
The training decreased my confidence in undertaking my job role	121	15%	10
Not receiving an additional payment for completing it	59	7%	12
Being required to complete it by managers	170	21%	8
The method of training delivery	426	53%	2
Having content which challenges my views	15	2%	23
Having content which challenges my abilities	12	1%	24
The environmental conditions in which the training was delivered	178	22%	7
Having insufficient time to complete the training	376	46%	3
It's a day away from my usual job	32	4%	17
I would be less satisfied doing my job	49	6%	14
It would enable me to take on more responsibilities	27	3%	20=
Knowing the training was not designed for me in mind	226	28%	6
Feeling like I am not supported by management	151	19%	9

Not getting a course completion certificate	27	3%	20=
Not getting official recognition of completion	58	7%	13
Being formally assessed	39	5%	15
None of the above	111	14%	11

n = 809

3.1.7 Section 7 - Demographic Data

The demographic data that was collected via the survey was as a result of the standard

demographic questions that are asked by the PFEW. As a result the some of the questions

collected data that is not measured in the Home Office figures as outlined by Woods

(2015). As a result, questions that provided unused data in this thesis are included in

Appendix 9[17].

Question 17 - What is your rank?

Table 17

Constable	Sergeant	Inspector	Chief Inspector
524	204	70	11

n = 809

Question 20 - Do you identify as (Gender)…?

Table 18

Female	Male	Prefer not say
224	536	49

n = 809

Question 23 - How would you describe your ethnic background?

Table 19

Asian – Indian	Black - Caribbean	Black - African	Mixed - White/Asian	Mixed -Other	White - British	White - Irish	White - Other	Any Other Ethnic Background	Prefer not to say
3	2	3	4	2	648	16	30	7	94

n = 809

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[17] Data for Questions 19,21,22,24 and 25 can be found in Appendix 9.

3.1.8 Examination of representativeness.

The most recent available data from the Home Office (Woods, 2015) shows that there are 98,954 Constables (78.9% of the total population), 19,148 Sergeants (15.3%), 5701 Inspectors (4.5%) and 1675 Chief Inspectors (1.3%) in the Police Service of England and Wales giving us a total population of N = 125,460. The Home Office data is only broken down by rank, gender and ethnicity. In preparation for data analysis of the representativeness of the data by a χ^2 test[18] the following actual and expected counts were obtained and calculated:

Table 20 - Actual and expected frequencies by rank

Rank	Constables	Sergeants	Inspectors	Ch Inspectors
Sample Count	524	204	70	11
Expected Count	638	123	37	11

n=809

$\chi^2 = 103.144$, df = 3, p < 0.0001

Table 21 - Actual and expected frequencies by gender

Gender	Male	Female
Sample Count	536	224
Expected Count	546	214

n=760 (Not Stated values excluded)

$\chi^2 = 0.650$, df = 1, p = 0.4200

Table 22 - Actual and expected frequencies by ethnicity

Ethnicity	White	BME
Sample Count	694	21
Expected Count	676	39

n=715 (Not Stated values excluded)

$\chi^2 = 8.787$, df = 1, p = 0.0030

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[18] χ^2 test conducted via the "Chi-Square QuickCalc" which is available at the GraphPad Software (2015) website: http://graphpad.com/quickcalcs/chisquared1.cfm

From the χ^2 test calculations the sample by rank and by ethnicity are considered to be statistically different from the population and therefore not representative, whereas the sample by gender can be considered to be representative of the population.

3.2 - Results of Phase 2: Discussion Group Outcomes[19] [20]

3.2.1 Question 1 - Only 20.4% of officers agreed that the general ongoing training arrangements made by the police service met their learning needs and 71.2% disagreed.

- **Why do you think this is the case?**

- **What is good about the arrangements?**

- **What could be improved?**

There were a number of themes that emerged with the discussion groups during this question. The first and most pressing was the fact that training (even general training is) predominantly led by e-learning. One participant, when asked why training was not considered to be meeting officers' needs said straight away,

> *Predominantly that it's led by e-learning…obviously OST*[21] *and ELS*[22] *is…led by a* trainer and there are practical exa*mples, but apart from those two examples, I can't* really think of any training that is led by a trainer.

Another stated;

> *It's because we don't do enough training is the simple fact and what training we do is as* [another participant] said, primarily through NCALT.

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[19] During the sessions some of the answers given often provide answers to another question not being discussed at the time. For reasons of clarity answers given in this section appear after the question for which the answer was relevant.

[20] We must also recognise that these discussion groups are neither representative nor sufficient in number to form firm conclusions. These results can only be considered to be suggestions which require further testing.

[21] Officer Safety Training (self-defence and restraint techniques).

[22] Emergency Life Support

Another theme that emerged was that the ongoing police training provided was not tailored to the roles that the officers were performing. As a consequence of this much of the training was considered a waste of time by officers;

> I think one of my, *my concerns…is that…because of the huge diversity of roles, even within the individual departments, it's very difficult for the organisation to tailor training to an individual officer's need…I think the organisation has stepped back from it because it's practically impossible to do…even if there was a training day you got delivered on your different department, or unit, or borough, you probably still wouldn't be tailored enough for you as an individual…something one of my colleagues even on the next desk would require as training I don't. If I'm forced to go on it I'm not going to be interested.*

Another participant in another group said,

> …it is a one-size-fits-all approach for the organisation… we have Borough mandatory training days, and every response team, neighbourhood team, and CID group gets *exactly the same training input on whatever the flavour of the month are. Which don't think is helpful because half the time you sit there and think, "I don't have anything…need to do this", or "that's gonna be a CID job."* There isn't enough about the specific needs of teams or individuals into considering what training.

In fact the issue of diversity of roles and a lack of tailoring training to individuals was a recurring theme throughout the groups. Later in the conversation a participant reiterated the point by saying;

> *…for me the making me do training that is not relevant to my role is…it's effectively an hour of my time I'm not going to get back, I could be doing something else, and I think a lot of people feel very similar to that.*

And another said;

> *...the learning needs which they aren't met because the subject being taught isn't*
> necessarily a requirement of their role.

There was a suggestion on how this could be overcome. The differing roles could be examined and the catalogue of different training course and packages could be compiled. You could then mix and match the courses to the role, these courses could then be applied for as needed. This could also be a way of encouraging personal development. As one participant put it;

> ...maybe there be a set criteria, so...CID officer requires A B C, a beat duty officer
> *requires maybe part of that, maybe C, but also D E, a firearms officer doesn't need that*
> section but they would need these other bits...*and you could...mix* and match...also it
> would be useful for a beat officer who wants to go to CID therefore he can learn the CID
> *stuff prior to going, rock up on his board and say "Look, I've learned A and B, I now,*
> *you know, meet the, meet the criteria."*

The issue of budget cuts and austerity affecting the quality of the training provided also emerged as a theme;

> *Now, with austerity and reorganisation's cost, has become a major factor and training*
> *per se costs a lot of money if it's done properly...*

Another said;

> ...is this kind of e-learning generation just a characteristic of, of budget cuts is it a simple
> *case of "it's not perfect but it's better than nothing?" ... I think it's being projected as a*
> *best solution, when in fact; it's a bit of a half measure.*

However the budget cuts also appear to have had another effect. One participant said that it had shifted the burden of responsibility for training provision to the individual officer

to seek out what is relevant to them and request it, rather than having the organisation having the responsibility to place people on it. The issue being that many officers have yet to realise that this has happened. He stated;

> *I think because of budget cuts we've gone from a shift, and I don't think people have* particularly put two-and-two together, ther*e's been a fundamental shift from it being the organisation's responsibility to ensure training, to a shift towards the individual to ensure they are competent and adequately trained for their role. And I don't, I don't think* people particularly realise, realise that.

As another participant speculated on an additional reason for this shift;

> *...the other thin*g, the interesting thing that [other participant] was talking about was this *shift of responsibility, and I couldn't help think instantly that that direct*ly linked into the *professionalisation agenda, in that, within the professions, it isn't the profession's* responsibility to keep their professionals up to date, the whole shift from professionalism is for the professional themselves, with their professional development portfolio, and all these things they are trying to introduce, the emphasis shifts completely over to the *individual and in fact to a certain degree...the...OLM*[23], the system for booking courses *is, it has that shift, hasn't it, it's your responsib*ility to book you courses, whatever they are.

The professionalisation agenda issues were very much linked to the notion of culture change, and the fact that police officers were seen as still very resistant to such change. When asking participants the source of the resistance it was believed to lie in a lack of information and clarity around what was required, loss of local expertise and the centralisation of services;

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[23] Online Learning Management; the online course booking system

The lack of information, the lack of clarity. I mean the amount of times I have tried to *book ELS or OST or even something basic like enforcer training, it's not particularly clear where to book it, how to book it, or when, when there's not courses available, you're like "well, am I looking at the right thing?" or is it a case of their not ru*nning? Or do I need to send an email to this person. Even if there is a *problem, you don't know who* to e*mail, you don't know who to contact, everyone's is in a state of...complete ignorance around how to move forward, and it's because of centralisation and t*hat the Met is so big...

However, as another participant stated, it is a professional's responsibility to keep up to date with changing knowledge. He used the example of the legal profession to illustrate his point;

...you do have to make sure you keep up with developments and new legislation. But that *in other professions, I don't have the expectation*...I have friends who are solicitors they *don't get brought into a room and sat down to have a training day when the law changes, there's now an expectation that yo*u will read about it and find out.

On that issue, one participant noted that due to the change in initial training arrangements, this culture may indeed be changing;

That may change with the, the change in emphasis in how people join the police now...whereas before...you fill the form in, you applied, you went on an interview, and then you started, and then the police trained you. It was always, right, you join us...we will train you in, driving; we will train you in *legislation*...Whereas nowadays...the emphasis is you will join the police having trained yourself...I think that will change the outlook people have and may well lead more towards...more people to training themselves as they go.

Another problem that was identified was in the way that the training presented policing issues;

> *...it simply projects situations in a very black and white scenario. There's no kinds of shades of grey, there's no particular bits going wrong. In*, in the way we all know that they can.

As a result of this, participants complained about the fact that there was no way to interrogate an expert trainer in the field that was being taught;

> *I think if you had a...*a trainer who was experienced in that field, or in that subject, even though they may not be able to give you a perfect text example, they can fall back on their own experience when you ask questions around.

When asking what was good about the training that was provided, there was very little positive said from the point of view of the individual. One participant stated that most of the good things were from an organisational point of view. Once again the cost of arranging personal individualised training and the logistics of organising it were raised

> ...e-learning is a cheaper way to deliver mass information, than trying to arrange logistically and financially to have it delivered in person to people.

It was also a way for the organisation to say publically that its staff had been trained, certainly from the context of trying to avoid vicarious liability in the event of something going wrong. Although it was clear from this response that as an individual officer, this was not seen as a satisfactory reason for the arrangement, because it says nothing about training effectiveness;

> I suppose from an organisational perspective as well with the e-learning... *there's an audit trail, you at least you can say that this many individuals have done this package, so

it has been delivered to these people. Whether they have learnt it, or understood it is another matter completely, but what we can say as an organisation is, it was delivered. And I, and I think, you know, that if we are talking about things that can end in litigation later on or liability for the organisation this actually helps the organisation because it *can do the audit and it can say, "well this person can't say they didn't know that because on this day we delivered this training package to them."*

Not all of the training, however, was seen as negative. What was seen as good was when individual specialist training was required. This was especially the case when the training was specifically requested by the individual or organised locally by a single department rather than being blanket training for all, of course this was not mandatory. As one participant recalled;

> *Now I've actually booked myself on a couple of training sessions which weren't generally* open, because they were relevant to what I did. There was one recently, by the Department of Transport expert on drug drive, and *we organised it, two days at…*ESB[24], that *we organised that training…*w*e put selected invites out…*and that was a very very good session. Everybody came away understanding...what they needed to understand. But *it wasn't one for general circulation, so there is good training being delivered…* within the MPS at the moment, however it is limited and it is not…it is not for the general mass training which the organisation needs to deliver.

There was also a clear preference for hands on and face to face training, which was still considered to be done well. Participants stated;

> *I've* just actually come back from *a week's training course…*and it was brilliant it was really real*ly good fun. It was, it was…*hands on, it was taught, the staff were good, the

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[24] Empress State Building in West Brompton.

content was interesting…some of it was boring, but it was mixed up with interesting

bits…and I would really recommend that course. I learnt stuff, it was brilliant. It could

have been done on NCALT, it would have been suitable to be, the majority of it to be

done on NCALT, but…It would have been a nightmare to do it.

And;

…everything was taught in training days, which I believe used to happen in the Met as

well…*that would be a lot better, it's face to face, you've got input, and you can question*

people, you can actually question the trainers

This refers back to the earlier point about having trainers of whom you could ask

questions.

When asking the question about how to improve the situation participants, once again,

spoke about ensuring that training was tailored to the roles officers undertook. They

stated that the best way to achieve this was to restore departmental trainers;

…every Borough, or every department or specialism would have staff trainers. Now the

staff trainers would know what training requirement was needed in that borough or

department, and it was their responsibility to train that borough or department. And

because it was department led or borough led it was often tailored much better than e-

learning

In addition to that, to ensure that training was given the importance it deserves one

participant stated that as well as tailoring the training, sufficient time, away from the

usual place of work should be dedicated to it. He stated;

I *would want ideally everybody to…*to have a role where there was sufficient resilience

that they could have, say, a week, five working days out of their role, without their role

falling apart, to allow them to do proper training, and to go off to do it, somewhere away

from their place of work, a training package as tailored to their needs as possible... so for me I would want a training school type, or somewhere where we would have people who could deliver tailor*ed training packages to...*particular individuals.

This sentiment was echoed by another participant. He stated that one of the issues with e-learning was the fact that, if he was in the office he could only do it at a particular time due to his responsibilities. He said;

I find that the only time I get time to do*...an e-learning package is after I've arrested someone, after I've done my notes, after I've pulled all the case file together, and then hand it over to CID or CSU, whoever, and perhaps I've got an hour's downt*ime before *the end of my shift... and actually I'm too tired to effectively learn at that point in time...*if I went and did e-learning at the start of my shift...*there's outstanding calls and, you'll have a supervisor saying can you go out and take these calls? And if you said "oh, sorry I'm doing e-learning" the borough would be laughing at you.*

Another comment that was made to improve training was to ensure that the trainers had a good working knowledge of the material that they were delivering to ensure credibility. To that end they recommended that the trainers should be actual police practitioners as well. They stated;

*...it's quite fundamental that you sho*uld have practitioner trainer*s...*Bringing in someone *from an agency to deliver a package that they don't understand themselves, or have no experience of ...reduces the reality and reduces the* impact of that training package. I think...you know, you often get people trying to deliver stuff that they have never used *themselves and don't understand, and then a practitioner asks them a question, that's* when the credibility starts to fall.

However another participant slightly disagreed. He stated that police officers may know the subject, but did not necessarily make good teachers. His solution was to team up teachers who know about delivery with police officers who know the subject;

> *...you don't need to be a police officer to teach. You need to be a teacher. So maybe they* need to get teachers using police officer input. So right, today we are going to talk about *Sexual Offences, we've got John who is a SOIT Officer, and so the teacher teaches, and the SOIT officers say, "well in real life we do this, this and this."...*so you combine the two rather tha*n just having one teacher that doesn't know anything about sexual offences and one sexual offences officer that doesn't know anything about teaching.*

3.2.2 Question 2 - 56.9% (just over half) stated that they believed that this training should be mandatory with 29.4% disagreeing.

- **Why do you think this is the case?**

- **Is making it mandatory productive or counter-productive?**

Participants generally agreed that within the police there was a case for ensuring that some training was mandatory. The first reason was a simple case of needing to know essential elements of the job. As one participant put it;

> *It's a simple case of you need to know what you are doing. If, like say, from, say, the* change of Code G, for necessity criteria for arrest in relation to prompt and effective, now I think two years ago that was, that sent quite a few shockwaves when I was in Kent.

Another participant said, bluntly;

> *Ah, it's got to be. A lot of the stuff we deal with especially increases in legislation and* stuff like that...*you've got to know it, it's...*part of the job.

These ideas were expanded on and they explained that there was also an element of self-preservation as a reason why this should be the case. One participant said;

> *...you need to know what you are doing otherwise you are goi*ng to get a complaint, and *when you get a complaint you are absolutely held to account...you know, every part of* *your limb will be attached with a nail somewhere which you are coughing if you haven't* *kept up or haven't done it properly...so that's why it needs* to be mandatory.

This was probed further. I asked that if officers knew that this was the case, that they had to know this information and they knew the consequences of not knowing it, would they not be motivated to seek it out negating the need for it to be mandatory. He stated that;

> *Well I would...but...I don't think that is the norm.*

When asked why he would but why it wasn't the norm, respondent spoke of the educational attainment and critical thinking skills of many officers as an issue;

> ...*what I'm thinking* of at the moment is, to join the police all you really need is, I believe, *just your GCSEs. I don't even think you* need A-Levels, where I went to uni for four years before I joined the police. I did my policing degree I did a management Masters, and you go, you join the police with a perhaps a broader perspective of cause and effect links as a natural consequence of going to uni. And I think because the vast vast majority of people *that join the police haven't been to uni, they haven't got that trained abi*lity to critique.

Another participant contested the assumption that the risk of consequences was actually that high. He explained;

> ...*we are talking about consequences of not, for example, not knowing* your powers of arrest properly... the risk of being subject to those consequences, very rarely do any *officers, or the organisation, actually suffer any consequences... the fact is that we're not* getting officers pulled up, every week on every borough, or every department because *they've not done their power of arrest properly... people get away with it for the vast majority of the time, not knowing what they're doing properly...and, because of that, because they get away with it, because there's no consequence, there's no testing, there's* not checking whether people are updating or not. No consequences, no need to do it...

Because of this he then went on to criticise some of his colleagues;

> ...*unfortunately I'm giving my peers far more credit than they deserve, in that actually* the vast majority of them, want to do as little as possible, to carry on earning what they *are earning, and get into as little trouble as possible. So what you'll probably find is someone who doesn't want to update their powers of arrest will not arrest people, or they'll go and get themselves a job where they don't have to arrest people.*

However one participant stated he would be embarrassed if he did not know what he was doing. He said;

> *I would be embarrassed if someone said to me "you completely mucked that up, you* clearly did not learn, when X.Y *and Z came out and you had to do it." But that's how I operate and I think there does seem to be a bit of a culture of "unless it's spoon-*fed to me *I'm not going to do it."*

The issue of job role then once again came up. Even to the point of stating that there were some police officers that did not even need to know powers of arrest. As one participant said as an example;

> *..if you're a constable operator in MetCC*[25], *do you need to know what* your powers of arrest are?*...the reality is if you're in a role where you don't need to use your powers* then why bother to learn of them because you can?

He then went on to say, when asked what he thought when a mandatory training instruction arrived in his email inbox;

> *...my first thought is "*am I ever gonna use this? *...is this something I'm ever gonna use?"* *If it is then I'll, then I'll, be interested. It invariably it isn't. I can't think of a mandatory* e-*learning package that I have done recently that I've actually used...*and because I, because I have that mental state t*hat I know I'm not going to use it...*that is a disincentive for me to actually pay much attention during the learning.

He stated that if he was instructed to do a mandatory package and he thought that it was irrelevant, that it was;

> *...effectively going to be* a waste of my time.

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[25] Met Command and Control.

And as a result he would;

> *...have to then try and schedule in a dead period where, where I can, I can effectively get* rid of it.

He stated that the blanket provision of training to everyone was in fact counter-productive.

Another reason for making training mandatory which was given by participants was the changing nature of policing. As one participant explained;

> *...any typical career is gonna be 30 years in the job, but mine is 35...*And if my knowledge was constant and not changing throughout that 35 years by the time you get to the end of my service, my knowledge would be irrelevant because surely a lot of it will either change completely, or change in terms of case law and unique elements of that original law. So, by virtue of the sheer characteristics of the role it has to be mandatory, because *policing is, is a fluid role. If you look at what the average police officer's dealing with now, to what you dealt with 10 years ago, 20 years ago, 30 years ago, there's obviously* going to be some strands that are the same, but because of local policy, national policy, law changes, social expectations, there will always be changes whether they will be minute or fundamental and in order to be competent at your role, and professional in your role, you have to keep on top of them.

One suggestion that was made to improve the situation was for managers to have more of a say in what training was actually provided. For them to examine the courses that came out and to assess, at a more local, departmental level what was required and making that mandatory for officers in that department.

> *...why aren't the Chief Inspectors or Superintendents for their departments, why aren't* they deciding this is relevant, this is not relevant, and weeding out all of the irrelevant training.

In fact, it was believed that poor management was one of the reasons why blanket decisions on what was mandatory were made;

> *...why is very much someone at a very high level going "everyone will do this" and it's, and it's simply being followed* through as a knee-jerk reaction? Why is there not proper management that is tailored specifically to the role? Why is that either not occurring, or why is that not being seen to occur?

A specific reason for this was that of lack of trust (although the implication was that this was just one issue in the wider loss of feeling of organisational justice).. As one participant explained;

> *...the problem we've got on so many levels and training is just one of them is that* ...people hi*gher up our organisations which...*don*'t trust, don't want to trust the people* below them making decisions that could have some sort of impact on *them. So they don't* trust...*the Chief Inspector in a specialist department to say "my people don't have to do that." It's, it's easier for the organ*isation, rather than trust someone, and trust their *rationale for not doing it, it's easier for the organisation just to say that everybody will* do it. An*d there has been this...*blanket type of approach to so many aspects of policing over, over recent times. You know rather than dealing with individual issues, they bring in a blanket policy.

And another participant also stated that this created further, wider issues;

> ...it almost creates impotence in many rank levels to the point where actually the ranks *aren't making decisions, all they are doing is implementing what's coming from above,* and this is a far more fundamental issue within policing...but training is part of that and

has suffered from the same perspective…*it's all about micromanagement, and the lack* of *trust and it's a huge subject.*

However on the subject of poor, particularly lazy, management one participant stated that it was a way for managers to shift the burden of responsibility in a cynical way, in a similar manner to managing by email. He said;

> *…the management…*view is…training is a necessary evil tha*t…*the quickest way to get something done is through this *NCALT cum video package…it's the same with e*mails, everything we get comes through on emails, right this is your latest instruction the email *said, because it's easy, it doesn't require any thought…*it gives them a cover all that they *say "We've instructed everybody, we've told them, and you know, the fact that they haven't learnt it is immaterial" that's not what they're looking at. They're look*ing at *being able to say "We've told them, we've imparted this information", the fact that they've not um, not learned that is their poor performance, not their poor management.*

However when addressing the issue of whether training should be mandatory the groups went on to recognise that on the one had it should be mandatory, but on the other it possibly shouldn't. The reasons why it shouldn't again, referred back to the idea that individual officers should take responsibility for their personal and professional development. For example;

> *…it shouldn't be mandatory, but there should be the expectation that you can evidence* your own professional development

And;

> *Whereas if it's mandatory and people are pushing back against it, I, would think about* why they would want to push back against that course. Is not the right thing for them, or is there a better way they could be learning that?

3.2.3 Question 3 - Only 21.8% agreed they were motivated to take the training with 61.6% disagreeing. Knowing the knowledge was necessary for job role, knowing that they would be able to use the knowledge in the job role; interesting course content, increase in confidence in job role and the method of training delivery were the main motivating factors.

- **What can be done to improve officers' motivation to undertake such training?**
- **Discuss whether being required to participate in training has an effect.**
- **Usefulness and interest are often contradictory. Explore the difference.**

A sense of professional pride emerged as a theme, with one participant stating that the whole concept of professional development needed to be embraced by both individuals and the organisation as a whole. He stated that if;

> I was given an opportunity, to broaden my experience, broaden my knowledge, fundamentally I would take that because I think the more competent you are the more respectable you are professionally.

And that;

> I think if there was a culture around making people more competent and investing in people, then, I think people would, would respond better to it.

However one participant stated that individuals do not currently have that motivation. He suggested that the organisation may have to take more punitive measures towards officers in order to achieve this, including the proposal to force officers to re-qualify. He said;

> *I'm loathe to say I sort of possibly agree at a certain level with some of t*he
> *recommendations of Tom Winsor…*But I certainly think there are, or there could be

benefits in effectively officers having to re-qualify, to, make sure that periodically they are up to date *with legislation…if they aren't up to date with it…*this could have an adverse effect on them professionally.

In another group, participants agreed, stating that the organisation actually doesn't motivate at all. One said;

I *think we have to, not improve officers' motivation, we have to motivate the officers! It's* not a case of improving it, I think we have to get it in to start with!

Another stated;

*…the Metropolitan Police Service, probably the UK Police service is a profess*ional de-motivator*…*

However one participant thought that this was not a positive way to encourage people to take responsibility for their own development. He suggested;

…why can't management lead, and say "no, actually it's about being about the best in yo*ur role?" why can't it be from a positive standpoint rather than, "oh, if you're not going to do it, we're going to…subject you to management action etc." it needs to be* from a positive standpoint in my opinion, rather than negative.

This was echoed in the other group by another participant who said;

*…*the way the job trains is punitive r*ather than…* encouraging. So rather than encouraging you to do training you get punished for not doing it. And police officers do not respond well to the whipping stick.

Another participant was even more scathing about the attitude of the organisation. He stated;

I'm saying we are treated like children with this…

And another said;

> *...at the moment it all feels, where... you are being treated like a child. Where it's "you will do this, you will do that"*

These comments raised the question about incentives and how this could be done positively. As one participant put it;

> *...the issue is, how does that positiveness get reflected in that...what does that* person who is up to get, apart from a pat on the back from management, what do *they get over and above the person who doesn't do it?... if you've got a positive incentive in one direction, clearly there's going to be a negative in another* direction.

There were then discussions about the dichotomy between the facts that people are motivated by training which was interesting and training that was important to do the job well. One participant stated that there were different things, but the matter of training being necessary to the job role was more important. However, whilst different concepts participants stated that they could and should be combined. One said;

> *...the onus is clearly on whoever is delivering the training to make what is important interesting. And I think...some things will be inte*resting of their own right but as you say, *some things are important but not interesting and it's for the trainers, the training* delivery system or the whoever, to actually make the important interesting as well, so that it reinforces the need to do it.

The other group also agreed, but the priority between the two was clear. They said;

> ...the focus, has to be on the useful training, rather than the interesting stuff, but you need *to*...make the useful stuff interesting.

Participants acknowledged that sometimes subjects that are important are not always interesting, but a suggestion was made to try and improve this; by making the training more realistic. One participant stated;

> *...yes some of the subjects are very dry and very sterile and very difficult to* deliver, *but that doesn't mean you can't make them interesting by bringing in* enough aspects of everyday policing to, to spark that interest.

Another stated that;

> *...if the training packages were...humanised to a PC role, or...whoever their target* audience is, in kind o*f a way of...is more realistic...something that could easily happen* out on the streets. Then actually I think you would get that interest, even if that interest *was only a conventional standpoint, and they weren't personally inter*ested in it, if that make sens*e...*

In fact one participant criticised the training content as always being presented in idealised situations, thus;

> Some of the e-*learning packages, which are national ones...the way they are written, they're almost written for the PC, like patrolling the No*rfolk Broads, you know they come *across that it's all very, you know, everyone you talk to is going to do as they are told, and all the rest of it. And...if you're working on a very busy, very difficult inner London* sort of ward or something, or neighbourhood policing team, they come across as bit sort *of clichéd... almost Alice in Wonderlandy type ideal scenario...*

He went on to state that the training has to be realistic;

> *Training has got to reflect the reality of people's working environment, because* otherwise *people will disregard it. It's got to be relevant. And this,* is a theme I keep *coming back to...*the trai*ning has got to be relevant and...* important to the officer for them to take notice of it*...*

3.2.4 Question 4 - Only 10.9% have that the e-learning system by NCALT satisfies their learning needs with 80.2% disagreeing. Plus only 16.1% of officers agreed they were able to implement the content of e-learning with 67.7% disagreeing (compared to 41.0% agreeing and 42.8% disagreeing with regards to implementation of general training).

- **This is even worse than general arrangements. Why is this the case?**
- **What is it about the e-learning system that makes it worse?**

A criticism which arose, which was specifically aimed at the e-learning system as it is currently employed, was the lack of ability to ask questions of an instructor. As an example, one participant said;

> *For me I think it's because I cannot ask specific questions and contextualise unique situations, and get an answer from the trainer. I can't say, in a certain* scenario say... a Section 135 Mental Health Warrant... and say for argument sake that the subject of the warrant grabbed a kni*fe and stabbed an officer...you can't ask specific questions around* the legislation in that, in regards to what takes precedence. Say, *for argument's sake* there was a change in the Mental Health A*ct, and you say where does...*where does custody take precedence over the mental health process?, or just trying to gauge what you do in certain scenarios

Another criticism was the fact that the training all appears to be of the 'programmed instruction' one off format, which is never reinforced by anything else. As one participant put it;

you haven't any notes to go back on without having to redo the whole package, and you

might not want to have to sit at your computer for the whole 45 minutes… *there's*

nothing…A lot of the best training has, delivers on different levels. So it delivers visually,

audibly and in a written form, and then it reinforces the learning in those three with

further backup notes or some other way to reinforce the learning. And I think for me the

e-learning, the biggest issue; with the e-*learning is the fact that it's never reinforced. It's*

a single hit… You know, so you need to have, you need to have, something given to you

first but things need reinforcing.

The issue of officers with learning difficulties then arose as some participants stated that

they had dyslexia, and that this did not seem to have been taken into account by the e-

learning system. They stated;

*I'm dyslexic a*nd I find e-learning the worst way to learn something becaus*e it's*

just words thrown at you…I need someone to kind of, actualise what they're

saying.

And;

I think the e-learning has, is particularly poor, for people with certain learning

disabilities over *and above the fact that it's poor for everybody… it delivers it in a way*

which really doesn't help people who, you know, I have to read things several times, over

and over again. And I only, I only take it in if it's relevant. And, and this is the problem

with the e-learning I think.

One question that was raised what that it was not clear what the learning needs to be

satisfied with the NCALT system actually were. One participant said;

…you've got to work out what the learning need is… is the need the information or is that style?

And after commenting in the inappropriate style of delivery NCALT provided this participant concluded;

…that will not provide the learning need because the officer has not…received any of the *training, yes they've ticked the box, yes they've said, I've done it, but the actual information contained in that package hasn't been, done, hasn't gone into them.*

3.2.5 Question 5 - Only 10.3% of officers were motivated to take e-learning courses with 82.1% stating that they were not. The interest and necessity of the course content, plus the training delivery method were the main reasons given that officers were motivated or de-motivated to undertake e-learning courses by NCALT.

- **How can we improve officer's motivation to undertake e-learning by NCALT?**
- **Given that e-learning is probably here to stay, what suggestions can we give to improve the e-learning system?**

Once again the issue of relevance came up, but other suggestions on how the system could be better were made. One suggestion was to make further resources available via direct links in the packages. Such resources could include discussion groups and links to information such as the Police National Legal Database (PNLD) or the Police Online Leaning and Knowledge Area (POLKA). As one participant stated;

> *...you can possibly put options within the e-*learning package to explore matters further. *So, for example...if you get to a point where they've done an explanation of something, it,* you know, are you happy with this explanation or do you need to explore this further?...people are getting more into, discussing these things online, and not being as *embarrassed as they used to, to say "I didn't quite understand this," so you could almost* have *...if you've got X training package, this is linked* to the X training package forum...where you can go and there will be, not only input from your peers, but also it would be monitored by the p*eople who produced the training... So some sort of extra* dimension to the training, which would allow people to ask for clarification, might assist.

The emergence of Wikipedia style resources was also put forward. A policing Wiki which could be edited by peers, experts and trainers was suggested;

> *...why don't we have in the Met a "*questions and answer forum*"?...*I just go into that and submit a question and you have a real, proper, frank lengthy answer to it, that everyone *knows it's there. Everyone can see it, everyone can access it. And it'd be like a, an* eternal Wikipedia on answers on questions on topics that, but there, ther*e's nothing like* that apart from looking at a piece of legislation, or a very minimal policy on policy pages.

This was also a way that the organisation could retain 'corporate knowledge'. As one participant put it;

> *...the problem we have got is that corporat*e knowledge, that corporate memory is wrapped u*p in individuals. And...it's dangerous for the organisation to have so much knowledge wrapped up in individuals in that one day that individual won't be there so* where is the repository of this knowledge? Where is the repository of this understanding? And this is the problem.

There was a suggestion to end the 'click through it as fast as you can culture' that has arisen with e-learning by including more video content that could not be clicked through. One participant stated that;

> *...if I had a video in front of me and it was a trainer talking at me, and then... If could* visualise what they are trying to...train me, and show it to me in a kind of a video *context... without any clicking, and without any "drag this over her*e and see if the *answer's right"...*I think that would vastly improve, I think I would learn and I would engage more with it.

Another said;

> I would suggest that predominantly by do*ing NCALT what's happening is…*you see it all
> *the time, I mean it's click, click, click, click, click, click, next. There's no way you ca*n be
> *retaining information…*through doing that, what it tends to be is *"let's see who can*
> comp*lete this in the fewest seconds"*

However there was one comment about the front loading of videos (even in trainer led
sessions);

> …you can get front loaded videos and things like that which is, in my opinion, is as bad
> *as NCALT. Because it's…sit there and we will play this at you and that's your input. You*
> *see…it's good because it gives you a couple of minutes* to catch up on your sleep! But
> *that's not the…*outcome that the job are after*…they're after getting you to…r*eceive this
> training.

Another issue was that of having sufficient dedicated time to do the training. One
participant suggested;

> I think time. Giving the people time to do it, not, say, fit it in around the massive
> workload that you have. You know, fit it in around the 20 crimes you are trying to solve.
> *You know, it's "Right, this period of time is for you to do this e*-learning package, you
> will not be *disturbed during this period of time". "Take your time" so there's no pressure*
> on people to get through.

Another participant stated that this needed to come from supervisors. He said;

> I would have a sergeant, inspector, chief inspector, say to me, in front of me or, in my
> awareness, actually that training time for e-learning should be, for want of a better way
> of putting it, protected time...if you want that culture around it being done properly, it
> being absorbed properly, it being interacted with properl*y…continuous training always*
> *falls on the peripherals unless it's led by example, by someone with rank, it's never*

gonna go from the peripheral to the more meaningful centre point. And that I think is an *issue that should be led from the top down. I don't think, if I said to my sergeant, "No I'm not going out to deal with that because I'm doing an e-learning package", I'd have hell* to pay.

However one participant, who happened to be a supervisor admitted that he was also under punitive, tick-box pressure too and as a result he was not interested to know if the course material had be learnt. He was only interested that it had been completed! He said,

As a manager I don't care whether they, and it's wrong, but I don't care whether it's learnt or not. What I ca*re is that this spreadsheet that I've got hasn't got any of my officers' names* on it!

The reason he gave for doing this? So that he as a first line supervisor did not receive disciplinary action!

Another suggestion was to improve the way that the NCALT system was used. One suggested that it be used as group training tool.

*...is there any reason why NCALT can't be done as a group? ...*we can have training days and *you could have...*this package from NCALT to go through and it can be discussed amongst teams...

Or possibly use it as a precursor to conventional face-to-face training, as a way of cementing what was learned, as explained thus;

*...what NCALT needs...is...*more informal back-*up. So it could be...*your NCALT could be your initial training prior to a face to face add on...to reinforce the NCALT.

Another suggestion was a rebranding exercise as the term "NCALT" now has a negative association with most officers. As one participant put it bluntly;

the first thing they need to do is change the name of NCALT, to something, I don*'t care what, but just to re-brand it, to make it, because there's too many people now i*n the Job that s*ay "NCALT – S****e!"*

One suggestion from a participant on how to improve NCALT was to make it engaging and fun, because that is something that the system appears to be lacking. It would certainly address the interesting factor. He said;

I find the way they are presented disinteresting*… you can make it fun, like "The PACE Game" or something, but…I'd try and make it more engaging and potentially more* interactive.

When following up and asking why it wasn't engaging at the moment he replied;

…it's "Death by PowerPoint" without the benefit of somebody standing up and reading it to you!

3.2.6 Question 6 - Any other observations by participants?

One issue that arose was the difficulty in accessing the training from the e-learning portal because the instructions were not clear. One participant stated;

> *...we often get the email saying you've got the do the mandatory training and then you* spend, or waste time, trying *to find the training. Because, what they don't do, is give you, in the email telling you to do it, they don't tell you the pathway, to try and find it, so they* assume that everybody is IT literate and can navigate around the portal with ease.

Or even worse, you are not told the correct title of the package, which causes difficulties. One participant said;

> *...what I have a problem with...usually it's a Chief Inspector or a Superintendent will* email me on a group Email, and what that Chief Inspector will call a training package, is *not what it's called on the NCALT system...so what they need to put is what it's actually* called on the system, and it, sometimes I sit down and I think, you know, clearly this Chief Inspector has simply just typed down what they interpret it as, rather than what it is *literally called and it's, you just think you know it's basic...*

Several participants stated that the issue around attitudes to training (particularly by management) is a symptom of a wide problem. They said;

> *I'm...lo*oking at, *literally at listening to that and as it's...occurred to me that it's...it's wider than just this topic really isn't it*?

And;

> *I think I've said once or twice, it's just symptomatic really, a bit of a bi*gger picture at the *moment... it's not just training, it'*s the whole organisation...

The implication was that there are wider issues relating to organisational justice than just training, although one participant did not want to go down that road;

*I don't think we've got enough time to discuss organisational justi*ce, and the issue of

trust in the police service and the rank structure.

But this as an issue maybe a good subject for further research in the future as I pointed

out in one session.

4. Discussion

First we must address the issue of representativeness. Although the sample is not statistically representative of the whole population by both rank and ethnicity[26] (although it is by gender) this does not necessarily invalidate the results. Waddington (1999b; 2013) argues that police officers often exhibit common traits and Reiner (2010) speaks of an apparent homogeneity within the 'police culture' (see also Barton, 2004; Waddington, 2013). Foster (2003) argues that whilst in fact, there is actually heterogeneity within the nature of police culture and personalities; he states that there is a tendency for police officers to display a consistent cynicism as a characteristic. Indeed one of the discussion group participants echoed this sentiment when referring to an attempt by senior leaders to provide management training, he stated;

> The one wh*ere we all, where all the sergeants and inspectors ended up…to have all that management stuff delivered to us…Not I would hasten to add, that worthwhile because* most people there were cynical, and most people there just used it as a moaning session.

He also later implied that the poor delivery of training by using unrealistic scenarios actually promoted the cynicism.

> *…they come across as a bit sort of clichéd and…Almost…Alice in Wonderlandy type* ideal scenario, and, you know, when y*ou try to use this piece of legislation…the reality is* going to be very different. And so it makes, it makes everybody a bit cynical.

And another group participant, cynically suggested;

> ...police officers are objectionable and disagree with everything!

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[26] Wladis et al. (2015) suggest that ethnicity may not be a factor when examining online educational environments, so a lack of representativeness by ethnicity may not affect the validity of the survey results.

This cynicism may be an explanation for the results that have been obtained, as there may be a massive self-selection bias in play (Litosseliti, 2003). That is, those that have an 'axe to grind about the training system are the only ones that decided to participate. However, it may also suggest that despite the non-representativeness of the sample the results may still be valid. We must not, however, overplay the homogeneity of opinion within the police service. Reiner (2010) states that the police in modern times are becoming far less homogeneous (see also Muir, 1977; Chan 1997; Mastrofski et al., 2002; Sklansky 2007; Loftus, 2008; 2010). Indeed Sklansky (2007) has implied that this idea of homogeneity is a throwback to a stereotypical view of the police which has been out of date since the early 1970s.

Another consideration that also must be taken into account is the number of participants in the survey that did not state either their ethnicity or their gender. This may throw out the representativeness of these two demographic criteria; however we are only able to assess the data from those answers given. We cannot tell the effect that it would have on the representativeness of the sample if those questions were answered by all participants.

Of course this does not address the issue of non-representativeness by rank where all respondents answered the question. Vastly more sergeants and inspectors, and far fewer constables participated than the Home Officer figures would have us expect. This may be partly explained by the fact that those in managerial ranks are far more likely to be office based and at their computer. They would therefore be able to complete an online survey more readily, whilst constables are far more likely to be out on the street (Butterfield et

al., 2005). However, when we examine the data broken down by rank we see that there is consistency as one can see in the examples shown in Appendix 10[27] and this may mitigate the non-representativeness by rank. However we must acknowledge the potential problem of lack of validity due to the lack of representativeness of the survey sample, whatever the reason for it.

We must also consider the participants of the discussion groups. Over the two groups there were only five participants, all five were male, all were members of the Metropolitan Police. Within the five, two were sergeants and three were constables. There were no inspectors or chief inspectors. All five were highly educated, all were university graduates and at least three either held or were working towards post-graduate qualifications. In terms of length of service three were within three to ten years of retiring and one was still in his probation. This does suggest that again, the participants were not representative of the service as a whole and the sample size, (and indeed the very nature of this style of research) will necessary mean that the information gained will not be generalisable, and questions of validity must be raised.

In combination with this and the number of sessions conducted, which has led to no opportunity to achieve data saturation (Semmens, 2011) these issues are such that we cannot draw firm conclusions from these groups. However they have raised some interesting issues that may be useful to form hypotheses for further testing.

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[27] Proportions from Chief Inspectors seem anomalous but this is in part due to the (expected) small numbers of them taking part in the survey.

We now turn to the data itself. When looking at the number of ongoing training courses that have been undertaken and the number of those that were mandatory we can see that the median response by those completing the survey is between 6-10 courses for both questions. The modal response to them were different with 6-10 courses for the total number of courses taken and 1-5 courses for the number that were mandatory. This is the result we would expect if a majority (but not all courses) taken were mandatory with a similar, but slightly lower, central tendency for the mandatory question than the total.

The survey strongly suggests that there are issues with regards to ongoing training within the police service. When asking about general arrangements for ongoing training and aggregating the Agree/Disagree scores it can be seen that 71.2% of officers (with a confidence interval of ± 3.11%[28]) are dissatisfied to some extent that the current arrangements meet their learning needs. Also 61.6% (± 3.34%) felt that they were not personally motivated to undertake such training. These questions measure Level 1 on Kirkpatrick's taxonomic scale of training evaluation (Kirkpatrick, 1996, see also Kühnlein, 2012; Strother, 2002; Curry et al., 1994), reaction. The reaction is profoundly negative and is highly suggestive that changes need to be made to the provision. As satisfaction is regarded as a measure of effectiveness, it would appear that the training arrangements will not be very effective given this scoring. From an andragogical theory perspective these results highly suggest the confirmation of Bellinger's (2007) statement that adult participants' negative perceptions affect their satisfaction.

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[28] Confidence intervals calculated using the Creative Research Systems (2012) online tool available at: http://www.surveysystem.com/sscalc.htm utilising a 95% confidence level, as referred to earlier.

However, those that responded to the statement that they were able to implement the content of training were much more evenly split. 41.0% ($\pm$ 3.38%) of respondents agreed that they had been able to implement training and 42.8% ($\pm$ 3.40%) disagrees, with the remainder neither agreeing nor disagreeing with the statement re implementation. This measurement of levels 2 and 3 of the Kirkpatrick model suggests that the training may actually be more effective than the reaction measurement suggested by Bellinger (2007). However with only 41% of respondents, still a minority, stating that they were able to implement their ongoing training I would still argue that training is ineffective from the point of view of serving officers. Also this question was regarding general training which includes officer safety training. Officers routinely use this training on a day to day basis, and the group participants spoke much more highly of it. This may skew the results of this question more positively. From an andragogical point to view this seems to confirm that motivation and effectiveness is directly to its usability, which we must conclude is lacking (see Baldwin-Evans, 2004; Knowles, 1984, 1980; Knowles et al., 2012; Rachal, 2002; Donanvant, 2009a; Vodde, 2011; Pappas 2014).

When examining the possible reasons for such results a number of key themes emerged. The most profound of these were that some discussion participants felt that the organisation didn't actually provide training at all, let alone provide training that was effective. This obviously flies in the face of the fact that training its officers is a necessary and important function of the police organisation. This is, of course, a problem for the organisation in the case of failures of the organisation to perform (More & Miller 2011)

as can be borne out of criticism of police failures throughout history, lack of training was seen as a massive factor in these failures (Beckley, 2013).

Another factor which emerged from the discussion groups was the fact that, even though I tried to stress that initially I wanted to discuss general training arrangements or training as a whole, the participants went straight to discuss the predominance of e-learning by NCALT. It became very clear that apart from the OST and ELS training which has to be 'hands on'; e-learning is pretty much all there is for rank and file officers who were not in specialised units. It was strongly suggested that the e-learning provided by NCALT is also not considered to be training at all by the participants in this study. The reasons for this will be discussed further below. However it is suffice to say that from the evidence gathered in this study, particularly from officers' attitudes recorded in the survey, is that the organisation does not currently appear to value training anymore. So, one recommendation is to ensure that officers do receive appropriate levels of ongoing training utilising a learning style in which officers respond positively to. Not only is this for the personal benefit for the individuals, but also for the organisation to avoid the consequences of failures. A possible future study could be an examination of which learning styles police officers would respond to positively. One suggestion which emerged from the discussion groups was that of restoring team training events.

More interestingly however is that a majority (albeit slim) of officers in the survey (56.9% ± 3.4%) stated that they agreed to some extent that it was necessary for ongoing training to be mandatory. This suggests that officers do recognize a need for training,

keeping professional knowledge and skills up to date and that it is necessary to ensure that all officers do so. Police officers may therefore be one of the minority of professionals to whom Lysaght & Altschuld (2000) referred to as the exception when stating that there is little research that supports the mandating of training (see also Brockett, 1992; Lysaght, 1997). However, officers' opinion that training should be mandatory does not seem to positively affect satisfaction which, as already revealed by the survey, is low. This is also additional confirmation of the andragogical principle which states that mandatory training negatively impacts on motivation and effectiveness as outlined by Deci et al., (1991), Ryan et al., (1991), Bauer et al. (2015), Hoyle (2010), Donavant (2009b), Brockett (1992) and Knowles (1984; 1990)

This finding was also supported by the initial reaction from the discussion group participants. They stated that it was their opinion that ongoing training should be mandatory, but there was clear cognitive dissonance and self-contradiction from the participants who also acknowledged that this should not be the case. They stated that it needed to be mandatory because officers needed to know the material that was being circulated, but they recognised that by making it mandatory (and the negative consequences that could arise from this) meant that as a result the material wasn't learned! They acknowledged that mandatory training created resentment and a 'couldn't be bothered' attitude which prevented officers from learning. This then develops into a negative feedback loop where people don't learn (or don't want to learn) because they are forced to do the training, so they have to be forced to do the training to try and get them to learn and this spirals on. Instead a culture of personal, professional development

should be developed by the organisation, which admittedly will be hard to do for current officers but can begin during initial training. This is where officers take responsibility for their own training, identify what training they need and actively seek out and apply. This is something that needs to be led by the College of Policing in its role as the professional body for policing, and through stronger, more effective, democratic and transformational leadership styles (Deere, 2013). This was also recognised also by some of the College Frontline Champions (College of Policing 2014b; 2014c; 2014e; 2014g; 2014l; 2014n).

It was interesting that the participants stated that they would take responsibility for their learning, but that they had little confidence that their colleagues would do so. This was partly why they as a group still said that mandatory training was necessary. This was suggested to be a function of their own previous educational attainment, as higher education promoted this self motivation.

Because of this, and despite the responses of the survey and the initial responses of the discussion groups, a recommendation to end mandatory training needs to be made as it does appear to be ultimately counter-productive for adult learners and ultimately the organisation in the way that Donavant (2009a; 2009b) and Brockett (1992) describe. Also it demonstrated an additional reason why a minimum educational standard might be advantageous for the organisation (see also Christopher, 2015). A potential future study hypothesis could be; does a minimum educational standard improve self-motivation to undertake training?

When looking at what motivates and de-motivates people to undertake ongoing training we see something which is predicted by andragogical theory. The highest factors that motivated officers are the knowledge that the training content was necessary for their role (75% ± 2.97%), knowing that the content could be used in their role (71% ± 3.12) and course content being interesting (71% ± 3.12%). The reason that this is predicted is because the andragogical and training literature states that the achievement of competence is one of the key intrinsic motivation factors and two of these three factors (knowing it was necessary and useable in their role) fit this well (Deci, 1975; Deci et al., 1991; Bauer et al., 2015). The third factor, interesting course content, is a separate but still intrinsic motivation factor which supports Noe (1986), Pintrich et al. (1993) and Tracey et al.'s (2001) assertion that the training must also be enjoyable.

The discussion groups partially echoed this finding. They stated that if the training was not relevant to their role they were simply not interested in it, even if the content itself was intrinsically interesting. Much of the training was just sent out to everyone and a management decision was made that everyone had to do it. As a result officers were disinterested and failed to engage with the material. Where officers could see the specific relevance to them then there were far more likely to want to do it in order to get it right. This supports the ideas of Harackiewicz & Elliot (1993) in promoting 'mastery goals'. The problem has now become that so much irrelevant training is mixed in with what officers see as necessary, and that it is sent out in a blanket fashion and mandated by management. These issues, again were picked up the College's Frontline Champions (College of Policing 2014c; 2014d; 2014f; 2014g; 2014i; 2014k)

There were a number of suggestions made for which could address this issue. The first was the creation of a catalogue of courses combined with an examination of skills required for each individual role. Programmes from the catalogue could then be put together and recommended to officers based in what they as individuals require. Senior managers of command units should review potential courses to ensure that they are relevant, and take steps to ensure that irrelevant material is not forced on officers. A similar process already occurs in some forces (College of Policing, 2014h; 2014i; 2014j; 2014k) but this tends to be done by their respective Human Resources boards rather than at BOCU[29] level. They also tend to be about making recommendations for making certain courses mandatory rather than looking at individual requirements. Again the organisation needs to promote personal responsibility when it comes to officers' personal and professional development. Promotion of training as a personal responsibility can be managed through the Professional Development Review process and encouraged, rather than mandated, by supervisors.

It must also be noted that the extrinsic motivation factors such as official recognition of completion (11% ± 2.15%), receiving payment (25% ± 2.97%), getting a course completion certificate (4% ± 1.35%) were all low down the scale as motivation factors which also supports the writings of Deci et al. (1991), Ryan et al. (1991) and Bauer et al. (2015). However this was in contrast to one participant who stated these factors could be considered, although how they would be implemented would be problematic.

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[29] Basic (or Borough) Operational Command Unit

Two other factors which over half of the survey respondents stated improve their motivation were the method of training delivery (56% ± 3.41%) and that training can increase their confidence in performing their job role (55% ± 3.42%). The issue of confidence is yet another intrinsic motivation factor which impacts on both enjoyment and, especially, competence in the job role supporting Deci & Ryan's (1985) writing on self-determination theory. This also agrees with andragogical theory by Knowles (1984, 1980) and Noe (1986) with regards to the need for intrinsic motivation factors to promote effective learning through enjoyment.

The issue of relevance once again is an important point in this discussion. Within the discussion about the dichotomy between the usefulness of training and how interesting it is, the discussion groups were very clear when it came to police training. The first priority must be (as repeatedly mentioned earlier) that the training is relevant to the job role first. Once a training topic has been identified as useful, then the training must be designed in a way to make it interesting. If training is interesting but not relevant, officers tend to lose interest. This again, suggests that according to theory, police officers as adults who see themselves as 'doers' want to focus on training that will help them achieve their 'mastery goals', and this is what they are motivated to do (Harackiewicz & Elliot, 1993). Officers who attended relevant training that was interesting got more out of it, and even where some items within the training might not have been so interesting then this needed to be mixed in with more engaging activities (see also Pappas, 2014).

It is worth noting that that being mandated to undertake the training is also clearly not a positive motivation factor with only 10% (± 2.06%) of respondents stating it motivated them. This fully supports the andragogical assertions by Donavant (2009a; 2009b), Brockett (1992), Deci et al. (1991) and Heslop (2006), that mandatory provision does not motivate adults. Whether it is actively a de-motivation factor is another issue.

In terms of what were deemed to be de-motivation factors to undertake training there were fewer factors which more that 50% of survey respondents identified. In a direct mirror to the motivation factors uninteresting course content (68% ± 3.20%), method of delivery (65% ± 3.28%) and unnecessary content for their job role (50% ± 3.43%) were identified. This combined with the overall dissatisfaction with ongoing training provision is highly suggestive that course content is currently uninteresting, unnecessary or delivered to officers in a manner which is not conducive to effective learning. Again these survey responses seem to confirm that andragogical principles are not being applied.

Mandatory provision of training also did not feature highly in the responses from participants as a de-motivation factor with only 25% (± 2.97&) of respondents stating that that it was a factor. However, with only 10% (as stated above) saying it was a motivation factor we can state from this survey that making training mandatory de-motivates participants than it does motivate them. However within the discussion groups it was suggested that the punitive measures that could be imposed on officers for non-compliance with completions were a major factor. Several officers complained about the

potential disciplinary issues for non-compliance, and the fact that supervisors themselves were in line for disciplinary action if their staff failed to complete. This then led to a situation where the important factor was the completion of a mandatory package rather than the acquisition of knowledge from the packages. This was also a factor that was identified by the College Frontline Champions (College of Policing 2014i; 2014k; 2014m). The organisation has numerical targets for completion, and this led to supervisors forcing officers to complete training in ways which not only do not promote learning, but taints the reputation of the training system causing officers to not want to do it properly. This is a classic example of dysfunctional behaviour caused by targets as expounded on by Guilfoyle (2013). This raises a question of why it did not feature higher in the list of de-motivation factors from the survey. This may have been because although I listed the act of making training mandatory as a factor, I did not explicitly list the punitive results of failing to comply as a factor. If I had listed "knowing I would be subject to discipline" as a factor I may have received a different response. This could lead to a future study hypothesis of: Does threatening discipline for failing to complete mandatory training de-motivate police officers to complete it?

The question asking what training methods had actually been undertaken was particularly suggestive. It appears to confirm that training delivery is predominantly in a e-learning format as stated by Leal (2008), Jewson et al. (2014), Natarajan (2012), the College of Policing (2014k; 2014n) and the HMIC (2014), with 98.4% (± 0.86%) of respondents stating that they have undertaken an e-learning course in the past 3 years. The second highest method of training method was the classroom based practical exercises at 53.9%

(± 3.42%) of respondents. Initially this may seem a little low as within the MPS all officers who are not on restricted duties are required to re-qualify in Officer Safety Training (OST) and Emergency Life Support (ELS). These courses are twice yearly and consist mainly of classroom based exercises. This may be because of the old adage that "familiarity breeds indifference" and many officers may not have even considered this training within the scope of this survey (Rowlands et al., 2004; Ashforth et al., 2014). Or it may be that OST and ELS courses are delivered differently in individual forces. That being said, with almost all respondents having completed e-learning courses by NCALT and this is certainly the predominant training delivery method employed within the police service of England and Wales. Also it would appear by examining and comparing median and modal responses that a majority of these courses are, much like general ongoing training, mandatory with only a few courses being completed that were not. This was supported by the discussion groups who explicitly stated that one of the problems with training is that training is predominantly done by e-learning. It would also go some way to explain why, despite wanting to concentrate on general training; the groups went immediately to discuss e-learning as a topic.

When examining officers' attitudes towards the e-learning system by NCALT the situation looks even worse than it does for ongoing training in general. 80% (± 2.75%) of respondents disagreed to some extent that the e-learning courses did not meet their training needs. It is also worth pointing out that the modal response to this question was that they strongly disagreed that it met their training needs and, even amongst those that agreed to some extent that it did (a mere 11% ± 2.15%) none of them strongly agreed

with the statement. This also confirms many of the wider anecdotes (Yet Another

Copper's Blog, 2009; Constable, 2014; Police Community, 2014) and statements made

(HMIC 2006; HMIC, 2014; Williams, 2014) about the dissatisfaction with NCALT e-

learning system. In fact comparing the data sets [30] using a χ^2 test showed that the

difference in attitude towards the e-learning system compared to the general ongoing

training was statistically significant ($\chi^2 = 75.938$, df $= 2$, p < 0.0001)[31].

Things do not improve much for the e-learning system when the question was asked if

officers were able to implement the content of e-learning undertaken. 67.7% ($\pm$ 3.21%) of

respondents stated that they disagreed to some extent that they had been able to

implement the content of e-learning in their day-to-day job and only 16.1% ($\pm$ 2.52 %)

agreeing (and no respondent strongly agreeing). This is suggestive of the fact that,

compared to other general training, the e-learning system does not appear deliver

effective training to officers if a third of users state that they are unable to implement it.

Compared to general ongoing training we obtain a $\chi^2 = 386.006$, df $= 2$, p < 0.0001 which

is also significantly significant.

When the question about motivation to take e-learning was asked the response was just as

negative with 82.1% ($\pm$ 2.63%) disagreeing with the statement that they were motivated,

with 45.3% ($\pm$ 3.42%) stating that they strongly disagreed. Only 10.3% ($\pm$ 2.09%) of

respondents stated that they agreed that they were motivated to some extent to undertake

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[30] The χ^2 test compares the aggregated data to avoid zero errors obtained from testing the full 7 point data set.

[31] Where there is a slight difference in n of 1 or 2 between sets they are adjusted by adding to the appropriate "neither agree nor disagree" data point. This is considered an appropriate adjustment to enable the χ^2 test to be mathematically possible (Norris et al., 2012) as both sets must contain equal numbers.

the e-learning courses. Again, compared to the motivation to take ongoing training in general we get $\chi^2 = 228.881$, df = 2, p < 0.0001 which is also statistically significant. This suggests that once again andragogical principles are not being applied, despite that fact that Pappas (2014) and Knowles et al. (2012) demonstrated that it is possible to do so within an e-learning format.

When asking the discussion groups specifically what was wrong with the e-learning system by NCALT a number of issues were suggested and many of these issues when aggregated exacerbated the problems. The first issue to address was the lack of nuance with the training, in other words it was too generic (see also College of Policing, 2014c; 2014g; 2014h). There was a failure to address different situations that officers could find themselves in. whilst it was accepted that the basic levels of knowledge around for example, legislation and points to prove, would be the same, the circumstances in which officers might need to apply them would be very different. This situation can arise in more conventional styles of training too, however this brings up a second issue, that there is a lack of interaction with the trainer. Participants stated that they need to be able to ask questions of those delivering the material so that they can understand what to do in specific situations which would not simply be covered by the material. This may have some basis in the fact that police officers have to, on a day-to-day basis, deal with humans in social interactions. These interactions can be unpredictable, and so from a training stance that flexibility is also required.

There are also issues with the format in which the training is delivered. Participants particularly had issues with the 'programmed instruction' style courses. Single courses with no further input did not promote their learning. Both groups stated that if e-learning had to continue, then the content of courses needed to be followed up by further training which was more interactive and face-to-face in order to reinforce the learning (see also College of Policing, 2014c; 2014h; 2014n). However, due to the fact this was not the case, participants simply wished to click through it as fast as possible and as a result nothing was being learned (see also College of Policing 2014f; 2014i; 2014k). The perception was that the e-learning courses were a cheap and simple way of saying that training had been completed, a box had been ticked and that absolved them of their responsibilities. This has also been raised by the HMIC (2014a) and a number of the College of Policing Frontline Champions (College of Policing, 2014c; 2014f; 2014i; 2014n). From an andragogical approach, support from trainers is actually quite vital for adults when it is required (Knowles, 1984; 1980; Knowles et al, 2012). It is suggestive that once again this is an andragogical principle that is not being factored into training design.

Group participants also described the content as 'death by PowerPoint', 'weary' and 'a wall of text' which suggests that the courses are simply not engaging. There was very little to stir the interest of the participants, even if the courses were of relevance to officers. If we accept the literature about the perception of the system affecting the acquisition and transfer of knowledge and with the quantity of evidence that it does (Al-Shorbaji et al., 2015; Baldwin-Evans, 2004; Salas et al., 2003; Bertram et al., 2015;

Alliger et al., 1997; Noe & Schmitt, 1986; Tracey et al., 2001; Yacovelli, 2012), then we must conclude from our evidence that there are serious issues with the delivery of e-learning by NCALT as its delivery is much more pedagogical than andragogical (Knowles, 1980; Knowles et al. 2012). In fact the only positives that emerged (at least for the individual learner) was its flexibility in that it could be done by individuals at any time. This is considered a positive within an andragogical framework (Pappas, 2014) but even then there are questions as to when an individual officer is free to undertake training that it would be the right time that was conducive to learning.

When asking what would motivate officers to undertake e-learning by NCALT there were similar results in terms of what were the top factors. Interesting course content topped the list again with 56% (± 3.41%), knowing the content was useable in the job role at 51% (± 3.43%) and knowing the content was necessary at 50% (± 3.43%). No other factor listed influenced more that half of the respondents with most factors influencing less that a quarter. From this it would seem that there is little that would positively affect the motivation of officers to undertake e-learning beyond that for general ongoing training. The top de-motivation factors (and there were only 2 factors which a majority stated de-motivated them) were uninteresting course content (58% ± 3.39) and the method of training delivery (53% ± 3.43). This is suggestive because the method of training delivery was a de-motivating factor and the question was about one particular method of training, one can conclude that the very fact that the training is delivered by e-learning is in and of itself a problem and may need a radical re-examination by the

College of Policing, with a particular focus on embedding andragogical theory into training design (as shown possible by Webster-Wright 2009, More & Miller, 2011).

Group participants stated that the principle problem was that the organisation simply does not motivate its officers to undertake training in the first place, which is confirmed by the survey. They suggest that it is a symptom of budget cuts which has led to the slashing of proper training provision, and what there is isn't considered by participants to really be training. It was considered to be a way for management to cover itself in the event of a failure. If officers had protected training time, as noted by a number of College Frontline Champions (College of Policing 2014b; 2014c; 2014 d; 2014f; 2014h; 2014i; 2014k; 2014k; 2014l; 2014n) , courses which met their needs (rather than the organisations' perceived needs), then officers would be far more motivated to undertake it. From this we can suggest that the Police Service of England and Wales through it making training mandatory and utilising the potential for discipline as a consequence of failing to comply, imposing blanket requirement on all officers regardless of role, and by utilising inappropriate training formats they pay very little to no consideration of the andragogical principle of self-motivation.

E-learning by NCALT is still a potentially effective method of delivery (Pappas, 2014), but not as one off 'programmed instruction'. It could be used to lead team discussions, or as preliminary training prior to multi-day training events. In any case the evidence presented primarily from the survey but explored by the discussion groups seems clear. The e-learning system by NCALT is not one which officers view as effective or even

desirable at this stage, and because of the need for budget cuts, ongoing training is suffering. This could ultimately lead to the service being in an uncomfortable position if it finds itself at the wrong end of a public enquiry as a result of a failure cause but officers not being sufficiently and appropriately trained. The College of Policing, who have responsibility for this system should be fully aware of these issues as we have referenced a number of their own reports from the frontline and so a radical overhaul of the system should be considered. In particular an appreciation for andragogical theory should be considered.

5 - Personal Reflection

I began this research project with a fairly naïve view on how straightforward it was going to be, never having completed an academic research project before. This is in part because I have a very clear 'can do' attitude when it comes to tasks. This probably speaks to my background as a police officer as outlined by Edwards (2006) and Senior (2014) (see also Bradford et al., 2014; Reiner, 2010). I try to be as diligent as possible ensure that all tasks are completed on time and to the best of my ability. A prime example of this was that the moment I learned that I had gained the scholarship and I had been told what my subject matter was, I immediately began my reading. This was in July 2014, and we as a cohort would not be registering or getting our first, formal taught input until the September. By that time I had spent the summer beginning my literature search, reading and note taking with over 100 sources read before registration. I then have a tendency to project this perfectionism and expect this of other people. This is where many issues started to arise as will be discussed when talking about the realties of undertaking research later in this section.

One of the primary issues I wish to reflect on is my lack of realisation of how much time it takes to deal with the practical considerations when conducting a programme of research. In my initial plan I hoped that I would have my survey drafted by the end of January, finalised and sent out by the end of February, have all my quantitative data collected by the end of March and completed the analysis of it by the end of April (see Appendix 10). I would then have what I needed to plan and conduct my focus groups which I had projected to do by the end of May which would then give me a good clear

four months to analyse and write up this thesis for completion in September. However, there is an old adage in use in the military that 'no plan survives first contact with the enemy' (paraphrased, but attributed to Moltke, 1892 [1993]) which although may have descended into cliché, is a lesson that has been learned here.

As soon as I started implementing my plan the issues began. The initial plan was to distribute the survey to a random sample of MPS officers; however I was unsure if my original plan of sending the survey link to the random sample was going to be possible. This led to the first major redesign of the survey as I had to assume that I would have to send the survey to the entire membership[32].I then got word that it was not going to be possible to send the survey out to the proposed population. The Police Federation of England and Wales (PFEW) expressed and interest in the work that our cohort was doing and offered assistance. This, however, also took time to set up and make contacts. As a result my data was received 3 months later than planned in June. This then had a knock on effect on my discussion groups as it then took several weeks to analyse the survey data in a form with which I could formulate my group questions. From this I learned that you need to maintain contacts with key personnel who would be there to help with practical arrangements. I also learned that plans have to be realistic and flexible. It is not ways possible to rely on them completely and if possible it is always best to write contingencies into your plans.

So to reflect on the specifics of my method I had decided from the very beginning that I wanted to utilise a mixed methods approach. I came to this research with an interest in

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[32] The numerous redesigns of the survey have already been discussed in the section on Methodology.

scientific scepticism and an appreciation of the scientific method from the so called 'hard sciences', in which the focus is on strict quantitative experimental formats (Shermer 1997; 2011; Sandford, 1970; Susman & Evered, 1978; Argyris, 1980, Stone 1982; Coghlan & Coughlan 2002; Cassell & Johnson 2006). However I also wanted to explore more qualitative methods, partly because they were unfamiliar to me and because I was aware that quantitative data has it limits within social science. I did not want to fall into the correlation causes causation fallacy which those who adopt pure quantitative methods are prone to (Shermer 1997; 2011). I wanted a richness of data and to explore the so called "why?" questions as outlined by Bell (2010), as well as the fact finding "What?", "When?", "Where?" and "How?" questions. If all studies are a compromise (Creswell 2003) I wanted to compromise as little as possible and so a methodology which combined both qualitative and quantitative methods was chosen.

I had decided early on in the process that I wanted to undertake a staff survey to judge officers' attitudes to the training. Whilst the answers to some of these questions were likely to be blindingly obvious it was still necessary to ask as there was very little published on this topic in relation to UK police officers. The biggest learning point that I have discovered in this process is how complex and involved the very act of putting together a survey actually is. From the number of points on a Likert Scale to whether or not to include a 'no-opinion' option the amount of literature on these points alone have led to an appreciation of how difficult it is to create a survey which will achieve the results desired. It is, as Oppenheim (1992) and Bell (2010) state, not simply a matter of writing a number of questions and sending it out.

I found the issue of question wording to be more of problem than I first thought. Beyond the issue of the expected number of responses and the numerous changes to the questionnaire that took place and despite sending drafts of the questionnaire to two professional academic researchers and through the research unit at the PFEW, there were still issues with regards to the way the questions had been written. This was specifically an issue when it came to the closed questions listing the motivation and de-motivation factors that influenced officers undertaking training. Once the survey had been sent out I started receiving feedback from participants across the country. I had a number of emails from officers complaining about the wording of the motivation/de-motivation factor questions; e.g.

> *There isn't any opportunity to expand on your answers and the provide*d answer options are *irrelevant or don't make sense.*

In these terms this gave me an indication that, despite my attempts at clear wording of these questions, I may have failed to be clear enough. Although if an answer is irrelevant to a participant then they should simply not choose it; and as all options were chosen by someone it can hardly be said that any was totally irrelevant. This may then have an effect on the outcome of the survey in that those answering that question may not have answered it in a manner that provides accurate data on what motivates or de-motivates individuals. This in turn may affect how valid my conclusions may be. The expansion of the answers was something that I originally wanted to include in the survey, but due to the expected number of returns, as I explained in the methodology section of this thesis, I had to redact all of the open questions from it. If I had not my data could have been

totally unwieldy and I would have not had sufficient time to code and analyse so much. In fact despite the disappointingly small size of the sample compared to what I was expecting, 809 responses, I would argue that I still would not have had the time to analyse responses from open questions from that many returns.

Also with regards to the 'list-style' questions, and can be inferred from the criticism that there have been omissions of potential motivation/de-motivation factors that I did not think of at the time of formulation. This was confirmed by the numerous College of Policing frontline champion reports from a variety of forces (College of Policing, 2014b,c,d,e,f,g,h,I,j,k,l,n,o), which mention issues such as physical access to technology, or other technical issues such as logging on problems. Even something a basic as the length of time it takes to complete a course was missed. The issue here was that these documents came into my possession after I had written and sent out the surveys. I learned that this is an occupational hazard when continuing to seek out literature and reading them whilst data collection is taking place. I also found, from the discussion groups, that sometimes you may personally think that one factor implied another, but did not include that other. The key example is that I put "Being required to complete it by managers" as a category thinking that it implied "Risking discipline for not completing". I needed to also explicitly include this as a category as it could have been missed. But again, this is with the hindsight of having completed the discussion groups and having this factor emerge as an issue.

However, this also means that without a complete list of possible factors, again the validity of the data may be affected and the findings of the research may be missing important factors.

There were also complaints about the exclusion criteria that I had imposed on the study. As one complainant stated:

> *Although I can understand that it may be the 'front line' officers that the survey is* focused on capturing, do officers involved in the development of training of any type who have the experience and qualifications to perhaps pass a more informed view not have a valid contribution to make? How can this survey, which I can already guess the outcome of, be fair and balanced if those involved in training are not able to participate?

Front line officers were, of course, precisely the target group for the study, or at least the survey section of the study, for precisely the reason that this complainant ended up criticising me for. It was because of wanting a fair response from the end-users of the system that I excluded those who were involved in training design. If there were individuals involved in designing training courses taking the survey, there was the possibility that in order to take the 'edge' off of negative results criticizing their role (or they may have felt it was criticizing them directly). They could have inserted a positive skew to the results by completing the survey. This I wanted to avoid, and in fact following this criticism, I realized that it was still possible to utilise the knowledge of these individuals by relaxing this exclusion criterion during the qualitative phase. By including individuals with such experience from the focus groups I would be better placed to hold informed discussions of the results of the survey. From this I could

incorporate this knowledge and experience into the recommendations emerging from the discussions.

Another criticism that I have received, although in rather more subtle terms that an outright complaint, was the fact that the survey was limited to serving officers in federated ranks only. There were members of the Special Constabulary and retired officers that contacted me via the social media outlets that I had utilised asking me why they had not been included as they also had experiences which could prove useful. Of course it would have been difficult for me to formally extend the survey link to them in a controlled fashion. It would be impossible to calculate population sizes with respect to retired officers and therefore impossible to produce meaningful statistics re sample sizes and impossible to test representativeness. As representativeness within quantitative data is an essential factor when dealing with survey data (Bell, 2010) this is a problem with which there was no easy solution except to accept that it is present.

It was after receiving these comments that I realised that often when conducting research, even if it for the benefit of an organization and the individuals within it, that one cannot include everyone or satisfy everyone who may have an interest. However I was also able to try to incorporate a recently retired inspector into the study by inviting him to attend the discussion group phase of the research as he was also one of those with experience of training design within the police (although he eventually was unable to participate due to scheduling issues).

With regards to the practical considerations for planning the focus/discussion[33] groups one of my first concerns was that of venue. I was fortunate that in my professional role one of my colleagues had a member of staff that was off sick and required case conference meetings to which I was invited to attend as a note taker. These meetings took place at the Metropolitan Police Federation (MPF) offices in Bromley which had a meeting room that would be perfect to conduct focus groups. Not only that, but the federation representative stated that there would be no issues booking the room for this purpose. This was a positive start to the focus group planning. There were, however, issues with regards to the recruitment of participants which in turn led to me abandoning the plan to hold it at a physical location and reverting to holding it online via Skype[34]. If I had considered this initially it would have saved me at least 3 weeks of planning time. This is because I had to delay organising sessions due to having to go through the federation representative to try and make booking arrangements for the meeting room. In future I would always consider online interviewing, and again having contingency plans prepared when it comes to the recruitment of participants for interviews.

As the dates of the interviews approached I began to get very nervous because, despite numerous emails to the volunteers, several of them had not replied with their Skype usernames, or had responded to my Skype contact requests. Without the usernames and contact confirmations I would not be able to include them in the focus group call. To some extent that nervousness was justified. I was contacted by one participant due to take

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[33] During the planning I wanted to hold focus groups, these then became smaller discussion groups hence the terminology. I refer to the groups as 'focus groups' when talking about planning, but refer to them as 'discussion groups' when talking about the execution.

[34] See Methodology with regards to the recruitment of focus group participants.

part in the second group who asked if he could swap to the first due to an error he made with his shifts. I am actually quite thankful he did because of the four participants for the first group I only had contact details for three of them, and when the Skype call was initiated I only had two participants answer. I got responses from the two that failed to connect. One had just got back off nights and had missed the call, and the other was on holiday and had thought he would have good WiFi coverage, and it turned out he didn't. I wrote back to them and asked them if they were able to make the second session, and told them I would attempt to add them to the call in any case to give them the opportunity to participate.

Most of the literature that I had read with regards to the running of focus groups all recommended a minimum attendance of between 4-8 people (Barnett, 2002; Ivankova, 2015; Krueger, 2000; Marczak & Sewell, 2008; Webb, 2002)). The main reason is that with less it could be difficult to maintain an engaging and lively discussion (Kreuger, 2000). However I found that with only two or three participants and with a subject matter that they cared about this was not an issue. In fact, it was easier to control, easier to bring all participants into the conversation and they were still able to feed ideas off of each other. Also, for practical purposes, it made transcription easier, as it was easy to tell the two or three voices apart.

Although the first session went well and we had a meaningful hour and forty minute conversation with lots of good ideas emerging from the discussion, I knew that this would be insufficient for the study. This is even considering the fact that the groups were the

secondary data source. In fact as Semmens (2011) states, one or two is not usually acceptable. She states that researchers should hold as many as possible until category saturation occurs, i.e. keep running session until no new topics emerge (Semmens, 2011). As a result, the morning of the second session I was feeling apprehensive and, again, this was with good cause. I again did not have contact details for one participant despite resending the Skype request, and with less than an hour to go I received an email from him stating that he had been called to an urgent work related meeting. Another emailed me stating that had broken his Skype enabled smart phone and was desperately scouring his police station for a Skype enabled laptop, ultimately failing and contacting me with five minutes to go stating that he could not connect. This left me with possibly one participant who had been unable to connect on the first day and someone who had been very enthusiastic when he was first contacted. I was already thinking about the possibility of running another session to try and 'mop-up' non-attendees (and following Semmens' (2011) advice) when I initiated the Skype call. No-one answered. As a result I had to try and arrange further sessions as the qualitative data I had would be insufficient to draw any real conclusions.

In the end I was able to run a second session with three participants (although I was expecting five). This session ran for about the same length and discussed many of the same issues. This made me hopeful that the issues being raised were the ones that reflect the opinions of the service as a whole. However, because of only running two sessions I would not be getting the saturation of data recommended by Semmens (2011). Therefore any conclusions reached from the focus groups would have to come with a health

warning, and by extension if conducting the study again, I would try to arrange more sessions, but that would require a longer timescale for the whole study. In fact looking back, and during the writing of this thesis I cannot say that what I conducted were actually focus groups, and the actual groups I have referred to as "discussion groups".

These focus/discussion group organisational issues reminded me of what others have told me about their experiences when trying to do research with human participants, especially police officers. Officers often get called away, or for some other reason become unavailable. I learned from this that when arranging focus group sessions such as this to try and get as many contacts as possible, because you will never (or rarely) get a "full house" (see Eliot & Associates, 2005). Kreuger & Casey (2009) have stated that is if difficult for those in not-for-profit groups to recruit participants and they recommend a more structured strategy for recruiting for focus groups. Whilst this will be considered for future research, once again the timeframes concerned limited my opportunity to be structured. Extending from this learning, if I was doing one-to-one interviews I would arrange as many as possible as it would be unlikely that would be able to meet with everyone you arranged sessions with.

Another matter which arose, and I conclude requires personal development is that of my skills in statistics. Whilst I already had a degree obtained in 1998 whose dissertation was on statistics, I had not realised how much I had forgotten. I was able to re-educate myself on the basic frequency analysis through lectures, and χ^2 analysis, I realised that there is much statistics I have either totally forgotten, or have never known in the first place. This

has caused limitations to what statistical analysis I have been able to undertake in the quantitative section of this thesis. If I undertake any further research that will involve such analysis I will be seeking out a statistics for social-science course before any data analysis will take place.

To conclude this reflection I learned that undertaking an academic research project is not as simple as it first appears. From selection the most appropriate data collection method, designing the questions required to answering the research questions, to gaining access to those who will provide your data, all of these things were more complicated and time consuming than I first thought. In future research projects I will take into account my propensity to underestimate how much time it takes to make the necessary arrangements to gather data, and ensure that I have the requisite skills not already gained from this study.

6. Concluding Remarks

6.1 – Summary of Findings in Relation to Study Aims

The first research aim was: To identify the extent that the generally compulsory nature of training in policing undermines the andragogical principle of self-motivation.

From the survey we can draw the following conclusions; that officers in England and Wales are not satisfied with the current arrangements for undertaking ongoing training. A majority do not believe that the training meets their learning needs, nor are they motivated to undertake such training. Less than half of officers believe that they are able to implement their training in their day-to-day job. However, a majority do believe that training should still be mandatory. Survey respondents stated that to be motivated course content must be interesting, relevant, and useful. It must be delivered by an appropriate method. The fact that it is mandatory is not a motivating factor. From this we can conclude that the Police Service of England and Wales does not appear to be embracing andragogical principles when it comes to ongoing training provision, and whilst mandatory provision is certainly not a motivating factor we do not have strong evidence that it actively de-motivates. The discussion groups suggest that it does, but no firm conclusions can be drawn from these.

Research aim two was: To identify how the ongoing learning needs of the Police Service of England and Wales can be met in ways which foster andragogical principles.

From the survey we can conclude that to foster andragogical principles the organisation needs to better ensure that the training it develops for officers is not only interesting to them, but must primarily relevant and necessary to their specific policing role. The

policing organisation needs to adopt a system where training can be tailored for specific job roles. The training must also be delivered by methods which encourages learning rather than be a tick-box, risk mitigating exercise for senior management. The College of Policing needs to undergo a full review of ongoing training provision to ensure it complies with andragogical principles. See the recommendations to the Police Service in the section below.

Research aim three was: To examine the extent to which the challenges of police ongoing training delivery are exacerbated by a predominantly e-learning method.

We were able to confirm that e-learning developed by NCALT is indeed the predominant method of training delivery provided to almost all officers. We are also able to confirm that when compared to other general training it is considered to be significantly worse. Officers stated in the survey that, although training provision is not thought of highly as per research aim one; it is greatly exacerbated when asking about the e-learning system. Officers are even less motivated to undertake it, and are much less likely to implement the training. If one examines this from an andragogical perspective it is highly suggestive that e-learning by NCALT for police officers is even less effective than other forms of training delivery. Officers stated that they were de-motivated due to it being less interesting and due to the method of delivery itself (programmed instruction). There were some suggestions of causation from the discussion groups such as the lack of tailoring of training, and the ability to simply "click-through" the courses without learning. However aside from confirming anecdote, this requires further research to confirm. This has also led to some of the recommendations listed in the section below.

6.2 – Recommendations to the Police Service of England and Wales

From the findings of this study a number of recommendations to the Police Service of England and Wales (through the College of Policing), to ensure that ongoing training complies with andragogical principles. From this study the following recommendations can be suggested:

- End the blanket mandating of individual training courses, and the resultant threat of punitive consequences for failing to complete courses. Place emphasis on providing quality learning experiences rather than counting course completions.

- Create a course catalogue and recommend courses based on individual job roles. This can be assisted by de-centralising training and restoring local training units who are in a better position to tailor training to individuals. This could also be assisted by allowing Operational Command Unit Senior Leadership Teams, and local team supervisors to review catalogues, promote appropriate courses and prevent the forcing of irrelevant courses onto their officers.

- Develop "Personal Professional Development" as an integral part of professional practice to encourage individual officers to seek out training opportunities for their role. This can be assisted by ensuring newly joining officers have a minimum education level.

- End 'programmed instruction' courses by NCALT, and develop e-learning courses as supplemental learning resources for teams.

- Redesign the NCALT portal to make it easier to navigate.

- All officers to receive 'protected time' in which to undertake courses, and utilise this time to use e-learning as a resource for team training activities.

6.3 – Summary of Study Limitations

There are numerous limitations associated with this study which must be taken into account when reporting on its findings. This first is that the survey sample size presents us with a margin of error in the data of ±3.43% with a 95% confidence level. A larger number of respondents would give us much more a much more accurate view of officers' attitudes. The survey was not representative with respect to ethnicity and rank, and this may affect the validity of the results (although there was consistency in the proportion of answers across the ranks which may mitigate this limitation somewhat).

The survey which was circulated via email and social media was voluntary to complete, therefore the data may be subject to self selection bias. Also, it became apparent that the link to the survey did not reach all of the officers who would have been entitled to undertake it. This may also affect the validity of the data and limited the survey size. The survey questions, with regards to motivation / de-motivation factors, may have had factors not included and has no way of inclusion through open/semi-open questions; this may mean the data could be incomplete.

There were only 5 participants over 2 discussion group sessions; therefore there was not an opportunity to achieve data saturation. Any data obtained by the groups will not be representative due to the background of the participants. Discussion group data are, by its very nature not generalisable, however it must be read in conjunction with the results of the survey. No firm conclusions can be drawn from them and further study whose hypotheses may be based on the outcomes of these groups should be undertaken.

Finally this study as a whole only measures subjective opinions of officers regarding objective subjects, that being the effectiveness of training. Any findings must be reported with this in mind.

6.4 – Suggestions for Further Research

Due to the limitations of the study as it was currently undertaken, it could be re-run with a number of revisions. Firstly, it could be done with improved communication with rank and file officers to increase the number of survey respondents. This could be done again through the Police Federation with more regular updates, and checking in with local branch boards and federation representatives to ensure the messages had been passed on to all members. One could also increase the survey data collection time to increase the opportunities for respondents to complete the survey. One would also need to consider the findings of this survey to better inform the survey design, especially with regards to motivation/de-motivation factors. Include potentially new factors which were discovered as a result of further reading and the focus group or include open/semi-open questions (this will mean that more time may be required to analyse responses).

With sufficient time it also may be possible to run the second phase of the study separately. Again, the PFEW could be utilised to recruit a greater number of group participants, to achieve data saturation. Also it would be possible to create more appropriately sized focus groups with a wider more representative sample of officers from across England and Wales. This way the qualitative research could draw firmer conclusions. The discussion group outcomes from this study could form the hypotheses for such as study.

Alternatively a new study using pre- and post-testing, to examine the objective effectiveness of police training could be undertaken. This would test the higher levels of

the Kirkpatrick taxonomy of training evaluations. It could take the form of a randomised controlled trial to test the differences between conventional training, e-learning by programmed instruction and blended learning techniques. Also qualitative observations could be performed during the treatments phases which could be followed up by interviews of participants to gauge their opinions of the different training methods compared with more reliable and valid quantitative data.

Finally participants in the study made strong suggestions that problems that arise from the issue of training are a symptom of a diminishing sense of organisational justice within the police service. This is an issue that may also warrant further research, but is a subject which is a much wider issue that the one examined in this study.

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8. Appendices

8.1 Appendix 1 - Survey First Draft

1a. Ongoing training for police officers should be mandatory.

Strongly Agree: 1   2   3   4   5   :Strongly Disagree

1b. What are you reasons for the above answer?
Free Text

2a. What methods are used to deliver ongoing training to you (tick all that apply)?

Large (30+ People) Group Lecture with little or no Q&A
Large (30+ People) Group Lecture with Q&A discussions
Seminar Discussion Groups with facilitator
Seminar Discussion Groups without facilitator
One-to-one discussions with trainer
E-Learning (NCALT)
On the job training with trainer/mentor
Other (Please Specify)

2b. I am satisfied with ongoing training arrangements for my role within the MPS.

Strongly Agree: 1   2   3   4   5   :Strongly Disagree

2c. What are the reasons for your level of satisfaction with the ongoing training arrangements within the MPS?
Free Text

3a. I feel motivated to undertake ongoing training within my role within the MPS.

Strongly Agree: 1   2   3   4   5   :Strongly Disagree

3b. What factors improve your motivation to undertake ongoing training?
Free Text

3c. What factors reduce your motivation to undertake ongoing training?
Free Text

3d. How is your motivation affected when you are told to undertake mandatory training?
Free Text

4a. I am satisfied with the e-learning system utilised for ongoing training within the MPS.

Strongly Agree: 1   2   3   4   5   :Strongly Disagree

4b. What are the reasons for your level of satisfaction with the e-learning system?
Free Text

5a. I am motivated to undertake e-learning courses when they are released.

Strongly Agree: 1   2   3   4   5   :Strongly Disagree

5b. What factors improve your motivation to undertake e-learning courses?
Free Text

5c. What factors reduce your motivation to undertake e-learning courses?
Free Text

5d. How is your motivation affected when you are told to undertake mandatory e-learning courses?
Free Text

6a. I have voluntarily undertaken ongoing training which was not mandatory.

Yes / No

6b. If you have, what motivated you to undertake voluntary ongoing training?
Free Text

6c. If you have not, why not?
Free Text

7a. I have voluntarily undertaken an e-learning course which was not mandatory.

Yes / No

7b. If you have, what motivated you to undertake a voluntary e-learning course?
Free Text

7c. If you have not, why not?
Free Text

8.2 Appendix 2 - Survey Third Draft

Main Section

1. How many training courses have you completed in the past 3 years of your service within the MPS?

None
1-5
6-10
11-15
16-20
21 or more.

2. In the past 3 years how many of these training courses were mandatory?

None
1-5
6-10
11-15
16-20
21 or more.

3. In the past 3 years how many of these training courses were undertaken voluntarily?

None
1-5
6-10
11-15
16-20
21 or more.

4. In the past 3 years which of training methods were employed? (Select all that apply)

Large (30+ People) Group Lecture with little or no Q&A
Large (30+ People) Group Lecture with Q&A discussions
Seminar Discussion Groups with facilitator
Seminar Discussion Groups without facilitator
One-to-one discussions with trainer
E-Learning (NCALT)
On the job training with trainer/mentor
Other (Please Specify)

Specify your agreement/disagreement with the following statements:

5. With regards to my role within the MPS in the last 3 years I am satisfied that the ongoing training arrangements meet my learning needs.

Strongly Agree: 1   2   3   4   5   6   7: Strongly Disagree

6. Looking back at my ongoing training within the MPS in the last 3-years, it was necessary for this training to be mandatory.

Strongly Agree: 1   2   3   4   5   6   7: Strongly Disagree

7. Looking back at my mandatory ongoing training within the MPS in the last 3-years I have been able to implement the content of this training within my day-to-day job.

Strongly Agree: 1   2   3   4   5   6   7: Strongly Disagree

8. I felt motivated to take the mandatory ongoing training within the MPS over the past 3 years.

Strongly Agree: 1   2   3   4   5   6   7: Strongly Disagree

9. With regards to your mandatory ongoing training you have undertaken in the past 3 years; name up to 3 factors (if any) which improved your personal motivation to undertake it?

        1._____
        2._____
        3._____

10. With regards to your ongoing training in the past 3 years; name up to 3 factors (if any) which reduced your personal motivation to undertake it?

        1._____
        2._____
        3._____

11. How many E-Learning courses by NCALT have you taken in the MPS within the last 3 years?

None
1-5
6-10
11-15
16-20
21 or more.

12. How many of the E-Learning courses by NCALT that you took in the past 3 years were mandatory?

None
1-5
6-10
11-15
16-20
21 or more.

13. How many of the E-Learning courses by NCALT that you took in the past 3 years were taken voluntarily?

None
1-5
6-10
11-15
16-20
21 or more.

Specify your agreement/disagreement with the following statements:

13. With regards to the e-learning courses I have undertaken within the past 3 years I am satisfied that the courses met my training needs.

Strongly Agree: 1   2   3   4   5   6   7: Strongly Disagree

14. Looking back at my mandatory e-learning within the MPS in the last 3-years I have been able to implement the content of this training within my day-to-day job.

Strongly Agree: 1   2   3   4   5   6   7: Strongly Disagree

15. With regards to the e-learning courses I have undertaken in the past 3 years I was personally motivated to complete them.

Strongly Agree: 1   2   3   4   5   6   7: Strongly Disagree

16. With regards to the e-learning courses you have undertaken in the past 3 years, list up to 3 factors (if any) that would increase your personal motivation to complete them.

        1._____
        2._____
        3._____

17. With regards to the e-learning courses you have undertaken in the past 3 years, list up to 3 factors (if any) that would decrease your personal motivation to complete them.

        1._____
        2._____
        3._____

18. Please make any comments regarding your motivation to undertake ongoing training here:
Free Text

8.3 Appendix 3 - Survey Final Draft

Ongoing Training and Professional Development Survey

The following questionnaire is a survey designed to examine officer experience and attitudes towards the provision of mandatory ongoing training/professional development amongst federated officers within the Police Service of England and Wales.

It will examine officers' motivation to undertake such training, and will have an additional focus on the provision of electronic learning (e-learning) provided by the National Centre for Applied Learning Technologies (NCALT).

Participation in this study is strictly voluntary and should take no more than 10 minutes to complete.

By completing and returning the survey you are agreeing to take part in the research. All data will be stored in accordance with the Data Protection Act 1998. Responses are anonymous and care will be taken to ensure that when results are reported individuals cannot be identified

This research project has been funded by the Metropolitan Police Federation and is supported by the Police Federation of England and Wales.

The results of this research will be used to inform policy for the Police Federation and shall be used to suggest ways of improving training provision within the Police Service.

The research is being conducted by a research student under supervision of the School of Law, Criminal Justice and Computing at Canterbury Christ Church University as part of the Paul McKeever Scholarship to enable police practitioners to study for a Master's Degree in Research in Policing.

For more information on this study please contact Richard Honess at r.honess312@canterbury.ac.uk

Exclusion Criteria Questions

Are you a serving police officer in England and Wales of a Federated Rank?

Yes / No

Are you involved in the design of training courses within the Police Service?

Yes / No

Section 1 – Previous General Ongoing Training

1. How many training courses have you completed in the past 3 years of your service within the Police Service?

- ☐ None
- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21 or more.

2. In the past 3 years how many of the ongoing training courses you completed within the Police Service were mandatory?

None
- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21 or more.

3. In the past 3 years which of training methods were employed within the Polcie Service? (Select all that apply)

- ☐ Large (30+ People) Group Lecture with little or no Q&A
- ☐ Large (30+ People) Group Lecture with Q&A discussions
- ☐ Seminar Discussion Groups with facilitator
- ☐ Seminar Discussion Groups without facilitator
- ☐ One-to-one discussions with trainer
- ☐ E-Learning (NCALT)
- ☐ On the job training with trainer/mentor
- ☐ Virtual Simulation
- ☐ Live Simulation (role plays/public order)
- ☐ Classroom based practical exercises
- ☐ Formal Further/Higher Education in college/university

Section 2 – Attitudes to Ongoing Training

Specify your agreement/disagreement with the following statements:

1. With regards to my role within the Police Service in the last 3 years I am satisfied that the ongoing training arrangements met my learning needs.

Strongly Agree: 1   2   3   4   5   6   7: Strongly Disagree

2. Looking back at my ongoing training within the Police Service in the last 3-years, it was in my opinion, necessary for this training to be mandatory.

Strongly Agree: 1   2   3   4   5   6   7: Strongly Disagree

3. Looking back at my mandatory ongoing training within the Police Service in the last 3-years I have been able to implement the content of this training within my day-to-day job.

Strongly Agree: 1   2   3   4   5   6   7: Strongly Disagree

4. I felt motivated to take the mandatory ongoing training within the Police Service over the past 3 years.

Strongly Agree: 1   2   3   4   5   6   7: Strongly Disagree

5. With regards to your mandatory ongoing training you have undertaken in the Police Service in the past 3 years; which factors (if any) would have <u>increased</u> your personal motivation to undertake it? (tick all that apply)

- ☐ The desire to learn new things
- ☐ The pleasure of learning new things
- ☐ Interesting course content
- ☐ Meeting new people on a course
- ☐ The knowledge that the training content was necessary for my job role
- ☐ Knowing that I would be able to use the content in my job role
- ☐ Knowing the course content is important to the organisation
- ☐ The training increased my confidence in undertaking my job role
- ☐ Receiving an additional payment for completing it
- ☐ Being required to complete it by managers
- ☐ The method of training delivery
- ☐ Having content which challenges my views
- ☐ Having content which challenges my abilities
- ☐ The environmental conditions in which the training was delivered
- ☐ Having sufficient time to complete the training
- ☐ It's a day away from my usual job
- ☐ I would be more satisfied doing my job
- ☐ It would enable me to take on more responsibilities
- ☐ Knowing the training was designed for me in mind
- ☐ Feeling like I am supported by management
- ☐ Getting a course completion certificate
- ☐ Getting official recognition of completion
- ☐ Being formally assessed
- ☐ None of the above

6. With regards to your mandatory ongoing training you have undertaken in the Police Service in the past 3 years; which factors (if any) would have <u>decreased</u> your personal motivation to undertake it? (tick all that apply)

- ☐ The desire to not learn new things
- ☐ The displeasure of learning new things
- ☐ Uninteresting course content
- ☐ Meeting new people on a course
- ☐ The knowledge that the training content was unnecessary for my job role
- ☐ Knowing that I would not be able to use the content in my job role
- ☐ Knowing the course content is important to the organisation
- ☐ The training decreased my confidence in undertaking my job role
- ☐ Not receiving an additional payment for completing it
- ☐ Being required to complete it by managers
- ☐ The method of training delivery
- ☐ Having content which challenges my views
- ☐ Having content which challenges my abilities
- ☐ The environmental conditions in which the training was delivered
- ☐ Having insufficient time to complete the training
- ☐ It's a day away from my usual job
- ☐ I would be less satisfied doing my job
- ☐ It would enable me to take on more responsibilities
- ☐ Knowing the training was not designed for me in mind
- ☐ Feeling like I am not supported by management
- ☐ Not getting a course completion certificate
- ☐ Not getting official recognition for course completion
- ☐ Being formally assessed
- ☐ None of the above

Section 3 – Previous Experience of E-Learning by NCALT

1. How many E-Learning courses by NCALT have you taken in the Police Service within the last 3 years?

- ☐ None
- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21 or more.

2. How many of the E-Learning courses by NCALT that you took in the Police Service in the past 3 years were mandatory?

- ☐   None
- ☐   1-5
- ☐   6-10
- ☐   11-15
- ☐   16-20
- ☐   21 or more.

Section 4 – Attitudes to E-Learning by NCALT

Specify your agreement/disagreement with the following statements:

1. With regards to the e-learning courses I have undertaken in the Police Service within the past 3 years I am satisfied that the courses met my training needs.

Strongly Agree: 1   2   3   4   5   6   7: Strongly Disagree

2. Looking back at my mandatory e-learning in the Police Service within the last 3-years I have been able to implement the content of this training within my day-to-day job.

Strongly Agree: 1   2   3   4   5   6   7: Strongly Disagree

3. With regards to the e-learning courses I have undertaken in the Police Service within the past 3 years I was personally motivated to complete them.

Strongly Agree: 1   2   3   4   5   6   7: Strongly Disagree

4. With regards to the e-learning courses you have undertaken in the Police Service within the past 3 years, what factors (if any) would have <u>increased</u> your personal motivation to complete them? (Tick all that apply)

- ☐   The desire to learn new things
- ☐   The pleasure of learning new things
- ☐   Interesting course content
- ☐   Meeting new people on a course
- ☐   The knowledge that the training content was necessary for my job role
- ☐   Knowing that I would be able to use the content in my job role
- ☐   Knowing the course content is important to the organisation
- ☐   The training increased my confidence in undertaking my job role
- ☐   Receiving an additional payment for completing it
- ☐   Being required to complete it by managers
- ☐   The method of training delivery
- ☐   Having content which challenges my views
- ☐   Having content which challenges my abilities

☐ The environmental conditions in which the training was delivered
☐ Having sufficient time to complete the training
☐ It's a day away from my usual job
☐ I would be more satisfied doing my job
☐ It would enable me to take on more responsibilities
☐ Knowing the training was designed for me in mind
☐ Feeling like I am supported by management
☐ Getting a course completion certificate
☐ Getting official recognition for course completion
☐ Getting formally assessed
☐ None of the above

5. With regards to the e-learning courses you have undertaken in the Police Service within the past 3 years, what factors (if any) that would have <u>decreased</u> your personal motivation to complete them? (Tick all that apply)

☐ The desire to not learn new things
☐ The displeasure of learning new things
☐ Uninteresting course content
☐ Meeting new people on a course
☐ The knowledge that the training content was unnecessary for my job role
☐ Knowing that I would not be able to use the content in my job role
☐ Knowing the course content is important to the organisation
☐ The training decreased my confidence in undertaking my job role
☐ Not receiving an additional payment for completing it
☐ Being required to complete it by managers
☐ The method of training delivery
☐ Having content which challenges my views
☐ Having content which challenges my abilities
☐ The environmental conditions in which the training was delivered
☐ Having insufficient time to complete the training
☐ It's a day away from my usual job
☐ I would be less satisfied doing my job
☐ It would enable me to take on more responsibilities
☐ Knowing the training was not designed for me in mind
☐ Feeling like I am not supported by management
☐ Not getting a course completion certificate
☐ Not getting official recognition
☐ Getting formally assessed
☐ None of the above

Demographic Data

1. What is your age?

- ☐   <20
- ☐   20 - 29
- ☐   30 - 39
- ☐   40 - 49
- ☐   50 - 59
- ☐   60+

2. What is your gender?

- ☐   Male
- ☐   Female
- ☐   Other
- ☐   Prefer not to say

3. What is your ethnicity?

- ☐   Asian - Indian
- ☐   Asian - Pakistani
- ☐   Asian - Bangladeshi
- ☐   Asian - Any Other Asian Background
- ☐   Black - Caribbean
- ☐   Black - African
- ☐   Black - Any Other Black Background
- ☐   Chinese / SE Asian
- ☐   Mixed - White and Black Caribbean
- ☐   Mixed - White and Black African
- ☐   Mixed - White and Asian
- ☐   Mixed - Any Other Mixed Background
- ☐   White - British
- ☐   White - Irish
- ☐   White - Any Other White Background
- ☐   Any Other White Background
- ☐   Prefer Not to Say

4. What is your maximum qualification level completed?

- ☐   No Formal Qualifications
- ☐   GCSE / O-Levels
- ☐   AS / A-Levels
- ☐   Certificate/Diploma of HE
- ☐   Bachelor's Degree

☐   Post-Graduate Qualification

5. What is your current rank within the MPS?

☐   Constable
☐   Sergeant
☐   Inspector
☐   Chief Inspector

6. What is your length of service?

☐   5 years or less
☐   6-10 years
☐   11-15 years
☐   16-20 years
☐   21-25 years
☐   26-30 years
☐   More than 30 years

On conclusion of this survey there will be an opportunity to take part in focus groups to discuss the results of this questionnaire and to discuss the ways in which motivation to undertake ongoing training and e-learning can be improved.

These will take place sometime in the next two months at a venue in the London/Kent area. If you wish to take part please provide your Email address.

If you are not selected to take part, or at the conclusion of the study all email addresses will be deleted and all responses will be kept strictly confidential.

_____

8.4 Appendix 4 - Focus Group Session Plan

- Thank participants for attending.
- Explain purpose of the focus groups.
- Read out participant information sheet.
- Maximum of 15 minutes per question.
- Explain consent form - get participants to sign. (Emailed in advance)
- Figures were be emailed to participants in advance.

1. Only 20.4% of officers agreed that the general ongoing training arrangements made by the police service met their learning needs and 71.2% disagreed.
   - Why do you think this is the case?
   - What is good about the arrangements?
   - What could be improved?

2. 56.9% (just over half) stated that they believed that this training should be mandatory with 29.4% disagreeing.
   - Why do you think this is the case?
   - Is making it mandatory productive or counter-productive?

3. Only 21.8% agreed they were motivated to take the training with 61.6% disagreeing. Knowing the knowledge was necessary for job role, knowing that they would be able to use the knowledge in the job role; interesting course content, increase in confidence in job role and the method of training delivery were the main motivating factors.
   - What can be done to improve officers' motivation to undertake such training?
   - Discuss whether being required to participate in training has an effect.
   - Usefulness and interest are often contradictory. Explore the difference.

4. Only 10.9% have that the e-learning system by NCALT satisfies their learning needs with 80.2% disagreeing. Plus only 16.1% of officers agreed they were able to implement the content of e-learning with 67.7% disagreeing (compared to 41.0% agreeing and 42.8% disagreeing with regards to implementation of general training).
   - This is even worse than general arrangements. Why is this the case?
   - What is it about the e-learning system that makes it worse?

5. Only 10.3% of officers were motivated to take e-learning courses with 82.1% stating that they were not. The interest and necessity of the course content, plus the training delivery method were the main reasons given that officers were motivated or de-motivated to undertake e-learning courses by NCALT.
   - How can we improve officer's motivation to undertake e-learning by NCALT?
   - Given that e-learning is probably here to stay, what suggestions can we give to improve the e-learning system?

6. Any other observations by participants?

Thank participants.

Inform them that the results of these discussions will be analysed and incorporated into an operational report to the Federation.

8.5 Appendix 5 - Focus Group Consent Form

Canterbury
Christ Church
University

CONSENT FORM

Title of Project: The Delivery of Mandatory Ongoing Training within the Police Service of England and Wales and its Relationship to the Andragogical Principle of Self-Motivation

Name of Researcher: Richard Honess

Contact details:

Address:

Canterbury Christ Church University
School of Law, Criminal Justice and Computing
North Holmes Campus
Canterbuty. CT1 1QU

Tel:

07941 638943

Email:

r.honess312@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.

_____   _____   _____
Name of Participant   Date   Signature

_____   _____   _____
Name of Person taking consent   Date   Signature
(if different from researcher)

Richard Honess   _____   _____
Researcher   Date   Signature

Copies: 1 for participant
               1 for researcher

Canterbury
Christ Church
University

The Delivery of Mandatory Ongoing Training within the Police Service of England and Wales and its Relationship to the Andragogical Principle of Self-Motivation

FOCUS GROUP PARTICIPANT INFORMATION SHEET

A research study is being conducted at Canterbury Christ Church University (CCCU) by Richard Honess

Background

The ongoing training of serving police officers in England and Wales is considered an important task. As laws and procedures change, or new ones are introduced police officers are required to receive updates in the form of training.

Much of this training is mandatory due to the importance of the subject matters, the need for officers to have the information and skills to do the job. Chief officers have a responsibility to ensure that their officers are appropriately trained in order for them to undertake their duties to the public (and to avoid vicarious liabilities in the event of a failure of the organisation).

From the adult education literature, however, making training compulsory for adults is often counterproductive. It can cause resentment,

What will you be required to do?

A quantitative survey via an electronic survey package to investigate officer satisfaction with ongoing training and e-learning, and also to investigate motivation and de-motivation factors has been conducted. Participants, who completed the survey or have an interest in the subject matter, will contribute to a focus group to qualitatively investigate the reasons behind the survey results and to suggest ways of improving training provision in line with the study aims.

To participate in this research you must:

☐ Be a serving member of the Police Service in England and Wales in a federated rank (Constable, Sergeant, Inspector or Chief Inspector), or be recently retired

☐ Not be currently involved in the design of training courses for the police service.

Procedures

You will be asked to take part in a focus group to be held electronically via Skype for 60-90 minutes.

Feedback

The results of the study will be published in a operation report which will be circulated to the Police Federation of England and Wales. Copies of this report will be available on request.

Confidentiality

All data and personal information will be stored securely within CCCU premises in accordance with the Data Protection Act 1998 and the University's own data protection requirements. Data can only be accessed by Richard Honess. After completion of the study, all data will be made anonymous (i.e. all personal information associated with the data will be removed).

Dissemination of results

The results of the study will be written up into an MSc thesis which will be stored by the University. Also results of the study will form the basis of an operational report which will be disseminated to the Police Federation. Copies will be available on request.

There is also a plan to submit the results to a peer reviewed academic journal.

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 withdraw at any time without having to give a reason.

Any questions?

Please contact Richard HONESS on 07941 638943 or Email r.honess312@canterbury.ac.uk ; or contact the School of Law, Criminal Justice and Computing at CCCU, North Holmes Campus, Canterbury, CT1 1QU.

8.7 Appendix 7 - Section B of the Ethics Review Checklist

Section B: Ethics Checklist

Please answer each question by marking (X) in the appropriate box:

		Yes	No
1.	Does the study involve participants who are particularly <u>vulnerable</u> or unable to give informed consent (e.g. children, people with learning disabilities), or in unequal relationships (e.g. people in prison, your own staff or students)?		X
2.	Will the study require the co-operation of a gatekeeper for initial access to any <u>vulnerable</u> groups or individuals to be recruited (e.g. students at school, members of self-help groups, residents of nursing home)?		X
3.	Will it be necessary for participants to take part in the study without usual informed consent procedures having been implemented in advance (e.g. covert observation, certain ethnographic studies)?		X
4.	Will the study use deliberate deception (this does **not** include randomly assigning participants to groups in an experimental design)?		X
5.	Will the study involve discussion of, or collection of information on, topics of a sensitive nature (e.g. sexual activity, drug use) <u>personal to the participants</u>?		X
6.	Are drugs, placebos or other substances (e.g. food substances, vitamins) to be administered to human or animal participants?		X
7.	Does the study involve invasive or intrusive procedures such as blood taking or muscle biopsy from human or animal participants?		X
8.	Is physiological stress, pain, or more than mild discomfort to humans or animals likely to result from the study?		X
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?		X
10.	Will the study involve **interaction** with animals? (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")		X
11.	Will the study involve prolonged or repetitive testing?		X
12.	Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?		X
13.	Is the study a survey that involves University-wide recruitment of students from Canterbury Christ Church University?		X
14.	Will the study involve recruitment of adult participants (aged 16 and over) who are unable to make decisions for themselves, i.e. lack capacity, and come under the jurisdiction of the		X

	Mental Capacity Act (2005)?		
15.	Will the study involve recruitment of participants (**excluding staff**) through the **NHS**?		X
16.	Will the study involve recruitment of participants through the **Department of Social Services** of a Local Authority (e.g. Kent County Council)?		X

Now please assess outcomes and actions by referring to Section C ➲

8.8 Appendix 8 - Ethics Clearance Letter

Canterbury
Christ Church
University

15 June 2015   Ref: 15/SAS/229C

Mr Richard Honess
c/o School of Law, Criminal Justice and Computing
Faculty of Social and Applied Sciences

Dear Richard

Confirmation of ethics compliance for your study *"The delivery of mandatory ongoing training within the Police Service of England and Wales and its relationship to the andragogical principle of self-motivation."*

I have received an application for proportionate review of the above project. Because you could have answered "No" to all of the questions in Section B of the Ethics Review Checklist, and have submitted appropriate supporting documentation, no further ethical review will be required under the terms of this University's Research Ethics and Governance Procedures.

In confirming compliance for your study, I must remind you that it is your responsibility to follow, as appropriate, the policies and procedures set out in the *Research Governance Handbook* (http://www.canterbury.ac.uk/centres/red/ethics-governance/governance-and-ethics.asp) and any relevant academic or professional guidelines. This includes providing, if appropriate, information sheets and consent forms, and ensuring confidentiality in the storage and use of data. Any significant change in the question, design or conduct of the study over its course should be notified to the Research Office, and may require a new application for ethics approval. You are also required to inform me once your research has been completed.

Wishing you every success with your research.

Yours sincerely

Roger Bone
Research Governance Manager
Tel: +44 (0)1227 782940 ext 3272 (enter at prompt)
Email: roger.bone@canterbury.ac.uk

cc: Dr Dominic Wood

8.9 Appendix 9 - Unused Data from Survey

Question 18 - What is your maximum qualification level completed?

Table 23

No Formal Qualifications	GCSE / O Level	AS / A Level	Certificate/Diploma of HE	Bachelor's Degree	Postgraduate Qualification
16	184	202	112	237	58

n = 809

Question 19 - What is your length of service?

Table 24

-5	6-10	11-15	16-20	21-25	26-30	30+
44	194	190	133	130	112	6

n = 809

Question 21 - What is your age group?

Table 25

-20	21-30	31-40	41-50	51-60	60+	Prefer not to say
2	77	264	341	85	3	37

n = 809

Question 22 - Do you have a disability under the terms of the Equality Act? (i.e. a physical or mental impairment that has a substantial and long term adverse impact on your ability to carry out normal day to day activities)

Table 26

Yes	No	Prefer not to say
43	703	60

n = 808

Question 24 - What is your sexual orientation?

Table 27

| Lesbian or gay	Bisexual	Heterosexual	Prefer not to say
27	9	636	137

n = 809

Question 25 - What is your religion / belief?

Table 28

Christian	Buddhist	Jewish	Muslim	Sikh	Other please specify	None	Prefer not to say
405	4	1	2	3	15	254	125

n = 809

8.10 Appendix 10 - Breakdown of Likert Questions by Rank

Fig 20. With regards to my role within the Police Service in the last 3 years I am satisfied that the ongoing training arrangements met my learning needs. Proportion of Responses by Rank

Fig 21. Looking back at my ongoing training within the Police Service in the last 3-years, it was in my opinion, necessary for this training to be mandatory. Comparision of Proportion of Responses by Rank

Fig 22. Looking back at my mandatory ongoing training within the Police Service in the last 3-years I have been able to implement the content of this training within my day-to-day job. Proportion of Responses by Rank

Fig 23. I felt motivated to take the mandatory ongoing training within the Police Service over the past 3 years. Proportion of Responses by Rank

Fig 24. With regards to the e-learning courses I have undertaken in the Police Service in the past 3 years I am satisfied that the courses met my training needs. Proportion of Responses by Rank.

Fig 25. Looking back at my mandatory e-learning in the Police Service within the last 3 years I have been able to implement the content of this training within my day to day job. Proportion of Responses by Rank.

Fig 26. With regards to the e-learning courses I have undertaken in the Police Service within the past 3 years I was personally motivated to complete them. Proportion of Responses by Rank

8.11 Appendix 11 - Initial Timeline Plan for Project

Activity	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15
Identification of readings for subject.	▓	▓	▓	▓													
Identification of readings for methodology			▓	▓	▓												
Thematic Analysis of Subject Area				▓													
Thematic Analysis of Research methodologies					▓												
Initial Literature Review				▓	▓												
Final Literature Review						▓	▓	▓	▓	▓	04/05						
Research Questions Drafted				▓	▓	▓	▓										
Research Proposal Written				▓	▓	14/12											
Methodological Critique Written						▓	▓	▓	04/03								
Survey Drafted				▓	▓	▓	▓										
Survey Piloted						▓	▓										
Survey Finalised							▓	▓									
Survey Distributed								▓									
Survey Data Collection								▓	▓								
Survey Data Analysis									▓	▓							
Focus Group – Planned									▓	▓	▓						
Focus Group – Arranged										▓	▓						
Focus Group – Conducted											▓						
Focus Group - Data Transcription											▓	▓					
Focus Group - Data Analysis											▓	▓	▓				
Disstertation - Structural Plan											▓	▓					
Dissertation - Write Up											▓	▓	▓	▓	30/09		
Operational Report - Write Up															▓	▓	tba