‘The initial education and training of tomorrow’s police workforce today and today’s police workforce for tomorrow’

Doctoral Report
Part 1

Ian K. Pepper

A doctoral report and portfolio submitted in partial fulfilment of the requirements of the University of Sunderland for the degree of Professional Doctorate

2013

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Acknowledgements

I would like to express my thanks for the support and guidance throughout my doctoral study to Professor Ian Neal and Professor Peter Smith form the University of Sunderland, along with the executive, staff and volunteers of Cleveland Police.

I also owe a great deal to the support of my wife Helen and son Thomas.

Introduction to my professional doctorate submission

As an advocate of both career and life-long learning, I have always strived to develop myself professionally, whether employed by the police service or higher education, and provide opportunities and encourage others to develop themselves.

My doctorate submission is split in to two parts, a doctoral report (part 1) and a portfolio of evidence (part 2).

The doctoral report (part 1) details the current context of police education and training along with my professional development and how this has impacted on my profession. This leads on to the successful completion of a research project, which has generated new knowledge and shaped both the development of level four programmes and a higher educational framework for the police service. I have provided an insight in to my ability as both an action researcher and reflective practitioner that, with the ongoing dynamic nature of policing, is required to provide flexible educational approaches for the police service.

The portfolio of evidence (part 2) provides direct examples divided under twelve sections demonstrating some of the key milestones, which I have led and produced either individually or as a group, to develop the groundwork for a higher education discipline of policing. This in turn has led to the production and ongoing evolution of the higher educational framework for the police service.

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Name: Ian K. Pepper

Company: Teesside University

Abstract

The police service across the United Kingdom (UK) has gone through many fundamental changes since its foundations were laid by the Metropolitan Police Act (Great Britain, 1829). In the 21st century the education and training of new police recruits and their continuous professional development has come under the spotlight for reform. Initial education and training reforms have included a move from central police training sites to local delivery to suit local policing needs and partnerships being created with further and higher education.

In these times of austerity the service is also proposing a move away from recruiting individuals and training them to expecting individuals to receive components of their education and training prior to employment. This move to pre-employment education and training (called pre-join by the police service) has also brought other policing roles to the fore of the reform agenda including police staff and special constables.

As a professional educator working within higher education, having experienced both operational and support policing roles in a range of contexts, the author is an advocate of the benefits of both career and lifelong learning. Over a number of years the author has strived to provide educational support to the police service either for those who are employed by the police service or alternatively those who are aspiring to work within the sector. A number of these initiatives, both past and present, are listed within the evidence sections of the portfolio and provide a focus for the development of an academic discipline of policing.

The opportunities which exist for all of the stakeholders involved in the initial education and training of the police service are many, varied and at times challenging, but the support and insights which can be provided by higher education

can do much to develop this important aspect in the professionalisation of the police service.

The contribution of a route map (or framework) will be of value to the individual learner, whether employed or not, the police service as a whole and educational providers, as it will enable all of the stakeholders involved to understand the routes available for new police officer recruits for their initial education and training as they enter the profession. These routes are linked, through higher education, to the complexities of FHEQ and QCF frameworks, along with the identification of opportunities for the recognition of APL and the police requirements for the completion of a ‘certificate in policing knowledge’ (often referred to as the technical certificate) or equivalent and the ‘diploma in policing’.

Dedication

Dedicated to the memory of my father Brian, sister in law Jayne and sister in law Susan.

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Chapter one

Introduction

1.1 Aim

My overall aim is to provide educational opportunities for those who aspire to be employed or are already employed within policing. Such employment could be in various capacities ranging from civilian crime scene investigators to police officers. These educational opportunities need to be recognised by the police service along with higher education and the requirement to acknowledge the professional and personal benefits associated with achieving higher educational awards linked to an educational discipline of policing.

The specific aim of my doctorate is to link these academic and vocational educational opportunities together in an informative, innovative and influential educational framework (or route map) clarifying the requirements of the frameworks for higher education qualifications (FHEQ), the elements of the qualifications and curriculum framework (QCF) required to be a police employee, the certificate in policing knowledge (or technical certificate), the diploma in policing and the special constables initial learning for special constables programme, along with opportunities for individual educational progression recognising the benefits of the accreditation of prior learning (APL). Wilson (2012) identifies that students enter higher education with an expectation that studying will enhance their career opportunities and highlights that “By selecting a programme of study at a particular university, a student is committing to a specific agenda of knowledge acquisition” (Wilson, 2012, p.30) but also acknowledges that there are many other influences on their learning including their personal circumstances (whether they are working or not) and their mode of study (part-time or full-time). Such an educational framework will assist all stakeholders in identifying their route forward.

1.2 Motivation

Throughout my careers within both operational policing and higher education, I have been involved either as a learner or facilitator of learning in a number of capacities from initial student to academic lecturer. I have often been frustrated with the lack of recognition of the level of learning which has to take place to qualify, for example, as a police officer, special constable, fingerprint officer, crime scene investigator etc. Along with the inability to recognise how such learning should be linked together and progressive.

On moving to higher education in the early 21st century I found myself in a position to influence such recognition at a higher education (HE) level of learning. I initially focused in the forensic arena of crime scene investigators with both traditional students and those in employment. I then expanded my portfolio to work with the broader policing community including police officers, special constables, police community support officers, detectives, police trainers and firearms officers. These developments were with a range of law enforcement agencies with which I negotiated partnerships including Cleveland Police, West Mercia Police, the Ministry of Defence Police and the Defence College of Policing and Guarding. My aim was to enable learners to achieve HE awards through their education and training facilitating a move from just career long to lifelong learning with the associated achievements and benefits.

Since joining the university one of my roles, as well as teaching, has been the identification of business opportunities and the creation of successful educational partnerships. However, recent changes in staff roles has reduced the requirement for me to travel away on business, which in turn has provided me with the opportunity to pursue further my own educational development and conduct research to advance an emerging discipline of police studies.

I feel that the lack of a Doctorate level qualification is reducing my opportunities for further career advancement and I now have additional time available to study at work and home towards a professional doctorate which embraces my experiences and passion for policing and education along with my values and beliefs of striving for

success and working to the best of my ability. I acknowledge that studying for a professional doctorate presents its own challenges in terms of the management of time, information and the resources required to complete the doctorate successfully (Lee. 2009). My tenacious and resourceful approach to work will no doubt come in to play. To reflect on the continuum of risk versus reward, the risk of commencing the doctorate level study is lack of completion, but the rewards are high in terms of possible career advancement and the satisfaction of the actual learning, which I have embarked upon and completed. Although as a reflective practitioner, one never completes but progresses on to the next reflective cycle.

Research conducted by Engelage and Hadjar (2010) suggests that studying and successful completion of a doctoral level qualification leads to significant individual advantages in terms of job satisfaction and higher desirability in a competitive labour market both within and outside of higher education. McAdams (1996) also identifies, that the pursuance of goals and projects have an influence on one's personality and personal development.

1.3 Vision

My vision for police education and training has inevitably been influenced by my previous experiences in a number of operational and supporting roles within the policing environment. However, this vision has only taken on a more formal shape having moved in the early 21st century to an academic role within higher education.

My vision is in two parts:

Firstly, to have policing (or police studies) recognised as both an academic and vocational discipline within the realms of higher education across the UK. Although, along with a number of colleagues, I have made a good start on this journey of formal recognition, the discipline is still in its infancy.

Secondly, and in part required to achieve academic recognition of policing as a discipline, the prime focus for the doctorate, is to provide an integrated

developmental route map through higher education. This route map (or framework) recognises the professional achievements of police officers and police staff when training to perform their invaluable roles within society and clearly identifies educational routes for their personal and professional development within higher education. With the pathway having sufficient flexibility to be further extended to encompass additional specialist policing roles and qualifications.

1.4 Contemporary Context

Amongst the austerity measures introduced by the government in 2010, central government funding for the police service was reduced by 4% a year until 2015 (Pepper, 2011). As a result, the police service across England and Wales has mainly suspended the recruitment of new police officers and police staff and unfortunately some forces have made staff redundant, for example Greater Manchester Police announced that by 2013, one thousand police staff jobs working in roles ranging from human resources to forensic services will have been lost (BBC, 2011(b)). Legally police officers cannot be made redundant (ibid.) however the freeze on police recruitment is bound to affect front line police officer numbers with officers leaving the service for a number of reasons or being redeployed to other roles. The Metropolitan Police Service (MPS) is the first force to acknowledge this and has once again commenced recruiting small numbers of regular officers (BBC, 2011(a)) from the ranks of their serving police community support officers and volunteer special constables. This initiative has been followed by other forces such as Greater Manchester Police (Police Review, 2011(a)) and Humberside Police (Humberside Police, 2012), with West Yorkshire Police also advertising the recruitment of regular officers not only from the ranks of their police community support officers and volunteer special constables but also their police staff (West Yorkshire Police, 2013).

This change of focus for recruitment provides a unique opportunity for the police service in seeking to recognise an individual's educational achievements and previous experience within policing for regular officer recruitment and potentially for other policing roles. It is equally an opportunity for higher education to develop the need and set the standards for an academic discipline of policing which meets both

the educational and vocational requirements of a professional police service. Such an approach of educating and training regular police officers prior to their employment has been recommended as a route for aspiring police officers as is the recognition of service completed as a special constable or as a police community support officer (Winsor, 2012). Often where the larger police forces such as the Metropolitan Police Service and Greater Manchester Police lead other forces follow.

This has also re-ignited the debate around the value of education to the police service versus training for the role. Education is focused on developing a deeper understanding of a profession, creating individuals who will think more deeply, broadly and even more radically about the challenges they face. This educational process often takes longer to succeed but the benefits can last a lifetime. As opposed to training, where the individual can quite quickly acquire new knowledge and skills to perform a specific role or task. This is often achieved through practice, but this can lead to shallow learning, which may need updating or refreshing at a later stage. Winsor (2012) aspires for the profession of policing to have the same professional standing as doctors and lawyers and one of the objectives of the newly formed College of Policing is to enhance the professional status of both police officers and police staff (College of Policing, 2012). The medical and legal professions have successfully blended both education and training within their programmes of study to qualify for the role. It is not beyond the realms of possibility that a similar approach blending both police education and vocational training prior to full-time employment could be equally as successful.

The aim of my doctoral research study was to explore the motivations and career aspirations of volunteer special constables along with their perceived ability at performing key policing tasks expected of a regular police officer. This will assist one police force in deciding whether to follow this route to employing regular officers from the ranks of the special constabulary and has influenced the development of the educational framework.

Taking this a stage further, and aligning both government policy and my strong educational beliefs of the need to blend higher education and vocational training to meet the requirements of a modern professional workforce. It will be possible not

only to recruit regular officers directly from the special constabulary (and possibly other policing roles such as Police Community Support Officers), but also to design an educational framework which could be studied by learners (in the form of special constables) before they apply to join the police service and would equip the applicants with additional knowledge and skills prior to employment. It is also an opportunity to formally acknowledge and recognise other police education and training (such as that for detectives, tutor constables or firearms officers) into one progressive and developmental framework.

A pre-join educational programme would make special constables even more valuable to the service and provide the fundamental building blocks, which would recognise their previous service and experience as special constables and save each police force substantial amounts of money.

Such a framework of educational programmes (Appendix 1) for employees and volunteers to study both as a pre-join programme and post-employment by members of the service as a whole, leading to the award of an honours degree related to the workplace, would be innovative and I believe of substantial benefit not only to the police service but also to higher education.

1.5 Structure of the report and portfolio of evidence

The doctoral report and associated portfolio provides a comprehensive body of work detailing specific information on the current context in which the author is operating as a reflective practitioner and researcher. The author also reflects on the journey which has been taken to reach this point. The doctoral report and portfolio provides evidence on the approaches taken and their outcomes, along with how the findings have been disseminated and the overall contribution to knowledge and practice.

The doctoral portfolio contents are divided into navigable sections as detailed below and are referenced in an index in the front of the portfolio.

1.6 List of sections within the doctoral portfolio of evidence (part 2)

Section 1: Book covers, contents and peer reviews

Section 2: Published journal articles

Section 3: Conference proceedings

Section 4: Synopsis of International Consultancy and Business Development

Section 5: BSC (Hons) Forensic Investigation programme documentation (2004)

Section 6: Initial application for 'Skillsmark': Route map to endorsement (2007)

Section 7: Home Office Consultation Response (October 2012)

Section 8: Virtual LinkedIn group: The Criminal Justice, Policing and Crime Investigation student and employer network (2011/12)

Section 9: Research study (2011/12). Title: 'Special' or not: could regular police officers be recruited directly from the special constabulary?

Section 10: UTREG for programme design: Policing in Practice for Accompanied Patrol (2012)

Section 11: Student Handbook for Certificate in Higher Education in Professional Policing (2012)

Section 12: Proposed Future Educational Framework

Chapter two

Review of the literature

In a review of police training, Her Majesty's Inspectorate of Constabulary (2002) suggested that the initial education and training provided to new police officers was of fundamental importance to ensure their professional competence as independent operational police officers and their future career development. This has been followed by a number of other influential reviews of policing initiated by the Government of the time, such as Flanagan (2008), Home Office (2010), Neyroud (2011), Winsor (2012) and the House of Commons Home Affairs Committee (2013). However, Her Majesty's Inspectorate of Constabulary (2002) review was the catalyst for modernisation of the police training system in particular that of new police officers, in order to ensure they can continue to meet the challenging demands of contemporary policing. Her Majesty's Inspectorate of Constabulary (HMIC) suggested a change in the delivery methods of initial police training to ensure a consistency of approach, the development of links to qualification frameworks (and potentially academic awards) and delivery of the training within the community where officers will eventually serve (Her Majesty's Inspectorate of Constabulary, 2002). These concepts of blending education and training Haberfeld (2002) also identifies as being so important in the development of effective law enforcement officers whatever their role and position within an organisation.

It is within this context that the Initial Police Learning and Development Programme (IPLDP) and the associated national occupational standards (NOS) for policing evolved. These sets of standards provide the core requirements to which police officers should be trained (Pepper and Pepper, 2009). The IPLDP and NOS have also been mapped by the sector skills council for the police service, Skills for Justice (who own the NOS), to the national qualifications and curriculum framework (QCF). There is much ongoing debate around the level at which the NOS should be benchmarked against the QCF, which has a predominantly vocationally focused framework. Each police force throughout England and Wales is now responsible for the local delivery of the training and education which is provided to their student police officers with the core requirement being the need for the force to demonstrate

it adheres to the IPLDP. Some police forces have opted to link their initial training with educational partners and hence directly to the QCF, some to the FHEQ and some to no award at all.

Separated from the initial training of police officers, police staff (including police community support officers) and volunteer special constables have limited opportunities for promotion, little national structure for their formal educational development and associated recognition of those in service. Although Winsor (2011) acknowledges that there is a need to improve the ways in which the work of the special constabulary in particular is recognised.

When referring to police staff training and career progression one force, the Metropolitan Police Service (2012), advertises how they "will try to provide the support and development opportunities you need to achieve your ambitions," and that "As a member of police staff, the precise nature of your training will depend on your particular role", then continues to detail how internally they deliver over 150 courses covering diverse subjects such as communication skills, problem solving and basic IT, but no description of how studying such courses could fit together to benefit an individual's education and personal development.

Birzer (2003) identifies how effective education and training within police organisations not only helps facilitate change but also increases both the effectiveness and efficiency of the services employees. This is supported by White and Escobar (2008) who re-iterate how important thorough training is to the professionalism and effectiveness of the police service. Wilson (2012) acknowledges that employers value degree level study and highlight how in a survey conducted on behalf of the CBI, employability skills that existed amongst employers graduate recruits, such as the skills of communication, problem solving and the application of IT were highly valued, adding that self-management, teamwork, numeracy and the specific degree subject were also important aspects. The CBI (2011) also identified that 70% of those working within the professional services (such as Law) require a degree level qualification and this often leads to higher salaries, with the average starting salary for a law graduate being over £22,000, a regular police officer's annual salary commences at around £23,000 (Police Recruitment, 2012). "In many

cases, having completed a degree level course can satisfy an employer's requirements – they are looking for the ability to understand complex information and apply it in an informed way" (CBI, 2011, p.37). This aspiration for the professionalism of policing, akin to the professional standing of those working within law, is certainly being aspired to by Winsor (2012) who acknowledges that "the higher the qualification, the greater the intellectual agility the candidate is likely to possess" (ibid. p.95). Adopting such professionalism would mean that members would have a shared identity and professional ethics, with formal and informal regulation of their behaviour. This shared identity, behaviour and regulation certainly appears to be the aspiration of the newly formed College of Policing.

Campbell (2012) suggests that an individual's professional identity is shaped by complex interactions between their personal development, social and cultural history and the setting within which they are working. Research conducted in Denmark into professional identity also reports how there is "a close interrelationship between professional learning and personal development" (Olesen, 2001, p.290) and McAdams (1996) identifies how motivations and goals are influenced by the time, the place and current role. Perez and Moore (2013) suggest that it is a lack of understanding of these "educational, subcultural and ethical implications of what true professionalism means" (Perez and Moore, 2013, p.25), which is proving somewhat troublesome for the US policing system. Therefore the initial training and support provided to new police officers is of fundamental importance to ensure not only their professional competence as operational police officers, their professional standing and their future career development but also influential in shaping a shared professional identity.

In these austere times, one of the key future areas for development in terms of professionalisation and effectiveness within policing, is the initial training, deployment and subsequent in-service development of the police community support officers (PCSO) and volunteer special constables. PCSOs are seen as an essential and visible presence for modern policing (Police Recruitment, 2012) and when referring to special constables the NPIA (2010) reiterate how they need to ensure that these professional and dedicated volunteers "are supported and continually

developed so that they are up-to-date with the challenges faced by modern policing" (NPIA, 2010, p.3).

PCSOs were first introduced as part of the Police Reform Act (Great Britain, 2002). Their role has evolved to become not only essential members of neighbourhood policing teams but Cosgrove (2010) argues they are increasingly involved in dealing with issues of crime. Although they do not have the warranted powers of a regular police officer they are often seen as a reassuring presence by the public and cost less than a full time officer to employ (Audit Commission, 2010). Currently there are in the region of 16,000 PCSOs employed by forces across England and Wales (Dhani, 2012(a)). A number of police forces, such as the Metropolitan Police, South Yorkshire Police and North Wales Police, have recently recruited additional PCSOs. Nottinghamshire Police (2012) have announced their intention to recruit a number of PCSOs in order to "bolster front line neighbourhood policing" (Nottinghamshire Police, 2012).

The volunteer special constabulary was first formally recognized in 1662 (Swift, 2007). In 1831 the role of the special constabulary was brought more in line with that of a police officer, when on duty special constables have the same warranted powers as a regular police officer. Their contemporary role is focused on supporting, working alongside and supplementing regular police officers in their duties (Stuart, 2008, Newburn, 2008). At its peak in the 1950's the special constabulary had some 67,000 volunteers (Gaston and Alexander, 2001). Although the role of the special constable has continued to evolve, this volunteer role has approximately 19,000 members today (Dhani, 2012(a)).

Although new police officers are educated and trained to the common level of NOS as part of the IPLDP, this consistent approach was not initially adopted for those employed as PCSOs or volunteer special constables. PCSO training varies across England and Wales in terms of content and duration, with no mandatory qualification, although the National Police Improvement Agency (NPIA) have proposed a Diploma in Policing suitable for study by new PCSOs. This contains six QCF units, four of which will map into the IPLDP/NOS. Stuart (2008) acknowledges that as volunteers special constables are unlikely to achieve the full range of national occupational

standards of a regular officer, but should be given the opportunity to develop the appropriate knowledge, skills and abilities to perform their role. A national training package developed by the NPIA has now been adopted for the special constabulary but this does not lead to any formal qualification. This Initial Learning for Special Constables (IL4SC) programme is delivered locally within each police force. The NPIA and Skills for Justice have also developed an additional optional knowledge based product to enable a commonality of education and training linking through into the IPLDP, this being the certificate in policing knowledge (or technical certificate). The plan appears to be that the technical certificate can be studied before joining the police service and is knowledge based, with the diploma in policing being mainly practically based and studied after joining the service.

Gravelle and Rogers (2009) suggest that police forces need to be innovative in their approaches to reducing expenditure. As such, police service as a whole has started to recognise the potential future value of their PCSOs and volunteer special constables for police recruitment in terms of financial savings, experiences and transferrable skills. The Metropolitan Police Service has publicly acknowledged that future regular police officers will be recruited from the volunteer special constabulary (BBC, 2010) and the ranks of their PCSOs (BBC, 2011(a)), other police forces are set to follow. This positive step forward is acknowledged by Neyroud (2011) who is supportive of initiatives such as that of the Metropolitan Police Service as a way to encourage potential police officer recruits to experience and achieve independent patrol status before joining the regular police service. A research report also argues that a standardised model using a blend of achievement of competencies linked to experience of operational situations would assist special constables in becoming regular police officers (Police Review, 2011(b)).

Winsor (2012) recommends that applicants wishing to join the regular police service should possess the minimum of a level three qualification or a qualification approved by the sector skills council (Skills for Justice). Alternatively they may have served as a special constable or police community support officer, with each Chief Constable being able to apply their own criteria along the lines of these recommendations. This must raise the issue of equity across police forces in terms of officer recruitment, with the proposal by the NPIA that any training package delivered should be aligned

to some aspects of the IPLDP/NOS. Winsor (ibid.) also suggest that forces should collaborate together to develop qualifications to meet the needs of initial police training.

The newly formed College of Policing is promoting such a pre-join study programme delivered by both further and higher education called the Certificate in Policing Knowledge (also known as the 'technical certificate') which potential new police recruits may wish to study prior to joining the service in order "to take responsibility for their learning and development" (College of Policing, 2013). In effect, this is moving some of the cost and time for various aspects of their education and training from the police service to the individual. This is occurring at a time when costs of education are increasing in response to a Government policy which aims to make university funding sustainable by "asking graduates - the people who benefit most from higher education - to pay more towards their education" (Department for Business, Innovation and Skills, 2012). However, Bennett (2010) raises concerns that such an approach will favour those who can afford both the time and money to volunteer for such part-time roles and as such is likely to disadvantage ethnic minorities and single parents. When reviewing access to higher education by ethnic minority groups in Texas, Powell and Scott (2013) found that reductions in funding significantly affected ethnic minority access to higher education, concluding that the funding which is available should perhaps be more targeted in nature. Across England, this could be addressed for some applicants from disadvantaged backgrounds by utilising the National Scholarship Scheme launched by the Higher Education Funding Council for England (2012).

Decker and Huckabee (2002) identified how raising the educational qualifications for police officers in a US police department would reduce the number of applicants for appointment, but they continue to identify how this may impact on applications from both females and ethic minorities who may not have had equal access to achieve these specific educational qualifications. Dominey and Hill (2010) conclude however that a partnership between higher education and the police service to deliver education and training brings benefits to the police service as a whole such as "effectively 'contracting out' the tasks of training, assessment and certification" (ibid. p.14) along with the recognition of the certified higher educational qualifications,

beyond the immediate training requirements, towards career and life long. White and Escobar (2008) also argue many points in favour of police officers being educated to the level of a US 'college degree' such as overcoming the complexities of the profession, providing a broader understanding along with deeper knowledge of the wider criminal justice system and the crucial elements of police work of both communication and writing are enhanced. A US college degree, often referred to as an Associate Degree, usually consists of two years of full time study leading to an academic or professional award (US Department of Education, 2008). Credits from such awards can often be mapped against up to the first two years of a four-year Bachelor's degree at a university (ibid.).

In research conducted by Ipsos Reid Public Affairs (2009) on behalf of the Canadian Police Sector Council, they found that 71% of respondents reported that it was easier for them to be hired as a police officer if they had completed a community college certificate, or similar, in policing. However, White and Escobar (2008) go on to report an argument against college educated police officers that the skills and experiences required to be an effective police officer can only be learnt by doing the job. Dominey and Hill (2010) also provide some words of caution, that student police officers should be allowed time to combine both academic work and practice. This is supported by Neyroud (2011, p.84) who welcomes "the introduction of pre-join development, prior to attestation and employment as a fully attested police officer" but highlights how a higher education qualification for special constables should be "accredited against the knowledge requirements of the Initial Policing Curriculum and the competence requirements of the Diploma in Policing, as far as applicable as a Special Constable" (ibid.).

NPIA agree with the suggestions of Neyroud and have developed some guidance to police forces embarking on pre-join programmes setting out a series of principles in an attempt to try and standardise the approaches adopted. These principles are that all candidates must complete the Diploma in Policing, which will allow individuals to achieve the status as independent patrol officer. To complete the Diploma in Policing, a candidate must be a warranted officer (a regular or volunteer police officer with the associated responsibilities and powers bestowed on them on appointment) and any pre-join programme they have studied must meet the

knowledge requirements dictated by the IPLDP and the Diploma in Policing. Such pre-join programmes should be accredited as recognised qualifications on the Qualifications Credit Framework (thus enabling APL and transferability of the qualification), the vocational currency of any pre-join programme will be time limited (NPIA, 2011).

A national review of policing, within a chapter on training and development, reflected upon how:

> "The current [training] model requires officers and staff to be provided with adequate training to carry out their role, but this tends to be on a 'one size fits all' approach, rather than tailored training according to an individual's development needs and the nature of a specific role. Further work should be carried out to allow for accreditation of prior learning"
>
> (Flanagan, 2008, p.44)

As such, if the confidence to perform some key policing tasks correctly is achieved as a PCSO or special constable then those recruited as regular police officers from their ranks can swiftly, through accreditation of prior learning (APL) and in-house support processes, move to being an independent and visible presence as a qualified police officer on the streets. If this opportunity was further evolved into a full pre-join study scheme where both knowledge and skills could be developed both in the classroom and on the street prior to paid employment, then this process could provide an immense saving in finances and time for the police service, although a good deal of the costs will have been transferred on to the individual who aspires to join the police service. Evans et al (2010) identifies additional benefits, as by recognising the knowledge and skills acquired within the workplace, the process of APL will not only save time but empower individuals to recognise the complexity and challenge of their work and move them towards the ethos of lifelong learning.

Neyroud (2011) also makes an interesting observation on the education and training of police officers which is "largely delivered in house with relatively little delivered by external providers, from Higher Education (HE), Further Education (FE) or the private sector. .... It appears to be insufficiently evaluated and in particular it is not systematically evaluated to determine the best mix of training and development" (Neyroud, 2011, p.78).

The Home Office (2010) sees the special constabulary in particular as a means of local citizens supporting their local communities. Of course any connections and support provided for the communities by the special constables must be effective and to a standard expected of a regular police officer otherwise this could damage rather than improve relationships with communities. This is perhaps where some of the challenges lie, as until now the focus of the police service as a whole was to train and develop their full-time officers, which is understandable as this makes up the majority of the size of the force, with little time and effort committed to the special constabulary or PCSOs.

The Government has decided to support Neyroud's (2011) proposals for a professional body to oversee professional standards and training for the police as a whole in a similar way to the professional organisations regulating the medical professions and teaching (Hough, 2011). This initiative is also supported by the Home Affairs Committee reflecting on the future landscape for policing:

> "A properly resourced and structured Professional Body could have the potential to improve police training, particularly if it encourages practical learning and places an onus on individuals continually to update their knowledge."
>
> (Home Affairs Committee, 2011, item 128)

If it is the intention that the police community support officers and special constables take part in policing duties effectively and as a result are included in the mandate for this professional body, then the level to which they receive their education and training must equate to that of a regular officer.

There are "widely held aspirations to become police officers amongst PCSO's" (Cosgrove, 2010, p.4). There is also a generally held assumption that many of those who join the special constabulary do so to gain experience to join the police service. This is supported by the findings of Gaston and Alexander (2001) who identified that just over 73% of serving special constables aspired to join the regular police service, such findings are also supported ten years later by the author's own research (Pepper, 2012). Although a high number of special constables aspire to join the regular police service, data reveals that only 16% of new regular police officers

joining the service in the year ending on the 31st March 2012 were previously special constables and across England and Wales only 5% of the 134,000 regular police officers come from ethnic minority groups as opposed to just over 11% of special constables (Dhani, 2012(b)). However, both regular and special constable minority officer numbers, are far less than the 14% of the population of England and Wales reporting in the 2011 census that their ethnicity is a group other than white (Office of National Statistics, 2012).

Possible opportunities linked to the practice of educating and training employees through collaborative arrangements with educational providers prior to recruitment as police officers, as is often the case in the USA and Australia has also not been overlooked by Neyroud (2011). With the establishment of the new professional body within the UK, the time is now right "to link the world's best universities with the world's best police service" (House of Commons Home Affairs Committee, 2013 p.27). This is the case in other countries, for example, established as a higher education institution in 2004, the Norwegian Police University College, aims to "be a professional-oriented educational institution on a high level which develops and imparts the knowledge, skills and attitudes that the police need" (PHS, 2007, p.3). The university college achieves this by annually recruiting several hundred students who aspire to be police officers, on to a three year bachelor's degree programme. The overall aim is to secure recruitment of successful students for the Norwegian police Service (ibid.).

When reviewing the work of August Vollmer and his influence on the development of police professionalism within the USA, Carte (1972) details how, in 1916, Vollmer established the first university based police training centre at the University of California, continuing to describe how he quite quickly decided that it was far more sensible for the knowledge and understanding required for policing to be taught in an educational institution whilst being blended with on the job experiences. Charles and Saunders (1970) provided advice and guidance for upgrading police education and training across the USA. They acknowledge that at the time it was not possible to measure how much knowledge liberal graduates retained after four years of study, but go on to detail how:

> "The qualities which law enforcement leaders claim to look for in recruits are the very ones which a liberal education is believed to nurture: knowledge of changing social, economic, and political conditions; understanding of human behavior; and the ability to communicate; together with the assumption of certain moral values, habits of mind, and qualities of self-discipline which are important in sustaining a commitment to public service".
>
> (Charles and Saunders, 1970, p.82/83)

Bostrom (2005) differentiates between the benefits of Bachelor of Arts and Bachelor of Science degrees, identifying how Bachelor of Arts degrees develop skills of problem-solving, an understanding of how individual perceptions influence behavior, and increase in understanding that all things are interrelated. Whilst bachelor of science degrees develop the skills of collecting and interpreting facts to seek the best, or most scientific way, of solving a problem. He then goes on to acknowledge that the type of degree may not matter at all (ibid.). Whichever type of degree is pursued, the majority of the 17,000 law enforcement agencies across the USA (FBI, 2010) have embraced the idea since the late 1970's and early 1980's of officers completing pre-join programmes studying knowledge and skills prior to joining their chosen agency. For example, since 1982 in Minnesota, law enforcement officers have been required to have completed a two year college degree (Bostrom, 2005). However, the UK has not, until now, considered adopting such a pre-join approach to police officer recruitment and appointment.

Summary

Many changes are being implemented across contemporary society driven by the overarching financial predicament the country faces. The police service is not immune from these financial restraints, which in turn has also led to a number of reviews of policing. This has initiated debate around the potential huge savings, which could be achieved by moving to a programme of educational study being completed by applicants as a pre-join requirement prior to employment. Also linking such educational study to the roles of PCSOs and volunteer special constables could be a means of developing policing skills prior to full time employment as a regular police officer. Although it must be acknowledged that such an approach to police

recruitment may affect how well the service represents the community which it serves.

This change of recruitment to focus on a pre-join programme utilising other policing roles such as the PCSO or the special constable as a training ground for being a regular full-time police officer will require a complete culture shift in terms of acceptance by the police service as a whole (one of the main changes being individuals paying for their professional education and training rather than being paid a salary to study). There would need to be a change of practice in terms of the police recruitment process and how the PCSOs and special constables will be moulded into regular officers. It will also require an evolution of the expectations and training/education provided to both PCSOs and special constables to become a training ground for future policing roles, along with a national recognition of the benefits that higher education can bring to the service for both new recruits and those who either aspire or are already employed within the service.

Similar education and training arrangements have been delivered for a number of years across the USA, Australia, Norway and Canada to name but a few. Although the police service across England and Wales has not yet adopted this approach, the service has gone through many changes since the establishment of the service in 1829 and in particular training has changed significantly as a result of government initiated reviews in the 21st century.

A number of recent report recommendations have highlighted the opportunities which could exist for the police service by reviewing police training as a whole, tailoring this to meet individual and service needs as well as providing educational achievement through qualifications. The mapping of the NOS of initial police training to the vocationally focused diploma in policing, technical certificate and QCF will also assist in enabling this transition, linking both the education and training. This development could be further enhanced by demonstrating links to the frameworks for higher education qualifications (FHEQ) and identifying opportunities for APL. The QCDA (2010, p. 3) also “encourage positive relationships between the QCF and higher education in the months and years ahead”. This could be achieved by evidencing the wider professional knowledge and understanding required by the

contemporary police officer at an HE level. An educational framework which links these developments in a progressive route from initial education and training, skills development through exposure to operational policing either as a PCSO or special constable, along with their subsequent career development in specialist fields would be of benefit to all the stakeholders.

Chapter three

Methodology

3.1 The methodological approach.

Applied research is an original investigation used to find solutions to specific practical problems, as opposed to research, which develops new knowledge by exploring underlying phenomena for a specific goal (OECD, 2002).

Whichever methodological approach is adopted, it is always important to ensure the quality of the work produced. Becker et al (2006) conducted research to identify a list of criteria that could be used to judge the quality of research produced. The top five factors affecting the quality of the research were defined as:

> "(1) The research is written in ways that are accessible to the appropriate audiences, (2) The research design adopted clearly addresses the research question(s), (3) The ways in which data were collected and analysed are transparent, (4) An explicit account of the research process (design and method(s)) and analysis of data is provided, (5) The research makes a contribution to knowledge"
>
> (Becker et al, 2006, p.5)

Action research is an applied research method, which evolved in the USA during the early 20th century. Due to the work of a number of social scientists throughout the 1940's, particularly the work of the psychologist Kurt Lewin, action research has become acceptable as a means of social inquiry (Hart and Bond, 1995; McKernan, 1996). It is important to note that action research is a methodological approach rather than a direct research method.

Action research has been adapted for use within settings such as education and organisational development and is particularly used by professionals wishing to enhance practice (Denscombe, 2010). It is utilised by researchers and practitioners who wish to use their acquired knowledge and influence to improve an identified situation (Lomax, 2002), but the outcomes are not necessarily limited to that one particular situation. Numerous models of action research have evolved from the

original ideas, such as the Taba-Noel model for applying action research to an educational curriculum, the Ebbutt model suggesting that there should be successive cycles, and McKernan's model proposing a process for action research over a period of time (McKernan, 1996).

However, as Somekh (2006) describes, one of the methodological principles of action research is the cyclical process which is used to collect data, analyse and interpret it, plan and implement strategies for a positive impact, the evaluation of which creates further data for analysis and so on. Action research is appropriate to use "whenever specific knowledge is required for a specific problem in a specific situation; or when a new approach is to be grafted onto an existing system" (Cohen and Manion, 1994, p. 194). "Action research provides a method for testing and improving educational practices" (Carr and Kemmis, 1986, p.221) in an ongoing cyclical process.

Somekh (2006) explains the need for action researchers to conduct a high degree of reflection, possess vision along with a realisation of the uniqueness of the knowledge developed and often-collaborative nature of the research. McKernan (1996) continues suggesting that in order for practitioners to be effective action researchers they must "develop research skills and expertise which allow them to 'see' their innovative actions" (ibid., p.40). However, Hart and Bond (1995) highlight that an inherent problem with action research is the initial identification of the problem.

Hart and Bond (1995) suggest that action research has evolved from Lewin's original ideas in to four different typologies, professionalising action research, experimental action research, organisational action research and empowering action research. Central to the process of action research is reflection (McNiff and Whitehead, 2002).

Reflecting on the researcher's approach to his work within police education and training within higher education, all of the characteristics identified by Hart and Bond (1995) within the approach of professionalising action research can be seen. These being a focus on reflective practice, enhancing professional control, empowering professional groups and practitioner focused, can be seen within the chosen topics, processes utilised and the outcomes achieved. For example, after reflecting and

identifying the challenge faced for the future of police recruitment and their involvement within higher education (a very practitioner focused topic), the author identified the requirement to review the appropriateness of the current special constables programme delivered in partnership with the police service (thus enhancing professional control). However, whilst reflecting on the literature detailing the current context, it became apparent that there was a need to evaluate the aspirations and motivations of those attending the programme to analyse if they intended to apply to become regular police officers. If this was their intention, then the special constables programme could be evolved and built upon in order to work towards meeting the recruitment needs of police service as well as meeting the needs of the special constables (empowering these professional groups).

Westmarland (2011) suggests that it can be difficult to gain access to the police service to collect primary data. A number of verbal approvals leading to a formal written approval from the police force executive had to be sought to conduct this research project on the special constabulary. However, once approved, members of the force were keen for the researcher to complete the research report (Section 9). This report involved a longitudinal, mixed-method research study (using more than one research method in a single project) over nine months to evaluate the motivations and career aspirations of those commencing their work as a special constables within a North East police force, along with the appropriateness of their education and training in developing their knowledge and confidence at performing specific policing tasks. The use of this mixed method approach “improves the validity and reliability of the resulting data and strengthens causal inferences” (Abowitz and Toole, 2010, p.108). Westmarland (2011) would support this, highlighting how researchers tend to use at least three methods of data collection, as a range of methods will complement the findings or identify discrepancies and the top five quality factors identified by Becker et al (2006), were achieved.

Throughout the research study, the fundamental principles described by Norton (2009) as required for ethical research as “informed consent; privacy and confidentiality; protection from harm” (ibid., p.181) were adhered to. The outcomes from this research were analysed and fed back into the education programme in order to influence the future recruitment and development plans for the special

constabulary and regular police service. Cohen and Manion (1994) continue to describe how action research is an appropriate approach for “translating feedback into the ongoing system” (p.194).

Norton (2009) also suggests that one of the goals of action research is to have an immediate effect on practice (in the case of the author, the effect on practice should relate in the short term to student learning). The research outcomes did create immediate impact, by identifying the requirement for the joint development of an education and training programme for special constables within the North East Police Force (Section 10). This programme enables special constables to demonstrate their knowledge, understanding and skills leading to accompanied police patrol. However, it was also the intention of the research to have some immediate impact on the institution and then in the longer term on police officer recruitment. The outcomes of the doctoral research report described above were immediately utilised by the institution as evidence of how we build customer relationships and listen to the needs of our customers. This was then used as an element of the successful university submission for the award of ‘Putting the Customer First’, a nationally recognised standard for customer service in the UK.

The author’s adoption of this use of reflection, with a mixed-method approach to gathering and analysing evidence, having the vision to develop new ideas and partnerships which are later evaluated, has led to the author evolving a range of educational programmes delivered by the university or in partnership with law enforcement agencies. The author has also developed a number of journal articles (Action research cycle 1) and books (Action research cycle 3) to support both the learning of student’s and practitioners along with the promotion of such developments whilst providing a literature base for the study of policing. Harvey et al (2002) suggests that educational evaluation can be complex, attempting to meet the needs of several stakeholders. For example, having received numerous enquiries from both existing students and the general public in relation to joining the police service, the author devised an educational programme for potential police and community support officers. This programme was then delivered by members of a North East police force, the author and a colleague to numerous students on several occasions. This programme was then evaluated via a research project, after of

course careful consideration of the ethical requirements at the stage of the research design. The analysed and interpreted outcomes from the research were subsequently published in the journal 'Education and Training' (Section 2). The stakeholders in this case were numerous ranging from a police force and students to the higher education institution and publishers.

Harvey et al (2002) raised the concern that practitioners involved in any evaluation are likely to use the most familiar approach to gathering evidence rather than the most appropriate for the task. Also, as a practitioner involved in action research, the researcher must be aware of the potential for bias, but it is imperative for the researcher to be inside the process in order to take a more holistic approach within a small scale manageable research project (Lomax, 2002; Denscombe, 2010). The author's mixed method approach certainly assists in overcoming some of these challenges by providing much wider information from both quantitative and qualitative sources providing answers to a much wider range of questions (Denscombe, 2010).

When discussing action research Bell (2010) describes how participants "continue to review, evaluate and improve practice" (p.7) and this is certainly the case experienced by the author. The author also agrees with Lomax (2002), Somekh (2006) and Denscombe (2010) that the cyclical process of action research builds on the knowledge, experiences and skills of reflective practitioners. Further building on the ideas of Lomax (2002) it is also imperative that an effective research/practitioner should share the outcomes and values of a project (or projects) whilst persuading others of the significance of both the research and the work performed. Such an approach to sharing outcomes can certainly be evidenced by the author through a series of peer reviewed publications in the form of journal articles (Section 2) and conference papers both nationally and internationally (Section 3). The journal contributions Norton (2009) describes as an ideal medium through which a researcher can contribute to subject specific new knowledge on a national and international stage as well as the ability to influence subject specific practice both nationally and internationally by presenting at appropriate conferences.

3.2 The research in action.

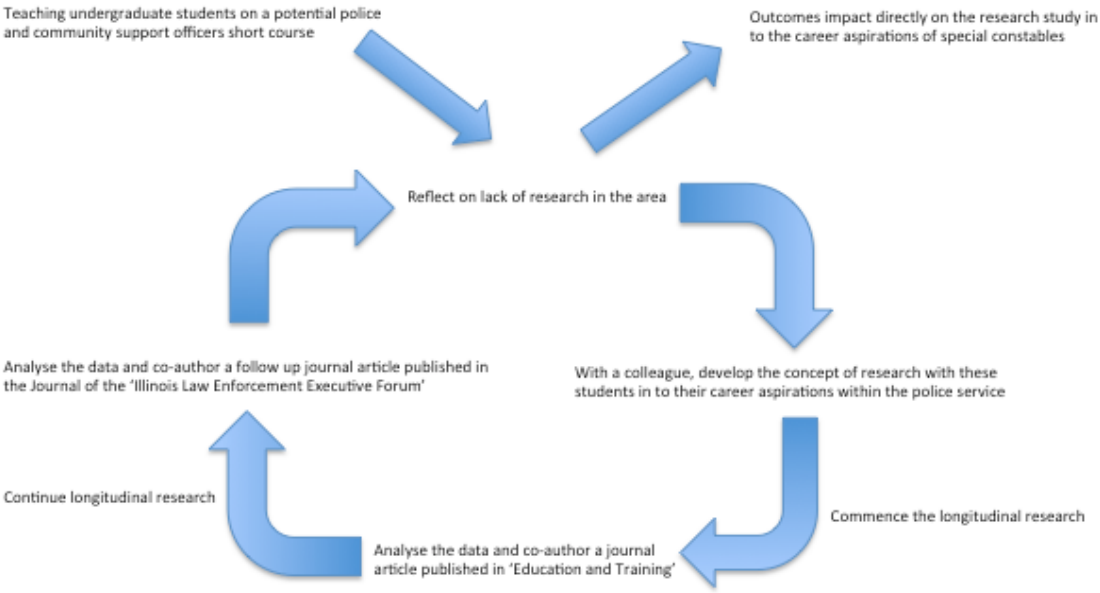
McKernan (1996) describes Lewin's approach to action research as utilising a number of steps. This begins with an idea or a problem to resolve, the facts are then gathered, a plan is developed to resolve the problem, which is then implemented and monitored to evaluate how effective the plan has been. This then leads to the spiraling out of other action steps which require further planning, implementation, evaluation and so on (ibid.). In effect creating a cyclical process in a number of spirals.

Throughout his career, the researcher and author of this doctoral report has utilised such reflective practices with the outcomes of one project spiraling on to the next and so on, whilst ensuring adherence to the quality factors of the research identified as essential by Becker et al (2006).

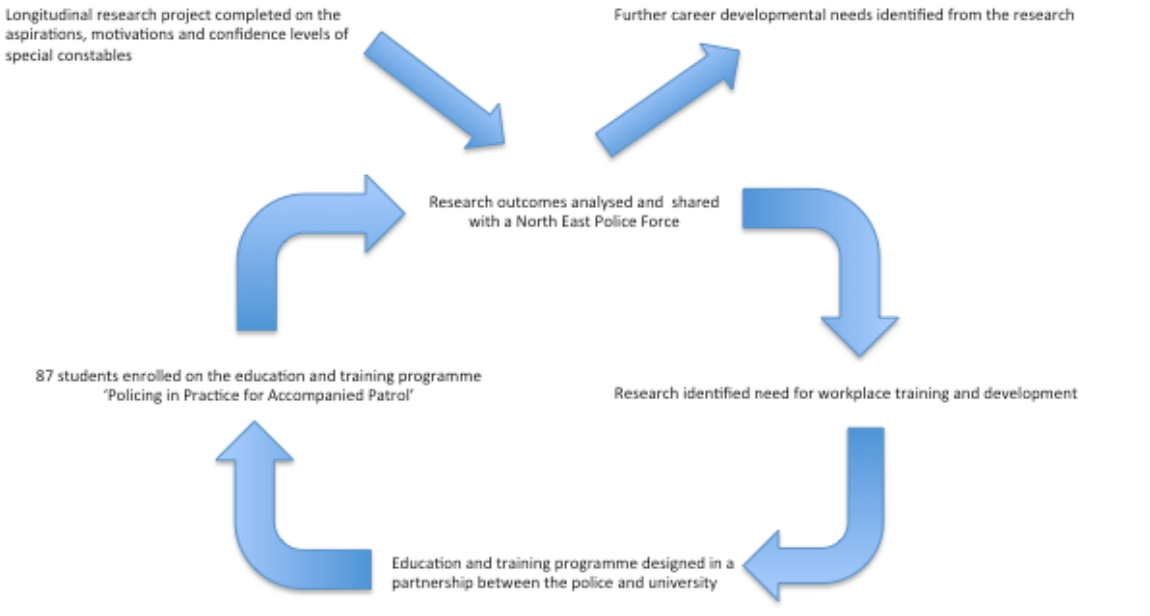
The methodological approach to the development of some of the evidence for the doctoral portfolio, are illustrated by the action research cycles 1, 2 and 3 below. The research cycle used demonstrates the adoption and adaption of the cyclical approaches identified by McKernan (1996), Bell (2010), Denscombe (2010) and others along with considering the ideas for professionalising action research described by Hart and Bond (1995).

The author has found, that rather than the cycles being consecutive following on one after the other, the choice of action research process aligns with a model proposed by (McNiff and Whitehead, 2002), with the process of action research being dynamic and somewhat irregular with projects spinning off in many directions, with various starting points and the varied durations, although they are all intrinsically linked.

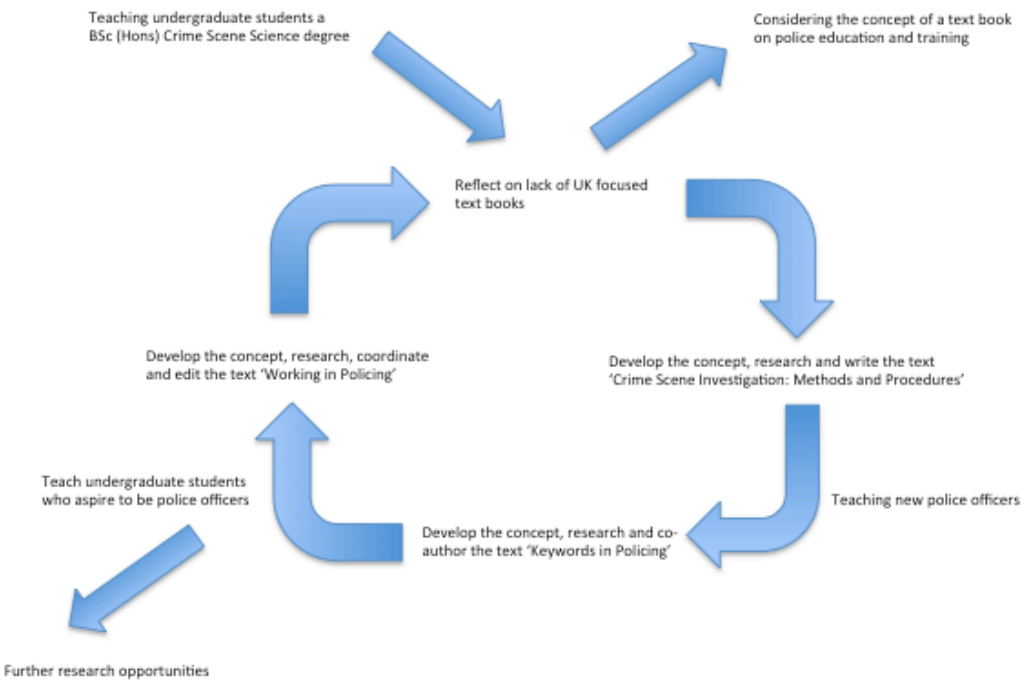
Action research cycle 1: Longitudinal research project outcomes.



Action research cycle 2: Impact of the research project: Career aspirations, motivations and confidence levels of special constables.



Action research cycle 3: My development of textbooks within the discipline



Chapter four

Personal reflection

The story so far ….

When reflecting upon my values, beliefs and motives that have affected my professional behaviour, career and vision development, I found it very difficult to disengage such development from previous experiences. Johnson and Mortimer (2002) suggest that occupation strongly influences a person's status, wealth and lifestyle and thus the presentation of opportunities for career development. Lent et al. (2002) support these views proposing that the complexities of career development are many and varied, with individuals developing their career aspirations based on their beliefs, interests, values and choices, as such what has gone before must be intrinsically linked to the future. This is succinctly explained by McAdams (1996) that one's personality is an internalised blend of the "past, present and future" (p.295).

In this chapter I have reflected on my career development since the mid 1980's on events that I feel have influenced my values, beliefs, motives and vision. I have then linked such developments to evidence within my portfolio which will demonstrate how I have developed as a reflective practitioner, how I have informed and developed others along with discussing how this has impacted on the workplace and the police service as a whole.

4.1 The bonded warehouse.

My professional career commenced in the mid 1980's. After successfully completing 'A' levels at a college of further education, I gained employment in a bonded warehouse at a time when youth unemployment nationally was extremely high (Bennett and Jenkins, 2009). I spent several months lifting and carrying goods in an often cold and dirty environment, which was physically challenging and not particularly cognitively stimulating with relatively poor pay and conditions of employment. As Johnson and Mortimer (2002, p.37) explain "young people follow the same or similar occupations as their parents", and this was certainly my case.

Johnson and Mortimer (2002) continue to detail how educational achievement, academic ability and encouragement from family, teachers and friends blended with an individual's personality type, interest and values influence career aspirations and plans to achieve success. Halaby (2003) supports the idea that values created by ones social roots; cognitive ability and gender create different beliefs in relation to satisfaction with a job. I certainly swiftly began to question my personal values and career aspirations when working in the warehouse. Halaby (2003) continues to propose that when considering job values one tends to balance risk against potential reward and my long term rewards (and opportunities) within this environment were somewhat limited.

Pursuing my ambitions.

Supported by my parents, I decided to pursue one of my long held ambitions, which was to join the police service. White et al (2010), when examining motivations for becoming a police officer in the USA, related a number of key themes including job security, salary, helping others, the search for a profession which offered opportunities for power, authority, control and adventure or perceived important social status, while others reported 'drifting' into the profession after being unsuccessful in other job roles. I applied to join the police service as a police officer to work with West Yorkshire Police or the Metropolitan Police Service. After nearly twelve months of assessments and interviews for both forces, I was accepted by the Metropolitan Police Service as a student police officer but had in the meantime been rejected by West Yorkshire Police on the basis of poor eyesight. I agree with some of the motivational factors which White et al (2010) identified for becoming a police officer in the USA , as these were some of my motivations for applying to be a police officer in the UK. For example, I sought a job with the opportunity for adventure, where I could help others whilst having job security. However, I can also relate to the concept reported by White et al (2010) of 'drifting' into the police profession, as this 'drift' would lead to my recruitment to work within the fingerprint bureau.

4.2 The fingerprint bureau

After being rejected by West Yorkshire Police to serve as a regular police officer I was signposted by the force recruiting team towards a vacancy for a civilian member of staff (now called police staff) as a trainee fingerprint officer. By the time I had been offered a position in the Metropolitan Police Service, I had applied for, and been successful in attaining, a role as a fingerprint officer trainee with West Yorkshire Police. Reflecting on the ideas of White et al (2010), this role provided better rewards and conditions than the bonded warehouse, whilst being fairly secure (assuming I completed the required five weeks training), seemed adventurous and had the added benefit that I could remain living with my family. I had certainly drifted into this role. Thus a complex blend of factors such as “culture, gender, genetic endowment, sociostructural considerations, and disability or health status operate in tandem with people’s cognitions, affecting the nature and range of their career possibilities” (Lent et al., 2002, p. 256).

The initial five-week training programme for new trainee fingerprint officers consisted of the development of knowledge and understanding of the process of fingerprint classification and identification. This included the development of the skills of evaluation, reflection and decision making based on the fingerprint evidence presented to the trainee’s, before judging the fingerprint features and the possibility of using them to make an identification. This was the first time I have formally experienced the requirement to reflect upon an event which would inform practice the next time such an event occurred (in this case the next time, for example, a particular fingerprint feature was seen). The benefits of reflection within the professional environment (and equally in one’s personal life) have stayed with me and I continue to practice this today.

As part of my training to be a fingerprint officer I also spent an additional week working with the Scenes of Crime Officers (now called Crime Scene Investigators) who were all police officers, with the aim of witnessing how fingerprints were recovered from the crime scene before they came to me and my colleagues in the fingerprint bureau for analysis and comparison. The more time I spent training and experiencing operational policing the more I felt part of the policing profession. This

aligns with the ideas set out by Becker et al (1961) who recounts how trainee medical students gradually over time developed their professional identity.

This week with the scenes of crime department I found fascinating and, linking to the ideas of White et al (2010), the role appeared adventurous as it was a ‘detectives’ job and served the public in a visible and high profile way, but at the time recruitment was limited to police officer employees.

4.3 Crime scene investigation.

After I had spent several years working within the fingerprint bureau, the Home Office (1988) released a circular to police forces which identified the benefits of increased civilian recruitment for specific roles. This was my opportunity to move into a more ‘adventurous’ operational policing role and I applied to transfer to the scenes of crime department. I was successful in my application, but in order to transfer I would need to complete additional courses consisting of a five-week police photography programme followed by a one-week forensic programme. After a Home Office review of police scientific services in the 1980’s, this type of specialist police training programme was limited to several locations around the UK (Pepper, 2010). I attended my nearest training course. After a total of eleven weeks of study and passing numerous theory and practical examinations, I now had three police ‘certificates of achievement’. I then found myself in my early 20’s working shifts attached to a police division, covering 24 hours a day 365 days a year attending, recording photographically, examining and recovering forensic and fingerprint evidence from crime scenes ranging from thefts from motor vehicles to scenes of multiple murders, I really enjoyed this work which at times required one to be resourceful and tenacious to deal effectively with incidents presented at any time, in any location, during the day or night.

Research conducted by White et al (2010) in the USA in relation to attitudes of police officers after six years operational work on the streets, identified that as a result of their experiences, developing maturity and changes to life responsibilities (such as marriage and mortgages) police officers changed the main focus of their attitudes

from wishing to serve the public to being more practical about the police service as a job. I can reflect on the findings of this research as after attending in the region of 9,000 crime scenes across West Yorkshire over eight years, I began to question once again my future career aspirations. Johnson and Mortimer (2002) identify how choices of career direction and motivations continue to change throughout the working life.

4.4 My first experiences of teaching within a profession

As part of my role as of what is now termed Crime Scene Investigator (CSI), I was required to teach police officers working on a shift of the importance of forensic evidence in the investigation of crime. Despite the organisational cultural norm of undervaluing the benefits of such sessions, I found I enjoyed facilitating them and enrolled in an evening class on a teaching certificate to make sure I was passing on the information in the most effective way which I could, this demonstrates one of my strong beliefs, that any job that I do I need to perform to the best of my ability. As the part-time evening course progressed, with numerous micro-teaching sessions, I started to understand teaching methodology and various approaches to assist the learners in understanding and making the most of the teaching sessions. I started to instigate a range of teaching techniques and was surprised with the interest the police officers demonstrated and the associated impacts within the workplace of the learning which took place (this would have been a really good piece of research at the time if I had thought deeper about the process which was taking place). I found that I really enjoyed the teaching displaying “strong positive emotions towards a particular subject matter, students, and the act of teaching itself” (Buskist et al., 2005, p.111).

4.5 National Training.

As I advanced through the evening class and became more enthusiastic about my teaching experiences, I saw an advertisement for a CSI trainer to work at the national training school in County Durham, research conducted in Denmark into

professional identity identified “a close interrelationship between professional learning and personal development” (Olesen, 2001, p.290). This training role would provide career advancement, something which White et al. (2002) identified as required by operational police officers to ensure job satisfaction, and improved conditions of employment in relation to reward and the removal of the requirement for shift work. I had the required operational policing experience of the profession of crime scene investigation and fingerprint examination and was completing my teaching certificate. With the encouragement of both my evening class teacher and my wife, the importance of such encouragement being identified by Johnson and Mortimer (2002), I applied for the role and was successful.

I always remember a key part of the interview when the director of the training school asked me about a murder scene I had dealt with and the evidence I had recovered. I recalled the evidence accurately and succinctly, one of the expected professional behaviours of a member of the police service is to ensure that you prepare, and I had certainly prepared for this question. However, the following question from the director was more unexpected when he asked how I could teach such techniques and experiences to new student CSI’s? Without hesitation I launched into different ideas to develop the students’ cognitive, psychomotor and affective knowledge and skills building on my experiences of teaching the police officers. I was latter told that this display of knowledge and ingenuity was what clinched my appointment. I moved to County Durham to take up the position in the late 1990’s. McAdams (1996) identifies how motivations and goals are influenced by the time, place and current role and I was certainly in the right place studying the right course at the right time to be successful in this job application. On employment at the national school I embraced the concept of lifelong learning and continued my education completing a part-time BSc (Hons) in Education at the University of Sunderland which further enhanced my own knowledge, skills and abilities to develop learners.

Whilst at the national training school I taught on a number of courses at the main site in Count Durham and offsite in the far-east, middle-east and Africa (Section 4), throughout with a focus on crime scene investigation. These experiences provided fascinating insights into alternative cultures and lifestyles which inevitably have affected my values and beliefs. On reflection probably my most compelling

experiences occurred over a six week consultancy with the Commonwealth Police Team in Sierra Leone. Only a couple of years after insurgency and public disorder had torn the country apart one of the main drivers of regeneration was reform of the criminal justice system, of which the effectiveness of the police to recover evidence from the scene of a crime in order to detect and prove the offence was an integral part. Of many lasting memories of a country in turmoil, the enthusiasm of the students to learn about and develop new skills not only to benefit them as individuals, who had very little, but benefit the wider society and an emerging new country was immense. This only inspired me further of the benefits of effective education.

Lent et al (2002) proposes that individuals influence and shape their own careers, rather than just passively drifting, and these career choices are influenced by individual interests and experiences. On reflection I can relate to these ideas, as after completing my first degree and being exposed to the wider benefits of education, I actively sought a new but related academic discipline to study at a higher level to widen my understanding and career options. As such I commenced and successfully completed a part-time MA in Criminal Justice at Durham University.

4.6 Higher education.

This Masters degree and my experiences of teaching and the management of teaching and learning provision within the policing environment provided a springboard for me to progress further within my career. On reflection I would agree with Buskist et al. (2005) who related how those involved in teaching receive enormous rewards associated with their work. These rewards need not be financial, although I would argue that both pay and the conditions of the work of an academic exceed those of professions in which I had been previously involved, but the sense of personal achievement when a student successfully completes a programme of study is immense. In fact there are those who argue that part of the satisfaction of teaching is the opportunity to affect the future generations by passing on ones subject knowledge, values and enthusiasm (ibid.), I would relate to this as I reflected on a move offered to me from police training to academia.

Kuit et al., (2001) suggested that the norms for academic staff who are employed within a university setting used to be focused on their experiences of conducting research but there is now a changing climate providing more of a focus on teaching. I can understand this as I was recruited as a Senior Lecturer in Crime Scene and Forensic Science with the sole purpose of designing and delivering teaching and learning experiences on a new programme. Although Buskist et al., (2005) argues that most academics embrace a career involving both teaching and research, I would add that over a period of time both teaching and research (along with publication) is expected of most if not all academics and I have definitely pursued both. However the main focus of my work remains either teaching or leading and developing teaching and learning opportunities, roles for which I still have immense enthusiasm.

As an academic member of staff at a university, I have always focused my work towards providing the knowledge, understanding and skills required by students in order to gain employment within the arena of policing or law enforcement or as support for those in employment. As such I have strived to produce publishable work which contributes to practice in terms of inspiring and informing those who aspired to be employed in such roles as police officers or crime scene investigators and also acting as sources of reference for those already employed in the early stages of their careers.

As a Senior Lecturer in Crime Scene and Forensic Science, I became frustrated with students referring to crime scene and forensic books written to meet a market within the USA, where practices differ somewhat from UK practice. I can remember reflecting that if I was to interview one of these students for a job as a crime scene investigator (CSI) and they started discussing inappropriate techniques for the UK, then I wouldn't be very impressed with the student or the institution where they studied. I was therefore inspired to write my first book, 'Crime Scene Investigation: Methods and Procedures' which was first published in 2005 (Section 1: d). This book has been very successful selling in excess of 6000 copies nationally and internationally since its publication. It was the first UK focused CSI book for over fifty years. The CSI arena is very dynamic and an always changing discipline, in light of new knowledge and the associated updated CSI practices, I also researched and wrote a second edition of the book, which was published in 2010 (Section 1: b), both

editions have been positively reviewed by police practitioners, these reviews being published in academic journals (Section 1: b and d). I also reflected that it was equally important to inform both the practitioner and educational marketplace of developments within the arena of CSI education and training. So in 2003 I wrote an article which was peer reviewed, accepted and published by the Journal of Forensic Identification, the official journal of the International Association for Identification (IAI), on 'The skills of Crime Scene Investigation as part of a BSc (Hons) Degree' (Section 2: f), I also presented this paper to a large number of UK and international CSI practitioners at the IAI Conference in Ottawa, Canada during 2003 (Section 3: f). The IAI presents itself as the "most prestigious professional association of its kind in the world, with more than 7,000 members from the United States and many other countries" (IAI, 2011) with one of it's main functions being to create a forum to enable the sharing of good practice. In 2005 I co-authored a second paper exploring and reflecting upon 'Assessing the competency of Crime Scene Investigators in the United Kingdom' which was also published in the Journal of Forensic Identification (Section 2: e).

In 2004 I took the opportunity to conduct a small scale research project to address a challenge I had faced as an operational CSI dealing with incidents involving firearms. This being, was it possible to distinquish between different cartridge case ejection patterns at crime scenes from different self-loading pistols? And as a result provide information and intelligence to investigative teams of the type of self loading pistol used to commit the crime. I approached Durham Police and Cleveland Police joint firearms training centre who were keen to assist. Over two days, a colleague and I took a series of accurate measurements using theodolite equipment of cartridge cases ejected from self loading pistols into sand (to stop them rolling around). I then collated this information and led the writing of a co-authored paper which was subsequently published in 2006 (Section 2: d), I also presented the paper to peers at the IAI conference in Dallas, USA in 2005 (Section 3: e). This was a somewhat challenging environment to talk about the subject of firearms, as all the officers are firearms trained and many are armed, but the presentation was really well received with a packed hall and many questions.

Whilst working as a senior lecturer, I successfully developed a range of academic programmes with a focus on crime scene investigation and the associated fields. One such programme was the development in 2004 of a BSC (Hons) Forensic Investigation (Section 5).

As an ex-practitioner it swiftly became apparent to me as an academic, that at the university we were focusing on the delivery of a degree programme for aspiring CSI's, whilst, there were also some 3000 CSI practitioners in the workplace. A number of these practitioners had already completed a work based Diploma in Crime Scene Investigation or similar, and they may wish to pay to continue their studies to the award of an honours degree. From my early experiences training as a fingerprint examiner and then a CSI I had been frustrated with the lack of external recognition of my hard work and eleven weeks of study to qualify to do a job and this was some way that it could become formally recognised beyond the workplace. I had the vision, initiated and led a team in the development of the BSc (Hons) Forensic Investigation programme (Section 5).

As part of the programme development I sent 84 questionnaires to managers and CSI's in all of the police forces across the UK. This was in order to ascertain if there would be interest in CSI's studying an academic programme and if this development would be supported by the individual police forces. Overall there was a 33% response rate to the questionnaires, with all the responses from CSI's expressing their interest in studying a programme, but with mixed responses from both them and their managers as to whether their academic study would be supported either financially or in time by their force.

However, with a demonstrable interest by a potential student population and some support identified by forces either financially or with the allocation of time, the programme development went ahead. The BSc (Hons) Forensic Investigation was successfully approved in 2004 and utilised blocks of blended learning spread over two years to allow CSI practitioners to learn new knowledge, understanding and skills and apply them in the workplace before embarking on a workplace focused dissertation. With a number of successful graduates, this programme still provides a progression route for CSI's to this day.

At the end of 2005 I moved to become the Principal Lecturer in Policing and Business Engagement in the School of Social Sciences and Law at Teesside University. This role has a much broader remit as I am responsible for managing and leading a team of staff co-ordinating a range of initial and specialist police learning and development programmes with a number of partner organisations as well as co-ordinating the delivery of more traditional academic programmes to aspiring police practitioners. Taking on this leadership and co-ordination role has provided once again a number of challenges in relation to management. Grant and Sherrington (2006) define the management stream as being focussed on the allocation of human and/or financial resources, this being the case I certainly fit within this definition, however, they also provide a word of caution that it is challenging to maintain ones expertise in either research or teaching when dealing with the demands of management. Johnson and Mortimer (2002) suggest that "The contexts in which people live their lives and pursue their educational and economic goals … provide opportunities and challenges, as well as constraints, to their careers" (p.40) and I can also reflect upon and identify with this.

One of my initial actions was to identify how, as an institution, we could prove that our educational products were 'fit for purpose' for student police officers who were studying a Foundation Degree with us. The sector skills council for policing, Skills for Justice, run an endorsement scheme which awards a recognised quality mark (called Skillsmark) for learning and development programmes within the justice, community safety and legal services sectors which have been assessed to meet the needs and are fit-for-purpose for employers. I negotiated the requirements, and costs, for endorsement with Skills for Justice and subsequently led a team applying for and achieving a grade one endorsement of our Foundation Degree in Police Studies (Section 6 and figure 9).

Since taking up this role, I have also continued to write and have successfully completed peer reviewed academic and practitioner publications (Section 2: a to f) and also non-peer reviewed work for other interested organisations (Section 2: g and h). Although I must acknowledge that the management of time has become more crucial and at times challenging.

Whilst teaching on a Foundation Degree in Police Studies with a partner agency, students time and again would ask me to define the police terms they kept coming across during their time in the workplace (such as ACPO, Bronze Commander, and Neighbourhood Policing etc.). This gave me the idea to work with a colleague to collect and collate as many terms as we could and then publish them in an easily accessible policing dictionary. This led to my first co-authored book which was published in 2009, Keywords in Policing (Section 1: c). The development of such technical terminology, which is difficult for those outside of or entering the profession to understand, is not confined to the arena of policing, medical students are also described as developing the understanding of a "terminology of a technical kind" (Becker et al, 1961 p.421). This technical language helps define the profession.

At the time, there was also growing international interest in the way in which police education and training was being shaped across the UK. I wrote an article for a United States Journal (Journal of the Illinois Law Enforcement Executive Forum), which was published in 2010, which described and informed readers of the way in which police service education and training can be recognised by working in a partnership with higher education (Section 2: c).

In 2008 a colleague and I designed a four-day summer programme in partnership with the local police service called 'Potential Police and Community Support Officers Course'. The idea behind this was to inform potential applicants to the police service of the range of career opportunities available, the realities of the career, and explain the process through which they would be assessed as suitable candidates for employment. The programme was also accredited by the university and as such provided applicants with an experience as to how and where they would learn if employed by the force. From the outset, my colleague and I identified that this short programme would also be suitable as a longitudinal, research project exploring individual aspirations and career choices. After 24 months and the delivery of several four day programmes, we analysed the data collected and wrote a subsequent journal article which was published in late 2010 called 'Pre-employment course: a partnership for success?' (Section 2: b). We followed this with an updated journal article, which was published in 2011, and was focused on informing a more

international marketplace ‘A Higher Education Programme Designed to Encourage Informed Career Decisions and Career Retention of Police Officers’ (Section 2: a).

As a result of the outcomes of the research a colleague and I had conducted as part of the ‘Potential Police and Community Support Officers Course’ and having spoken to many students, it was obvious to me that there was a general lack of understanding of the many and varied career roles available within the police service. The academic team that I lead, all come from police practitioner backgrounds and have moved to academia to further their careers. I wanted to develop this staff team and evolve their academic credentials. I therefore devised a book proposal, which would follow a crime from when it first occurred to the final arrest and detention. Each member of academic staff would author a separate chapter relating to their specialisms within policing. The chapter would detail how the police role would become involved with the fictional crime, how an individual would be recruited to work within that specific role and the career progression available. As the book editor, I wrote the introduction and also introduced some reflective tasks for the reader. The idea was well received by the team who completed the textbook ‘Working in Policing’ which was published in the summer of 2011 (Section 1: a).

I also continue to develop and support student research projects at both undergraduate and postgraduate levels. The outcomes of one such postgraduate research project I supervised, researching the possibilities of forging a latent fingerprint, were so interesting and topical, that I worked with the student to publish the findings in the practitioner journal ‘Fingerprint Whorld’ (Section 2: i and j).

I have always been keen to promote the range of opportunities that are available to students for careers within the law enforcement environment. To help facilitate this, in 2011, I used the online professional networking site LinkedIn (LinkedIn, 2012) to establish an online group as a means of students (both past and present) to network online with potential employers, practitioners and academics (Section 8 and figure 12). As Petro (2011) describes, recruiters find LinkedIn a valuable asset in addition to company websites, job boards and face to face networking when searching for the right candidate. This LinkedIn site has proved very popular with over 1800 members, not only with Teesside University students, but students, employers, academics and

criminal justice professionals from around the world. The site has a jobs page to which career opportunities can be linked (Section 8: figure 13). As an added bonus, all members see the branding of Teesside University as the group logo on the LinkedIn site and as such promotes the university and our involvement within the law enforcement education sector.

In my leadership and management role there is a professional norm to support and develop the business, which in my case is the development of partnerships to enhance the partner's workforce. There is a generally held assumption that there is good communication, support and transparency both internally and externally for the common good of the learner. There is also the perceived need for selective security of what could be termed 'sensitive' information such as financial implications. The Department for Business, Innovation and Skills (2010) suggest that "Universities and colleges will have to become even more responsive to the changing demand of students and employers for high level skills and employability" (p.3). As such part of the future expectations for the professional norms of higher education will be to influence the development of and engage with businesses. I have led a team to influence developments at the strategic level of Government by submitting a team response, in the form of a report, to the Home Affairs Select Committee on leadership and standards in the police service (Section 7: figures 10 and 11). This Home Affairs Select Committee was established in August 2012 and was chaired by the Right Honourable Keith Vaz MP (Parliament, 2012(a)). The written report I submitted was subsequently published by Parliament in late 2012 in a document containing written evidence (Parliament, 2012(b)).

I have been actively involved with developing such business engagement between the university and professional law enforcement partners providing opportunities for learners. I have also been at the forefront of developing police educational partnerships across the UK. For example, In 2007 I initiated a partnership with the Defence College of Policing and Guarding (DCPG) at Southwick Park, Portsmouth (Section 3: a, figure 5). This University link came through an article I had written for a military brochure advertising university programmes. This started a dialogue between Squadron Leader Dawn Thompson, Officer Commanding the Joint Training

and Development Team at Southwick Park and I. The discussions evolved into the accreditation of a number of military police courses.

This College has military historical significance as it is where General Eisenhower decided to proceed with the Normandy landings in 1944. It is a combined military school and is the training facility for the Royal Navy Police, the Royal Military Police and the Royal Air Force Police. Through the partnership, military police personnel complete short courses, which are now accredited by the University. The courses vary in level of complexity, at advanced and intermediate level. The advanced covering investigations ranging from murders and rapes, while the intermediate explores other crimes such as burglaries and thefts. The partnership provides an opportunity to have the immense knowledge and skills of the service personnel formally recognised for their future careers both within and when they leave the services. The partnership and accredited courses has continued to evolve, therefore between 2010 and 2011 I successfully bid for a total of £40,800 from the University Strategic Development Fund (a Government supported initiative) to support a member of academic staff being based at DCPG for two days a week to support both the partnership and the students in their learning. In June 2011 I enrolled the 1000th learner on a university accredited course and in November 2011 I presented a joint paper with a Flight Lieutenant Peter Sharman RAF Police in relation to the partnership development and future direction at the conference, Building the Future: New approaches to workforce development (Section 3: a, and digital recording 1).

I have also accredited a programme with the Ministry of Defence Police (MDP). The MDP deliver an education and training programme for police officer's from across the UK who wish to achieve the status of qualified firearms instructors, I led the accreditation of this programme at FHEQ level five. One of the reasons for the chosen level of the award is when referring to vocationally focused awards such as Foundation Degrees, the QAA (2008) describes that holders of level five qualifications will typically be able to "deploy key techniques of the discipline effectively, and undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations" (QAA, 2008, p.17). I would suggest that taking on the role of a firearms instructor would certainly fulfil this level descriptor.

One of the aspects which makes these stand out as unique examples of business engagement within higher education and the policing arena, is that I have engaged with the partners in their workplace rather than them coming to the university. Gaining access to and developing the trust of both the decision makers and the practitioners within police organisations can be challenging, an aspect that Westmarland (2011) identified when attempting to conduct research within the police service. I have found that is imperative that the context and subject specific language is understood and the customer's needs are evolved over time. This has allowed me to grow my understanding of the disciplines and evolve my vision to map HE qualifications to their awards with the minimum of change required on their part to their education and training programmes. It has also meant that I have had to identify the right additional academic staff, with the correct knowledge and skills, to become involved with growing such education and training partnerships.

I have also engaged with a number of partners overseas (Section 4). Many foreign police services aspire to meet the perceived professionalism of the Western European or North American police services. It is an interesting dilemma raised by Winsor (2012), that he hopes to raise the professional standing of the police in the UK, yet in many of the countries I have worked (and amongst the many overseas police students I have worked with from many nations), the British Police Service is viewed as a professional service to aspire to emulate in some form.

In early 2012, I taught for two weeks with the Rwandan National Police (RNP) in Musanze, Rwanda (Section 4). The RNP works in a partnership with the Kigali Institute of Education and the Belgian Technical Corporation (BTC) to deliver a four-year educational programme for newly employed police officers who hope to develop their careers. This study by highly motivated RNP students leads to the award of a BSc (Hons) in Professional Policing Studies. My teaching was well received by both the students and the managing agency (Section 4: figure 8). In late 2011, I also visited the Norwegian Police University College (Section 4), where aspiring police officers complete a three-year bachelors degree programme delivered in a partnership with the Norwegian police Service, who then select and employ new recruits from those who successfully complete the programme. There is also a work placement phase within this degree. Both the Rwandan and Norwegian models (and

there are many other examples in the USA and Canada) lead to graduates directly benefiting from their degrees within their police employment, which is something that Winsor (2012) has eluded to, but as of yet the UK police service hasn't embraced. The development of a progressive HE framework utilising HE programmes which exist and building towards an honours degree can only support the desired professional standing of the British police service.

My personal norms, values and behaviours affecting my professional identity have their roots in a background of operational policing and policing support with a disciplined organisation which has a 'can do' attitude prepared to tackle any challenge presented. However, in recent years these norms, values and behaviours have been tempered with exposure and then embedding in the world of initial police training and then higher education. It is this meeting of opportunities that has shaped my vision. There is however no doubt that at times working as an academic provides challenges, satisfaction and stress (Grant and Sherrington, 2006). I have embraced these experiences to evolve as an academic member of staff meeting the requirements and expected norms of the university, by meeting the needs of traditional students studying undergraduate or postgraduate degrees, external customers such as police forces, subject focused research and publication as well as the administrative and leadership requirements of subject co-ordination and evolution. There is also no doubt that life experiences and lifestyle choices which have changed over time, as Halaby (2003) describes, have influenced the balance I have struck between occupational risk and reward.

I see myself as a professional educator, academic leader and educational entrepreneur, displaying the required knowledge, skills and personality traits required of working within the context of higher education, but with an eye on the policing and business environment, which has had such an influence on my career development. This unique set of skills and experiences has enabled me to assimilate knowledge, understanding and practice from across the UK and the world influencing the development of police education and training within the region if not across England and Wales as a whole (figures 1 and 4, Digital recording 1, Section 7).

4.7 The reflective practitioner

The skills of reflection are an essential skill developed as an element of undergraduate and postgraduate education (Fry et al., 2009). Reflective practice can be defined as “the practice of thinking about and critically analysing your actions” (Hill, 2007, p.114), this agrees with the ideas of Schön (1983) who suggests that reflective practice occurs as professional practitioners evaluate practice following an event which allows them to develop a better understanding and enhance their skills.

Since commencing working within the fingerprint bureau, and before I embarked upon part-time study within higher education where we formally learnt about reflective practice, I have embraced the importance of an evaluative approach which utilises a cyclical reflective process. In the fingerprint bureau we had a formalised process termed ACE-V, a process through which each and every fingerprint identified was analysed, compared, evaluated and verified. The idea being that misidentifications of fingerprints did not take place and everyone learned from each other in terms of the identification to improve practice. This reflective process Schön (1983) would describe as reflection in action identifying how such a reflective process is “central to the “art” by which practitioners sometimes deal well with situations of uncertainty, instability, uniqueness and value conflict” (Schön, 1983, p.50).

On moving to Crime Scene Investigation I instigated a process of an ‘after Incident review’ both informally to myself after dealing with so termed volume crime (such as a burglary) and formally with colleagues after dealing with a major crime (such as murder). The intention of the after incident review is not to apportion blame, but as practitioners identify what worked well, what didn’t work and subsequently what could we do better next time? I found that spending ten minutes with a piece of paper to write things down as soon as practicable after the incident bore some excellent developments and evolution of professional practice. Schön (1983) once again discusses this reflection on action (rather than ‘in action’) which occurs with practitioners after an event as “a deliberate effort to prepare themselves for future cases” (Schön, 1983, p.61).

In many ways these approaches to reflection, which I have used and adopted, utilise the questions later listed by Hill (2007) as themes that the reflective practitioner should consider when reflecting on practice. These themes include the importance of a reflective practitioner keeping an open mind, questioning the way things are done, seeking alternative ways of doing things, identifying problems and resolving them, synthesising and adapting ideas, trying new ideas and ways of working, viewing things from a different perspective and thinking about the wider consequences of changing practice.

When moving first to training and then to higher education I have continued the process of reflecting in and on practice. This reflective practice has provided some unique and forwarded thinking developments. Examples would be, frustrated with the lack of 'real world' amenities, I acquired an unused commercial travel agents shop fittings which were refitted into a partially derelict building at the police training school, thus enabling CSI students to practice their new skills in a more realistic environment rather than just talking about how to deal with challenges they may face. When moving to the university, I realised that there was the need to embed employability into our educational programmes and have this nationally recognised, also that as a university, if we wanted to work with other police forces away from our local area, we would need to travel to them and accredit their programmes, which on further reflection I needed to map against the relevant FHEQ learning outcomes. In turn further reflection has identified that we need to offer routes for educational progression, not just stand alone accredited awards.

4.8 The impact of my work

As I have described in my vision, the longer term aim of my work is to establish police education and training as an academic and vocational discipline accepted within higher education. Martin (1988) describes how the discipline of criminology grew and became accepted as an academic discipline across the UK during the late 1940's and throughout the 1950's. He continues to describe some pivotal moments in the development of the discipline such as the instigation of the Criminal Justice Act, the development of British focused textbooks, the completion of research

projects, the growing number of places where the subject of criminology was being taught and the creation of the British Society of Criminology (Martin, 1988). I strongly believe that we have embarked upon such a journey and my work has contributed and impacted on this journey. McLaughlin (2007), when recounting the ideas of Cain (1993), describes how the arena of police scholarship evolved in the 1980's with a set focus on areas such as the police and the state, but he goes on to describe how an evolving sub discipline of police studies, was faltering with funding for original research being withdrawn and the focus being placed on measuring the effectiveness of government led agendas.

My writing of text books (Section 1) and journal articles (Section 2) suitable for both academic study and practitioner reference have done much, along with other authors in the discipline of policing such as Dominey and Hill (2010), Newburn (2008) and McLaughlin (2007), to develop a literature base for the study of policing, or as McLaughlin (2007) describes as police studies, within the current context of the UK. For example, the first and second editions of my Crime Scene Investigation textbook have sold over 6000 copies worldwide and become a standard textbook for many undergraduate programmes across the UK. The book can also be found in academic libraries from the USA to Hong Kong and in police force libraries from the UK to Singapore. The book 'Working in Policing' has sold over 150 copies mainly to universities across the UK and the book 'Keywords in Policing' has sold similarly to UK universities, thus establishing sources of reference material for students and new police practitioners when studying the discipline.

Journal articles I have authored have impacted on the way in which police education and training along with specific skills development has been both researched and the outcomes shared to both practitioners and academics helping shape other research projects and practice. For example, after the publication of a journal article on 'Assessing the competency of Crime Scene Investigators in the United Kingdom' I was contacted by a training officer from a police department in Texas to provide advice and examples of UK practice in order to shape the assessments being constructed in their US police department. When reviewing the development of the academic discipline of criminology during the 1940's to 1960's, Martin (1988) suggests that during this time "the beginnings of a home-grown sociological literature

began to appear, while there was an increasing awareness of how the subject was being researched elsewhere, particularly in North America, Europe and Scandinavia." (Martin, 1988, p.44).

The sharing of my experiences of academic programme design and partnership development along with the outcome of research projects involving practical policing skills at conferences both in the UK and abroad (Section 3), has also impacted on other developments. For example, over several years I developed a business relationship at the Defence College for Policing and Guarding, Portsmouth, to accredit and deliver a number of programmes. The direct impact of this is that over 1000 military police personnel have so far achieved an academic award. In 2011, I co-delivered a conference paper describing how this relationship had evolved, sources of funding to support such developments and plans for the future. The hope is that this case study has influenced others hoping to working in partnership with large organisations to deliver awards.

I have had a good deal of experience working with international policing partners (Section 4), particularly in developing their police service skills of crime scene investigation. Such partnerships have had direct impacts on the ability of the police force in question (such as the Rwandan National Police, Abu Dhabi Police, Sierra Leone Police, Algerian Police Service and the Philippines National Police) to effectively record and recover photographic, forensic and fingerprint evidence from crime scenes. This has also provided an opportunity to develop an international network of those involved in crime scene investigation and has provided Teesside University with a brand associated with the disciplines of policing and crime investigation. My experiences of working with these and other police institutions (such as the Norwegian Police University College and the Malaysian National Police College) have also impacted on me as a professional reflective practitioner. I have learnt a great deal about different cultures and the need to evolve education and training products that suit the needs of the customer at both an individual and force level.

Across the UK there are in the region of 3000 crime scene investigators, a number of whom have completed an FHEQ level five work based Diploma in Crime Scene

Investigation or similar. However, on commencing work at Teesside University in 2002, there was no progression route for these individuals who had completed their Diplomas at one of several institutions. I therefore designed a programme, which utilised the specialist skills of colleagues to enable working CSI's to study through blended learning and achieve the award of a BSc (Hons) Forensic Investigation (Section 5). Continuing to recruit between ten and twenty students a year, the impact of this programme is that many students have graduated with this award, the skills of which have been transferred into the workplace. The experience of designing this programme with the end user in mind, eventually led to the development of the Foundation Degree in Police Studies in a partnership with Cleveland Police.

The Foundation Degree in Police Studies was the education and training ground for all new police officers joining the force and I therefore perceived the need to have this programme endorsed by the sector skills council 'Skills for Justice' (Section 6). I led a team to achieve this endorsement, the impact of which is that over half of Cleveland Police Officers hold a Foundation Degree, which is deemed by the sector skills council as being 'fit for purpose', and the relationship between Cleveland Police and Teesside University has gone from strength to strength.

Many reviews of policing, such as those of Flanagan (2008), Neyroud (2011) and Winsor (2012) have led to the eventual proposal for establishment of a professional body for policing. A Home Office consultation has been conducted in to the remit of the professional body and I led a team written response to this (Section 7). It is hoped that this response will impact in such a way as to influence the consultation process.

The impact of my virtual environment LinkedIn group (Section 8) is that by the end of December 2012, there are over 1,800 members from across the world, with discussion and career opportunities being posted almost daily. It is an example of the institution promoting the agenda for employability and the Teesside University brand is recognised both nationally and internationally via its logo on the group page, which is therefore linked to the disciplines of criminal justice, policing and crime investigation.

Looking to the future, my research project ‘Special or not’ (Section 9), which was conducted as part of this doctorate, has been shared with stakeholders and has had direct impact on informing the policy of a North East police force towards recruiting special constables as regular police officers and equipping the special constables within the force with the specific skills required to work effectively during accompanied patrol (Section 10). The completion of this project has impacted significantly on the second part of my vision, which is to create and share an integrated developmental pathway (or framework) through higher education, which recognises the professional achievements of police officers and police staff and clearly identifies educational routes for their personal and professional development (see chapter five for the impacts of the research project and the subsequent educational framework).

It is also my intention to author and publish an article in relation to my research project ‘Special or not’ (Section 9) within an internationally recognised journal. This will allow the dissemination of my findings to much a wider national and international audience.

Reflecting back on the development of criminology raising awareness of how the subject was being researched in other parts of the world, as described by Martin (1988), my research project has been shared with an Associate Professor at the University of Central Florida and a Chief Superintendent at the Norwegian Police University College. Both of these colleagues are interested in collaborating in future research projects related the use of volunteers within law enforcement. I moved towards initiating this type of international research in December 2012, when I met Associate Professor of Criminal Justice, Dr. Ross Wolf, at the University of Central Florida where we discussed an idea for a comparative research study between the special constabulary in the North East of England and a police reserve force in central Florida.

When referring to the development of criminology across the UK, Martin (1988) suggests that the 1950’s and 1960’s were “a period of building on small, but good, foundations” (Martin, 1988, p.44). The foundations I have laid provide the footings for the foundations of an academic and vocational discipline of policing which is still in

its infancy. It is intended that the educational framework will extend these footings and provide achievable, clearly understood and progressive graduate level qualifications for those hoping or already employed within policing.

Chapter five

The research study and the framework development

5.1 The research study

Title: Special or not': should regular police officers be recruited directly from the special constabulary?

For two years in the mid 1980's I served as a special constable in a large urban police force. This limited exposure to operational policing, such as performing foot patrol and making arrests at night in a busy city centre, working with colleagues controlling crowds at large scale sporting events or giving first aid to accident victims, provided me with an insight in to the daily diverse challenges faced by police officers, community support officers and their volunteer colleagues. Some of the experiences I had, I have never forgotten. In these times of austerity, the police service is considering using this pool of over 19,000 volunteer part-time police officers (Dhani, 2012(a)) as a potential recruiting ground for regular full time police officers, where their experiences and existing qualifications can be used to 'fast-track' the special constables through the training process to become operational resources.

I can remember joining the special constabulary to see if a career in the police service was for me, but little contemporary research exists as to the aspirations of the special constables to pursue full-time careers as regular police officers and the appropriateness of recruiting full-time officers from this part-time pool. I therefore initiated a longitudinal research study which was conducted over nine months following a group of twenty new special constables in a North East police force as they were exposed for the first time to the challenges of operational policing. The research utilised a range of quantitative and qualitative methods to gather data on their initial and changing motivations, career aspirations and levels of confidence in performing the core policing tasks as defined by the by the National Training Organisation for the police service, Skills for Justice.

The research project (Section 9) has confirmed that the special constabulary is viewed by many of the participants as a means through which they may gain employment as a regular police officer. Generally, the motivations of special constables to become regular police officers is high and continues to be so when exposed to operational policing. There is also a theme growing for these volunteers within the North East of England, of members of the special constabulary using this experience to help them decide if a full time policing role is for them, just as I did 25 years earlier. The research also suggests that if an individual completes the education and training successfully, although exposure to the workplace affects their confidence to perform policing tasks, new special constables still persevere with the role, although there needs to be more clarity as to which tasks are expected of them within the local operational policing environment.

Overall the research evidenced that special constables are appropriate candidates to be recruited as regular officers, but care must be taken to ensure that recruits are representative of the local community and that their range of experiences along with levels of confidence in performing policing tasks are not diluted once recruited. The key to success is an effective initial education and training programme delivered to a common national standard (such as the Initial Learning for Special Constables programme) along with subsequent supported personal and career development within the workplace. Such education and development should be mapped to a recognised and progressive educational framework to ensure the continued recognition of police professionalism described by Herbert (2012).

5.2 The impact of the doctoral research study

From the outset, this research study was designed to help in informing the policy of a North East police force towards recruiting special constables as regular police officers. The research project was passed in person to Assistant Chief Constable Sean White who is a member of the executive of the North East police force. The aim was to assist in informing the focus for future police officer recruitment within the force, along with training and development plans for both the special constabulary

and regular police officers. The impact of the outcomes are evidenced in the e-mail from Assistant Chief Constable Sean White below:

Figure 1: e-mail from Assistant Chief Constable Sean White

From: WHITE, Sean (P2272) [mailto:Sean.White@cleveland.pnn.police.uk]
Sent: 25 July 2012 12:21
To: Pepper, Ian
Subject: RE: Your thoughts on the Special Constabulary Research

Hello Ian,

Thanks again for coming to see me a few weeks ago and for taking the time to talk me through your research.

Cleveland Police values enormously the contribution made by the men and women who volunteer to serve within the Special Constabulary and we hold in equal value our partnership with Teesside University to train and develop such colleagues. Your study has allowed us to understand, in more detail, the 'user experience' of our Special Constables in terms of their journey of recruitment, training, deployment and longer term development. You have made a number of evidence and research based recommendations for improvement that we are actively considering to improve further the 'offer' of being a Special Constable with Cleveland Police and I know that we will maintain a dialogue with you over your research and our response to it. Your research has added new knowledge and given us a valuable and unique insight.

Finally, we are delighted that you chose to support Cleveland Police through your study and place on record our sincere thanks to you for doing so.

Best wishes,

Sean

Sean White
Assistant Chief Constable
Crime, Specialist Operations & Community Justice

(White, 2012)

It was also the intention to feedback the outcomes in to the education and training cycle through both the training department of the police force in question and their university partner in order to identify future developmental needs. This has led to the immediate development and academic validation, in a partnership between me and the police training department, of a new twenty credit module at level four on the FHEQ. The module is designed to address one of the doctoral research outcomes of the requirement for supported personal and career development within the

workplace of special constables (and also potentially PCSOs or regular police officers).

The new 'Policing in Practice for Accompanied Patrol' module (Section 10), is designed to be completed part-time within 12 months of academic enrolment in order to develop an individual's understanding and practice within the workplace of the national minimum requirements of modern policing. Learners continue to recognise the importance and constant changing nature of policing whilst developing their interest, understanding and practice relating to their role of completing safe and lawful accompanied patrol. Individual learners demonstrate how they meet the requirements of the National Occupational Standards (NOS) by being assessed by experienced tutor constables in the workplace. The module also develops the individual's ability to reflect on their practice and consider how this has impacted on their role as a volunteer special constable. Between the launch of the new module at the start of June 2012 up until the 31st July 2012 (which is the end of an academic year), 87 special constables within the force had enrolled on the module. The module will have a direct impact on how special constables police the local community ensuring that they achieve and evidence a common minimum standard of policing linked to the NOS.

It is also the intention to disseminate the research findings beyond the police force concerned. This will include presenting the findings at the regional special constables' conference and at a national conference on policing during 2014. I intend to author and publish the findings in the journal 'Policing: Policy and Practice' during late 2013 and develop an innovative HE framework to illustrate the opportunities for pre and post join police education and training linked to the NOS, QCF, FHEQ, diploma in policing and police technical certificate at HE levels 4 to 6, which recognise previous achievements (such as the 'Policing in Practice for Accompanied Patrol' module). As Lee (2009) describes, it is important for a professional doctorate to demonstrate and plan how findings from a research project will be shared within the profession.

5.3 The educational framework development

As an advocate of lifelong learning, I have always strived to provide educational opportunities to others. This drive has led me to develop an educational framework leading to the eventual award of a BSc (Hons) Policing and Investigation Degree (Appendix 1). The framework will allow students to study and develop their knowledge, understanding and skills meeting the requirements for employment within the police service and then, embracing the ethos of lifelong learning, enable them to continue their study once employed. The framework will also recognise, through APL, previous study completed by individuals within their police employment enabling them to progress towards an honours degree. The framework is also flexible to allow the future embedding of additional education and training programmes through utilisation of the APL process.

Knapper and Cropley (2000) describe how the development of lifelong learning is commonly associated with providing a link between learning and the workplace, along with the realisation that all of the education required by an individual cannot necessarily be achieved in the limited time of formal learning, which is usually completed prior to entering work. Characteristics of lifelong learning are then suggested, these being that the learning is intentional, has specific goals, these goals motivate the individual to engage in the learning, and the learner retains and uses the newly acquired knowledge, understanding and skills (ibid.). Tight (2002) expands on this definition adding that lifelong learning affects all approaches to education including both formal from educational institutions and training providers and any kind of informal learning activity (such as those which take place within work). He also suggests that individuals engaged with lifelong learning become self motivated and see the value of such learning (ibid.).

The educational framework will meet all of these proposed characteristics:

5.4 Meeting specific educational goals.

This will be achieved by, for example, students completing an FHEQ level four qualification, leading to the award of a Certificate in Higher Education in Professional

Policing (Section 11 and figure 2 below). When referring to lifelong education, Tight (2002) suggests that "there is, however, no 'standard' model" (ibid., p.41) to achieve the required educational outcomes. Knapper and Cropley (2000) continue identifying that an effective partnership between an educational provider and an employer is required to develop a programme based on the existing contemporary context and requirements. The Certificate in Higher Education in Professional Policing education and training programme will provide a possible route to full time employment as a regular police officer, meeting the requirements of the NPIA technical certificate and embracing the ideas of many police forces to encourage individuals to study before applying to become a regular police officer. It will also recognise, through the certificated accreditation of prior learning, previously designed and completed undergraduate awards (such as the Initial Learning for Special Constables programme or the Professional Policing (Community Support) programme for community support officers). These have been previously designed and delivered in a partnership between the police service and the university to some 500+ students. It will also be mapped to the NOS required for police officers to achieve the requirements of accompanied patrol. These are separated in to the knowledge and understanding requirements and the practical skills development and assessment (Figure 3 below).

Figure 2: The structure of the Certificate in Higher Education in Professional Policing.

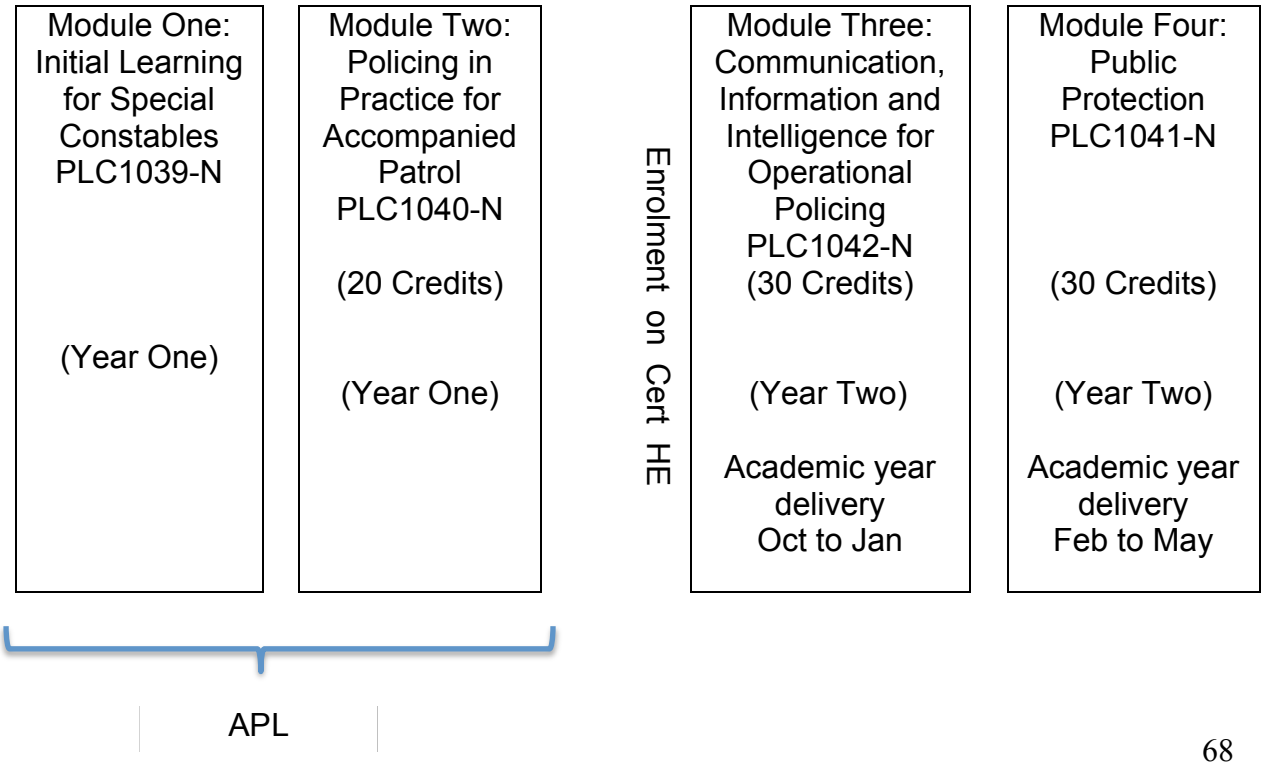


Figure 3: The Certificate in Higher Education in Professional Policing links to the National Occupational Standards (NOS).

Knowledge and understanding development and assessment

National Occupational Standards (NOS) subject	Certificate in Higher Education in Professional Policing Module			
	Initial Learning for Special Constables Or through APL Professional Policing (Community Support)	Policing in Practice for Accompanied Patrol	Communication, Information and Intelligence for Operational Policing	Public Protection
Induction	✓	✓	✓	
Operational Policing	✓	✓	✓	
Legislation Policy and Guidelines: Crime	✓	✓	✓	✓
Stop and Search	✓	✓		✓
Protecting People	✓	✓		✓
Policies and Procedures	✓	✓	✓	
Non-Crime Incidents	✓	✓		✓
Models, Methods and Processes	✓	✓	✓	
Road Policing	✓	✓		✓

Practical skills development and assessment

National Occupational Standards (NOS) subject area	Certificate in Higher Education in Professional Policing Module			
	Initial Learning for Special Constables	Policing in Practice for Accompanied Patrol	Communication, Information and Intelligence for Operational Policing	Public Protection
Induction				
Operational Policing	✓	✓		
Legislation Policy	✓	✓		

and Guidelines: Crime				
Stop and Search	✓	✓		
Protecting People	✓	✓		
Policies and Procedures	✓	✓		
Non-Crime Incidents	✓	✓		
Models, Methods and Processes	✓	✓		
Road Policing	✓	✓		

5.5 These goals motivate the individual to engage in the learning.

The Certificate in Higher Education Professional Policing builds upon previously completed university modules (such as the Initial Learning for Special Constables programme). This will be the first module individuals will study and are required, through the partnership between a police force and the university, to successfully complete when recruited as a new member of the special constabulary. It is also intended, through the existing educational partnership, to recognise the higher education award provided to police community support officers (Professional Policing: Community Support) when enrolling on the Certificate in Higher Education programme. As such, the knowledge and understanding requirements, along with the practical skills assessments, for the NOS of both programmes have been mapped together to show the commonality of both of the awards used for entry (figure 3).

This approach highlights one of the challenges of embarking on such a programme, as Fry et al., (2009) suggests, in order to successfully embed lifelong learning and employability within a programme, students must understand the value and relevance of all of the modules and not view them as a single unit in its entirety. For the Certificate in Higher Education, this has been overcome, by putting the new knowledge and skills developed in to practice within the workplace and then building on this by offering two academic modules taught via online and block study days. This approach is to overcome a barrier highlighted by Knapper and Cropley (2000) to

individuals engaging in lifelong learning, which is the access to opportunities for learning outside of the traditional daytime lectures and seminars held by universities, this being particularly the case for mature students (Woodley and Wilson, 2002). Although it is fair to highlight that in recent years universities have endeavoured to improve access for part-time and mature students, however, in my experience equal access to academic programmes by such students continues to be an issue.

5.6 The learner retains and uses the newly acquired knowledge, understanding and skills.

Developed as a direct outcome from the doctoral research project, the module, Policing in Practice for Accompanied Patrol (Section 10), will follow the initial learning for special constables module, and enables students to put their new knowledge, understanding and skills in to practice within the policing workplace. This is an effective way of enhancing the deep learning of the students and motivates those students who Fry et al., (2009) describes as extrinsically motivated, viewing their study as a means to an end i.e. achieving accompanied patrol status as a special constable. Those students described as intrinsically motivated (ibid.) who are personally developing themselves, can prove to themselves the limits of their ability, and as a result will be motivated by seeing if they can apply what they have learnt in the often challenging policing workplace.

5.7 Both formal and informal learning should be recognised.

The importance of recognising both formal and informal learning should not be underestimated, this has been highlighted by the Neyroud Review (2011) and raised with the Home Affairs Committee inquiry into leadership and standards in the police service via the open consultation (Section 7).

The Certificate in Higher Education recognises previous formal learning through the accreditation of prior learning (APL) to enable completion of the full award. APL is a process which enables people to receive recognition for their formal certificated

learning acquired in the past through study. This process aims to recognise learning in whatever context it has taken place. It is based on the concept that learning can be identified, measured, assessed and accredited within an appropriate academic programme. A student can therefore be admitted to the programme at any point on the basis of certificated learning from Teesside University or some comparable institution. However, some of the informal learning which takes place within the modules is equally important. For example, in order for a new special constable to successfully complete the Initial Learning for Special Constables module, they must also successfully complete the police fitness test consisting of an endurance shuttle run (often referred to as the bleep test) and a dynamic strength test. If individual students cannot complete this then they cannot be deployed as special constables. Recognition of such informal learning has a number of benefits including allowing individuals to complete their formal learning more quickly and more cheaply along with the psychological effects of valuing an individual's abilities and previous learning.

On completion of the Certificate in Higher Education and employed by a police force, new officers (or those already employed) can then embark upon the level five and six FHEQ levels of study to work towards a BSc (Hons) Policing and Investigation degree by the use of APL. For example, the completion of a certificate in higher education at FHEQ level four will allow them to gain access to study the online programme, Introduction to the Concepts of Terrorism and Counter Terrorism worth 60 credits at FHEQ level five, added to the successful completion of the Professional Policing (Firearms Instruction) programme, also worth 60 credits at FHEQ level five, this would complete their second year of study towards the award of the degree (Section 12).

5.8 Learners should become self-motivated and value of learning.

Research conducted by Woodley and Wilson (2002) identified how for the majority of graduates, but in particular mature students, the completion of a degree not only improved their own personal development but also "improved their career prospects" (ibid., p.338). The facts reported by Winsor (2012) that just under 80% of chief police

officers hold a level four qualification or above (such as a degree), in itself implies that in order to achieve the most senior ranks within the police service, the likelihood is that at some point an individual will most likely have to study for a such a higher education qualification.

Using the complete BSc (Hons) Policing and Investigation degree educational framework (Section12), qualified police officers can embark on a full honours degree programme by using a blend of APL and online academic study at FHEQ level five and six. Existing taught online modules at level five lead to the award of 60 credits focusing on terrorism and counter terrorism (which can also be studied as a stand alone award for those, for example working, or hoping to work, in special branch or national agencies) with additional modules also planned to be developed on leadership and research methods. Existing modules at FHEQ level six are the legal principles of evidence, the psychology of police investigation, application of intelligence to crime, criminology and criminal justice, introduction to the concepts of terrorism and counter-terrorism strategy, and a dissertation or work-based project. Which in total will amount to 120 credits at FHEQ level six (the equivalent to the final year of an honours degree). There are also options for learners who have completed a higher education accredited initial crime investigators development programme (ICIDP) to APL this programme into level six of the BSc (Hons) Policing and Investigation degree programme and then complete a work-based project.

Winsor (2012) hopes to place policing on the same professional level as doctors and lawyers and Fry et al (2009) highlights how “graduates will be more effective in the workplace and make a greater impact in their careers if lifelong learning skills and deep learning are part of their practice” (p.110). Utilising a route map enabling all of the stakeholders within and outside of the service to understand the routes available to progress within higher education and training which are linked to the complexities of FHEQ and QCF frameworks, options for APL, along with the police requirements for the completion of a police ‘technical certificate’ and ‘diploma in policing’ must be of value to the individual learner, the police service and higher education as a whole.

Figure 4: LinkedIn endorsement from Liz Barnes Dean, Social Sciences & Law, Teesside University.

> "Ian has an excellent understanding of law enforcement agencies and extensive experience of working with them to develop frameworks for initial training and CPD. He is innovative in his thinking and has added significant value to in-house staff development with a range of organisations both nationally and internationally."
> *March 17, 2011*

(Barnes, 2011)

Chapter six

Discussion and evaluation

Emsley (1996) provides an insight in to the initial education and training of Metropolitan Police officers in 19th century London, where newly appointed constables spent two weeks covering subjects including sword exercises, drill and the law. Emsley (1996) continues to describe how the Desborough Committee of 1919 attempted to standardise many aspects of policing including the recommendation for the appointment of training officers, and the development of police training schools. This recommendation for the development of police training schools finally turned to reality during the inter-war years and went a long way towards standardising police training (ibid.). In the 21st century, this training school approach to police training has been replaced by a more local approach to officer education and training, often in partnerships between educational providers and police force training teams.

The common thread through the various contemporary approaches to police officer education and training is the completion by candidates of the Initial Police Learning and Development Programme (IPLDP). In the last two years this approach has once more evolved to the development of pre-join programmes delivered at FHEQ/QCF levels three to five depending on the requirements of the partnerships between the educational provider and police force in question.

When conducting research in the USA, Carte (1972), identified continuing concerns over how representative the police were of the communities they served. Thirty years later, Decker and Huckabee (2002), raised similar concerns in relation to implementing higher educational requirements for employment as a police officer in the USA. They suggested that this could exclude certain categories of applicants from joining the police service, such as minority groups, as they may not have had equal access to educational opportunities (ibid.). A further ten years later, this is in part echoed by the findings of the author's doctoral research project, which was focused on a group of special constables within a North East police force. In that the special constables representativeness of the make up of the local community,

particularly in terms of minority groups, is limited and if relied upon as the sole route of recruitment, then the diversity needs of the force would not be met. Partnering with higher education to deliver programmes may assist in overcoming some of these concerns, as the HE sector is often well practiced in meeting the requirements to ensure that the equality and diversity of access to educational programmes is achieved. This is ensured by the HE providers adhering to the requirements of good practice identified by the higher education funding council (HEFCE, 2004).

As a result, pre-join programmes can provide the knowledge and understanding requirements of some aspects of the IPLDP prior to an individual's employment as well as widening the potential pool of police officer recruits. Many reviews, such as those of Neyroud (2011) and Windsor (2012) have supported this type of approach, as have a number of police forces, and in fact the Metropolitan Police Service have now gone a stage further by launching the first ever graduate entry scheme (Mayor's office for policing and crime, 2012).

As well as special constables and PCSOs, there are over 136,000 police officers and 69,000 police staff across England and Wales (Dhani, 2012(a)), the majority of whom will have completed both education and training to perform their professional roles. For example, serving police officers recruited prior to 2004/5 completed programmes at a police service training school and post 2004/5 with the introduction of the IPLDP, police officers completed awards such as an NVQ 4, which was mapped to the QCF, or a Foundation Degree, which was mapped to the FHEQ. With both awards being linked to the IPLDP. Flanagan (2008) proposes a better use of APL to recognise achievements and the author supports this approach by embracing partnership working to allow participants to achieve an academic award. This approach is supported by the proposal of an education and training framework to allow participants to work towards the award of an honours degree. Numerous authors (Woodley and Wilson, 2002; Birzer, 2003; White and Escobar, 2008; Dominey and Hill, 2010) highlight the numerous benefits to both the individual and organisation of engaging with higher education. There are some who hold reservations in relation to such a higher educational approach to education and police officer recruitment, such as Decker and Huckabee (2002) who identify the challenges of access to such modes of study, in terms of ethnicity and gender. The lack of representiveness of the

local community of the group of special constables researched by the author would support these concerns. However, working in partnership with higher education does, to some extent, provide a solution.

Newburn (2008) reports how the various police service staff associations continue to put professionalism high on their agenda and there are aspirations to place police officers on the same professional level as doctors and lawyers (Winsor,2012; Green, 2013). This must raise the question of not only the blurring of the professional boundaries between different staff groups, such as the volunteer special constables and their regular counterparts, but also how these special constabulary volunteers are developed professionally as a pool of potential recruits for future regular officers. Does utilising their voluntary role as an education and training ground for future employment enhance or devalue the professionalism of the educational process?

There are many reasons why people volunteer, such as supporting their personal values or enjoying the social aspects of interactions, but in particular there is a reported focus on the personal benefits, such as the development of new skills and the desire to make people more employable (Murninghan et al., 1993; Parry and Cheung, 2010). Across the UK the government is promoting the use of volunteers within the 'Big Society'; along with a drive to enhance the training volunteers receive (Bussell and Forbes, 2002). For example, the 2009 Government volunteer brokerage scheme invested in excess of £10 million in the unemployed in order to help them develop new skills and empower volunteers to support local communities (Parry and Cheung, 2010).

Whereas the benefits to businesses of allowing their workforce to volunteer within the community is referred to more in terms of developing an individual's human capital such as their skills of communication, organisation, time management, accountability and budgeting (Lukka, 2000), with Parry and Cheung (2010) adding increased confidence and team working. Lukka (2000) describes how an organisation, which encourages volunteering, also benefits by being viewed both internally and externally as an employer which is caring and investing in their workforce, as well as acknowledging that it also assists in creating new business.

To an organisation, their volunteers are a valuable resource but they aren't without cost, as they need to be recruited, trained, managed and retained. Volunteering England (2010) estimate that for each £1 invested by an organisation returns are in excess of £4 of economic value. The special constabulary, although volunteers, are not immune from incurring costs to the police service.

As the numbers of the special constabulary are being significantly increased from the current 19,000 (Dhani, 2012 (a)), the number of volunteer personnel within the Territorial Army (TA) are also being increased from the current 18,000 to 30,000 (Quentin, 2013). Concerns are however being raised in relation to the TA's "professionalism and capability" (ibid. p.5), along with an acknowledgement that "regular capabilities cannot be replicated on a part-time basis" (Quentin, 2013, p.6). As such, an assumption of equivalency of part-time volunteers and regulars would surely undermine the professional status of the existing full-time army. Quentin (2013) continues to discuss the concept that if the correct qualities are identified within the volunteers when they are initially recruited, who then receive the appropriate training alongside the regular army, the TA could provide "complementary skills and experience" (ibid., p.6). This must surely also be true within the ranks of the volunteer special constabulary.

The Association of Chief Police Officers have reiterated the need for the special constabulary to provide "efficient and effective policing to support achievement of force priorities" (ACPO, 2011 p.5) and ask the question of "How well are the skills, knowledge and experience of individual SC officers developed and used to enhance policing and community safety?" (ibid. p.6).

Carte (1972), reviewed the beliefs of August Vollmer, describing how "the professional policeman would be distinguished from his predecessors by the level of his formal training, both before and after recruitment" (Carte, 1972 p.186). One of the key themes which appears to shape professionalism is the requirement for the professional to have systematically acquired an appropriate and distinct knowledge of their discipline (Olesen, 2001; Perez and Moore, 2013). As Quentin (2013) had highlighted as a challenge for the part-time members of the TA, the acquisition of the complete required discipline knowledge can likewise not be achieved within the

minimum time of four hours a week that a special constable is obliged to volunteer. This limited development of what special constables need to know; can be supported by the findings of the research study completed as part of the professional doctorate (Pepper, 2012). Although it must also be acknowledged that the length of time it takes to acquire the required discipline knowledge varies between and even within professions. For example, the Government scheme to recruit military personnel without an undergraduate degree to teach within schools has a two-year programme to qualify individuals to graduate level whilst they work within schools alongside day release to study at a university (Department for Education, 2013 (a)). As opposed to the one year full-time either post-graduate certificate in education or the school-centered initial teacher training routes for existing graduates (Department for Education, 2013 (b)).

However, the professionalism of the volunteer, whether recruited for uniformed service within the TA or special constabulary, is bound to be affected by the time they as individuals have available to develop the requisite knowledge and understanding of the profession.

In order to maintain some level of professionalism within the process of utilising the part-time roles as recruiting grounds for regular employees, there needs to be the correct qualities identified at the point of recruitment, the education and training needs to be developed to be fit for the purpose, with the individuals being mentored by their regular counterparts in the workplace and focused on achieving their core principles of providing support to policing. Importantly this needs to be accompanied with realistic expectations by the organisations concerned of what the volunteers can and cannot do. This would remove some of the ambiguity of the professional status by providing a demarcation line between full-time professionals and their voluntary part-time colleagues, along with providing an obvious point from which to continue their education and training if a special constable was later recruited as a full-time, regular police officer.

If these requirements are both acknowledged and importantly fulfilled, the education and training needs of the police service and the army can be achieved without reducing the status of the full-time professional, the Government will have met its

'Big Society' needs by enabling individuals to take more responsibility within their communities and volunteer to take on active roles (Cabinet Office, 2010) whilst reducing public expenditure, and the individual developmental needs of the acquisition of new skills and employability can also be achieved.

With the complexity of the recruitment requirements and the subsequent training and professional development of police officers, it seems clear that there needs to be some guidance, direction and structure provided for the future of police education and training in whichever form it takes. Such guidance could well be on the way with the establishment of a new professional body for policing.

Davis and Beech (2000) relate how during the late 1960's and early 1970's a period of "industrial unrest amongst nurses and other public sector staff, uncertainty over the consequences of the planned reorganisation of the NHS and growing government pressure for cost containment" (p.3) led to a review of nurse training and management of the associated resources. The review was conducted by the Briggs committee with the outcomes being reported in 1972. After much debate, these outcomes led to the establishment, ten years later, of the United Kingdom Central Council for Nursing, Midwifery and Health Visiting (UKCC) with a role to register and regulate nurses, midwives and health visitors. In 2002 the UKCC was replaced by the Nursing and Midwifery Council (NMC), the role of which includes the registration of nurse and midwife practitioners, the setting of standards for education and training, ensuring that the skills and knowledge of members are kept up to date (NMC, 2011).

In the late 1970's the Royal College of Nursing became a professional union to represent the interest of nurses and nursing with a number of aims including influencing government policy and to "develop and educate nurses professionally and academically" (RCN, 2009). The RCN continues its work today.

Similar to nursing, but nearly forty years later during 2010/2011, the austerity measures introduced by central government have reduced funding for the police service by 4% a year until 2015 (Pepper, 2011). The majority of police services across England and Wales have suspended the recruitment of new police officers

and police staff and unfortunately some forces have made staff redundant. The review of police leadership and training by Neyroud (2011) suggested some sweeping reforms and the Winsor Report (2011) has proposed changes to police pay and conditions of the service. The BBC report that the morale of police officers and police staff has dropped significantly across a number of forces including South Yorkshire Police (BBC, 2011(c)), the Metropolitan Police (BBC, 2011(d)) and Devon and Cornwall Police (BBC, 2011(e)).

It is against this backdrop that the creation of a new professional body for policing, suggested by Neyroud (2011) has, as with the case of nursing, been highly debated. There are some reservations in relation to the short timescales of implementation of the new body by December 2012, along with concerns over who will finance the registration and membership by both police officers and police staff. The assumption must be made that this will include the special constabulary and community support officers. Although suprisingly it has been made clear by Herbert (2012) that it will not be the individuals who pay for membership. Many other professional bodies exist, such as that for nursing, which in part is paid for by membership subscription. The professional body for policing seems to be a move away from this concenpt of individual contribution to costs.

In relation to the subsequent governance of such a body, the Home Affairs Committee suggest:

> "Taking forward, Peter Neyroud's proposals for a new Professional Body for Policing, the Government should consider the Body's potential to foster the kind of culture that is needed to reduce unnecessary bureaucracy: a culture in which there is continuing professional development and officers are confident about making their own decisions where appropriate"
>
> (Home Affairs Committee, 2011, item 269).

The Government have responded positively suggesting that "a properly resourced and structured Professional Body could have the potential to improve police training, particularly if it encourages practical learning and places an onus on individuals continually to update their knowledge" (Secretary of State for the Home Department, 2011, p.20). This approach to lifelong learning resonates with the ideas of Tight

(2002) who emphasises the importance of continuous professional development as an essential element and expectations of a modern career.

The Home Affairs Committee also suggests that such bodies should not subsume the role of a union but ultimately could “make the police more successful at achieving their basic mission of reducing crime and disorder” (Home Affairs Committee, 2011, item 273). The Minister for Policing and Criminal Justice at the time, Nick Herbert, confirmed the creation of a “new professional body for policing which has responsibility for training, standards and leadership” (Police Review, 2011(c), p.19) with the associated announcement that such a professional body should be established by the end of 2012. Yet Herbert (2012) continues identifying that the professional body for policing will make sure that members have the correct training and appropriate skills, but membership will not require a “licence to practise” (ibid., p 2). In fact the role of the new professional body has been defined as the setting of the expected standards of professionalism, assuring these professional standards are achieved by supporting the education and development of all staff and protecting the interests of the public by identifying what works and sharing good practice (Rimmer, 2012). The author of this doctoral report co-ordinated an academic team written response to the public consultation by the Home Affairs Committee inquiry into leadership and standards in the police service in order to influence the development of the College of Policing for benefit of the entire police service (Section 7).

With such a focus of the new college of policing on training, setting standards and leadership, a large proportion of staff who worked within the National Police Improvement Agency (NPIA) have transferred across to the new professional body when it was launched. This is also the case of the non-operational business areas, such as training and the identification of best practice, which moved from the Association of Chief Police Officers (ACPO). At the time of writing, Chief Constable Alex Marshall from Hampshire Constabulary has been appointed as the Chief Executive of the college of policing, and is expected to take up his pivotal role in February 2013 (Hampshire Constabulary, 2012).

The creation of a new professional body must be a positive move forward in terms of providing vision and guidance to the service, although at the time of writing, the approach to the education and training of future police officers, which the professional body has taken responsibility for directing, continues to appear both disjointed and confusing. This is where the need and opportunity exists for the recognition of the professional standing of police officers, who in order to perform their core role, require undergraduate skills such as problem solving, decision making and the ability for independent working. This is also linked with the aspirations for the professional standing of the police identified by Winsor (2012) and would move away from the "what is currently a craft- based operation, where experience and/or habit is the driving force for action – not evidence-based knowledge and practice" (Her Majesty's Inspectorate of Constabulary, 2012, p18). This is surely a shift towards the use of higher education. The professional body needs therefore to identify the opportunities for individuals to progress as lifelong learners as their career progresses using, perhaps, an educational framework such as that proposed by the author. Over several months towards the end of 2012, the author initiated and organised an open lecture by Peter Neyroud, the architect of the new professional body, in order to assist in providing both police practitioners and students an insight in to the future proposed landscape of policing (Section 12: figure 15).

From the action research project conducted as part of this doctoral submission, it can be seen that special constables aspire to be regular police officers, and according to previous research, so do a number of police community support officers (PCSO). This being the case, then the recommendations by a number of police forces, agencies and reviews to utilise the knowledge and skills these individuals have developed when seeking to recruit regular officers is well placed. However, there needs to be a formalised educational process to recognise the achievements of special constables and community support officers and therefore identify their standing within the educational process of becoming a regular police officer. A number of awards already exist (such as the IL4SC and diploma in policing) which should surely be mapped in to a larger developmental framework. Add the opportunities for academic and vocational qualifications such as the level 4 NVQ's in policing for experienced officers, not to mention the NPIA developed technical

certificate for individuals who may not have any previous policing experience but aspire to work within the arena, and the meleé is complete, providing confusion for all of the stakeholders involved from employer to student.

The development, production and dissemination of an education and training framework (or route map) developed by the author to provide a guide, will enable stakeholders from within the police service, such as police officers, special constables and police community support officers, along with students and potential police officer applicants from outside of the service, to understand the routes available to enter and progress within the police service linked to both higher education and training. The framework has the flexibility to be expanded to include certificated education or training for other police officer or police staff roles.

The framework is in turn linked, where appropriate, to the FHEQ and QCF frameworks to assist in demystifying these approaches of measuring individual education and training achievement and success along with the police service requirements for the completion of a ‘police technical certificate’ a ‘diploma in policing’ etc. The achievements and progression through such HE awards, perhaps through the important utilisation of continuous professional development as identified as a function of the new professional body, will also assist in establishing the service as the type of learned profession aspired to by Winsor (2012).

Chapter seven

Conclusion

7.1 Contribution to knowledge and impact

The QAA (2008, p.25) describe how "Professional doctorates aim to develop an individual's professional practice and to support them in producing a contribution to (professional) knowledge".

Throughout my career, I have evolved and developed my professional practice. For example, exposure to the challenges presented when delivering education and training around the world has influenced my practice in the UK. I have continued to share my evolving knowledge and understanding in the arena of police education and training. This has been achieved through presentations at regional, national and international conferences to teaching small groups within a class, and the authoring of a number of publications providing sources of reference information for aspiring police professionals, police practitioners and those just interested in the discipline of policing.

The research study I commenced towards the later part of this doctoral submission has already impacted significantly, and will continue to contribute, to the professional practice of the education and training of special constables. This has been achieved by identifying the confidence levels of special constables completing specifically required policing tasks and as such areas for development of the special constable's education and training programme. The research has also assisted a North East police force in identifying the confidence levels of their special constables along with contributing a useful 'snapshot' of their motivations and aspirations towards being employed in a salaried position within the police service as a whole. End user feedback from the research has been received from Assistant Chief Constable Sean White (Figure 1 in chapter 5).

As a direct result of the research outcomes, a new academic and training programme has now been approved and initiated with 87 special constables within

the force (Section 10) and another programme, which uses the benefits of APL, has recently been approved through the university academic approval process (Section 11).

The impact of the research project was initially focused on the policy needs of a North East police force, particularly towards their future plans to recruit regular police officers from the special constabulary. This approach to officer recruitment has been evolved by a number of police forces. For example, the Metropolitan Police Service has announced that in the future regular police officer recruits will be taken directly from the volunteer special constabulary as this will provide financial savings and the new officers will be equipped with transferable skills (BBC, 2010), this approach has also been adopted by Greater Manchester Police (Police Review, 2011(a)). An increasing number of other forces including Surrey and Lancashire are also considering this idea (BBC, 2010) as are Cleveland Police and West Yorkshire Police to name but a few.

West Yorkshire Police have also publically announced that between April 2011 and March 2012 special constables completed over 129,000 duty hours within the force, which would have cost over £2 million to facilitate using regular police officers (West Yorkshire Police, 2012). The Metropolitan Police (2011) estimate that the during 2010, the total cost of providing the required initial training to a single police officer was £16,694, whereas West Mercia Police (2010) report that during the financial year 2008/9 a total of 42 special constables were trained and provided with allowances (such as travel and loss of earnings) for slightly under £19,058. Thus the potential financial savings to the force of utilising the special constabulary are immense, before even considering the potential to transfer their knowledge and skills into the regular police service. The types of knowledge, skills and experiences special constables would transfer to the regular police service would include those required for operational policing practice, such as how to respect and communicate with people in often difficult situations, making decisions and dealing with incidents using the correct legislation, policy and guidelines. Additionally, they have a greater understanding of what the role of a police officer entails and as such have made a conscious decision to pursue this as a career.

The research project has provided a unique insight into the career aspirations and motivations of special constables within the North East police force and produced evidence to support their employment as regular police officers locally and potentially both regionally and nationally. The report did however highlight some challenges that this approach to officer recruitment may present, particularly in terms of community representiveness. It must also however be acknowledged, that if the future of regular officer recruitment is to be focused on this group of volunteers, they need supporting within the workplace to develop their experiences, which are officially only limited to four hours a week. If they are also expected to develop their knowledge and understanding prior to any application to join the regular police service, this will not only take additional time but also mean that the individual must pay for their education without the guarantee of a paid regular policing role. This may further reduce the representiveness of the police service in terms of only those who can afford to study will be recruited.

The wider doctoral level impact from the higher education framework developed, will go a long way to help demystify a complex set of ideas and processes generated by a number of organisations all with vested interests in police education and training and therefore make a contribution to professional knowledge. It will provide an understanding for all stakeholders regionally and nationally to assist in formalising the educational and training process for aspiring police officers and then their future educational career development once recruited. This final product of a framework will enable all of the stakeholders, from the individual learner, whether employed or not, to the police service as a whole to understand the routes for education and training through higher education which recognises the developmental needs of new and, through APL, experienced police officers, which in turn will support both their career and personal development. The route map will be linked to requirements for study within higher education meeting the complexities of the FHEQ and QCF frameworks along with recognising the police requirements for the completion of a ‘police technical certificate’, ‘diploma in policing’ and the special constables IL4SC programme along with other existing awards. Flexibility of the programme structure will also allow its further expansion to recognise education and training for other police officer and police staff roles.

Recently published aims of the new College of Policing, suggest that one of their responsibilities will be the continued education and professional development of staff in line with the development and maintenance of accreditation frameworks, along with working with universities to develop the evidence base to support the practice of policing (Home Office, 2012). By sharing the author's doctoral outcomes, this will assist in the development of frameworks and processes to be established by the new college.

It is also the intention to share the outcomes of the doctorate by presenting at a police focused conference, such as the national special constable's conference, sharing the findings to a regional/national audience and subsequently publish the findings in an appropriate journal such as 'Education and Training' or 'Police Practice and Research: An International Journal'. This will help inform policy and practice towards the recruitment of police employees from the ranks of the special constabulary and their future development regionally, nationally and internationally.

It is also then the intention to initiate and host a national/international conference on police education and training with invited guests as well as existing students, special constables and existing police officers. The conference will focus on both pre-join educational programmes and the educational development of police officers and police staff once they have been recruited. This in turn will lead to the establishment of a network of police educators and trainers enabling professional knowledge to be disseminated throughout the world by the sharing of experiences, good practice and new professional knowledge. Moving towards achieving the vision of recognition of the academic and vocational discipline of policing within higher education.

Beyond the immediate arena of policing, the author's work and the outcomes of the doctoral report, have impacted within the university to the notion that there is a great deal of benefit in engaging with businesses who provide in house education and training. As such partnerships can provide rewards for all of the stakeholders from an opportunity for individuals to progress towards and achieve a higher education award to employers benchmarking their programmes to nationally agreed higher education standards. An example of this is the evolving partnership between the university with

Reliance Medical Services (RMS) providing post graduate qualifications for medical professionals involved within the criminal justice sector.

7.2 Summary of this approach to initial police education and training

Strengths of this approach

The evidence presented suggests that:

1) There would be significant financial savings for the police service with respect of the recruitment of regular police officers from the ranks of the special constabulary.
2) The recognition of previous qualifications and experience would benefit the service as individual recruits would become effective operational resource for the police service much more swiftly.
3) New police officer recruits will have experience of engaging with professional development.
4) An element of self-selection exists, whereby those who join the special constabulary and wish to continue to join the regular police service are highly motivated and give the time to this voluntary role to gain knowledge and experience.

Weaknesses of this approach

The evidence presented suggests that:

1) The role of the special constabulary is becoming refocused towards a means of recruitment for the regular police service as opposed to representing and serving the community where people live.
2) There are only limited recruitment opportunities to become special constables.
3) Individuals will join the regular police service with a range of knowledge and skills removing the shared experience of initial police training and presenting the police service with the requirement to have multi-entry points from which they will need to support individual development.

4) The representiveness of those applying will be limited to those who can afford the time, the money (or both) to reach the requirements for employment and as such a number of sections of the community will be disadvantaged.

Notable features of an educational framework approach

If we are to achieve the vision of the Home Office Minister for Policing and Criminal Justice of bringing “a new era of professionalism into policing, allowing it to take its place alongside our other great professions such as law and medicine” (Green, 2013). Then the profession of policing could be well served by adopting a standard higher educational framework which, providing a commonality across the separate police forces is easily understandable by all of the stakeholders involved in the initial education and training of police officers and their subsequent professional development. However, it is acknowledged that such an educational approach may disadvantage or dissuade certain groups from studying, volunteering and subsequently applying to join the police service.

7.3 Reflection on learning

When discussing some experiences of action research Somekh (2006) describes how she discovered a cultural gulf between the university and partner agencies that was not just limited to the language used but the broader values and beliefs of each organisation, whilst she also acknowledges that both organisations valued their education and training. It is certainly my experiences that the norms of my profession are to provide a safe environment where individuals can learn and develop to achieve their full potential for whatever their role within society. There is a generally held expectation that academic staff members are professional in their approach to teaching and learning (as well as being research active). Although there are inevitably challenges presented by two organisation’s working in partnership. An understanding and respect for how each organisation works can do much to bridge any challenges encountered, especially when challenges can be addressed by reflective practices and evidenced based research outcomes. As Somekh (2006)

acknowledged, both the police service and academia greatly value the education and training they each provide, the skill to me is to move along the continuum with higher education at one end and training at the other, blending both seamlessly with a natural progression to develop individuals to the best of their ability.

7.4 How completing the doctoral submission has changed the author

Completing this doctoral submission has done a great deal to develop my ability to stand back, take stock and reflect on achievements to date and how they may map to doctoral study (Appendix 2) along with identifying areas to develop in terms of both my career and interests. This process has helped me to build my professional identity by highlighting strengths (such as knowledge and experience of policing and international law enforcement training) and areas for personal development (such as the requirement to create a much greater research profile both nationally and internationally). The development of which I have now embarked upon, liaising with a colleague in the USA.

The process of completing this submission has also significantly improved my intellectual ability and academic standing. It has evolved my ability to conduct effective action research meeting the needs of a number of stakeholders and highlighted the complexities of such a project. It has developed my ability to adopt mixed method approaches to gathering data and my ability to interpret and evaluate the findings. The outcomes from which must then be shared with a number of stakeholders who may be specialists in the field or non-specialists in academic enquiry, before then implementing some of the outcomes. Completing this programme on a part-time basis has also developed my time management, requiring the ability to effectively manage my work life, home life and study.

Finally, completing this doctoral submission is the achievement of a long held ambition. It has illustrated to me a long held belief that, with drive and tenacity, it is possible for someone to progress from enrolling on an evening class sub-degree level teaching certificate and then study part-time and progress (albeit over 17 years) to the level of achieving a doctorate level qualification. It has inspired me to continue

to drive forward such ambition, not only for me but also for students that I come in to contact with on an almost daily basis.

7.5 The future

As I have demonstrated throughout the doctoral report, police education and training is a dynamic discipline, with constant reflection required to ensure that current and future police officers and police staff are equipped with the knowledge, skills and understanding required to meet the ever changing needs of contemporary policing. This ongoing cyclical process means that the completion of my professional doctorate is definitely not the end of the process, but an important step.

After I have successfully completed the professional doctorate, there are a number of ways in which an individual should consider developing their professional status. These are "developing a publications profile, developing presence, supervision and examining, postdoctoral research" (Lee, 2009, p.188). It is certainly my intention to continue developing my publications profile. Having successfully authored a number of books and journal articles, during 2013 I intend to author and publish the findings of my research into the special constables within the journal 'Policing: Policy and Practice'. Lee (2009) suggests that the ultimate goal of developing presence is recognition internationally, but that one should start this process at a local level. I aim to present the findings of my research at the regional special constables' conference, then, move on to a national or international conference on policing in late 2014. I have been asked by an academic publisher to consider the possibility of writing a book on police education and training across the UK (with a chapter drawing on international comparisons). I am hoping to submit a proposal for review in late 2013 after I have completed my professional doctorate. I have yet to be approached to assist in the supervision and examining of other doctorates, although I hope to do so.

I am also very aware of the opportunities presented by postdoctoral research. Associate Professor of Criminal Justice, Dr. Ross Wolf, is based at the University of Central Florida and has a keen interest in police reservists across the US state. He has seen the outcomes of my research in to the special constabulary and we met in December 2012 to discuss collaborative research opportunities and potential

sources of funding to support such comparative research. Interest has also been shown in further international collaborative research on volunteers within policing by members of the Norwegian Police University College. Such international research will provide me with additional ‘presence’ and experience in the international arena.

As an outcome of my professional doctorate, I have developed an innovative and impactive HE framework which illustrates the opportunities for pre and post join police education and training for police officers linked to the NOS, QCF, FHEQ, diploma in policing and police technical certificate at HE levels 4 to 6. The framework also utilises the APL process to recognise the professional nature required for the education and training of police employees and volunteers. The future for this framework is to share the concept and embed this educational framework within the HE sector and then promote the opportunities which this, and future developments, present for recognition of police employees previous study and their continuous development as professionals.

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Appendix 1

Proposed future educational framework

Appendix 2

Examples from the portfolio of evidence (part 2) in support of the achievement of the doctoral learning outcomes