

Evaluation of the Police Now National Graduate Leadership Programme 2021-23



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Executive summary

See practice summary document: [BBK evaluation - Practice summary](#)

Contents

Acknowledgements.....	5
Glossary and abbreviations.....	5
Project Team, Understanding of Requirements, Task Content and Scope	7
The project and author team.....	7
Introduction and project aims	8
How academic literature informed the current project.....	9
The policing policy and practice context	9
Police Now	11
PN 2021/22 Impact and Insights Report.....	11
Research Questions	13
Methods and data sources	13
WP1.....	13
WP2.....	13
WP3.....	13
Ethical Considerations, data management and preparation.....	15
Research Findings	16
RQ1 WP1: Who applies to PN, who is selected, what is the diversity profile?	16
Recruitment data	17
RQ1 and WP1: What is PN participants' impact and performance?	22
Module results	22
Supervisor and colleague feedback	22
Participant experience survey	24
Additional detail – Wave 3.....	31
RQ2 and WP2: What is the EI profile of PN officers over time? How does this change? What are key areas for future professional development and training?	34
Summary of the data trends so far	38
RQ3: Stakeholder Interviews: what is the 'add-on value' of PN graduates in terms of leadership quality, service innovation, evidence-based policing?	40
Introduction	40
Method	40
The interview process and interviewees	40
Interpretation and analysis.....	41
Thematic Findings	41
Context.....	42
Culture and structures	43

Contribution	46
Criticism	48
Changes.....	50
Thematic summary	51
Research limitations and recommendations for future research	52
Conclusions	54
RQ4: What are the key issues across the data to inform future effective implementation, for PN, and for collaborating forces?.....	55
For PN recruitment	55
For PN training and continuous professional development.....	55
Recommendations for in force support and collaboration	56
Recommendations for first line supervisors.....	56
Recommendations for PN participants.....	57
Recommendations for policy, governance and education	57
Appendix 1 – additional detail on participant experience survey	58
Appendix 2 : stakeholder interview schedule.....	59
Appendix 3: interview thematic analysis themes and subthemes	60
References	61

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We thank all Police Now Graduate Leadership Participants and our stakeholder interview participants for their time.

Glossary and abbreviations

Term/ abbreviation	Meaning
Alumna/i/us	Person(s) who have completed Police Now training programme
Candidate	Applicant to Police Now leadership training programme
Cohort 7	Police Now participants who started the Police Now National Graduate Leadership Programme in 2021
CoP	College of Policing, the national body overseeing standards, ethics and education
EBP (Evidence based policing)	An approach of utilising the best available research and evidence to inform operational police activity, problem-solving and decision making. The scrutiny, gathering and evaluation of evidence is one of the core pillars of the PEQF
EBW	Emotions and Behaviour at Work, behaviour based psychometric assessment, which is self-report about how people understand their own and others' emotions
EI	Emotional Intelligence, which broadly means how people understand their own emotions and those of others. We used a behaviour based approach to measurement, which asks how people typically behave with particular reference to their emotion (in contrast to other measurements which look more at a general threshold of EI – so good, or bad)
NGLP (National Graduate Leadership Programme)	One of Police Now's three core programmes which aims to recruit, train and develop graduates for neighbourhood - policing roles, henceforth known as NGLP
Interviewee	Person who took part in our stakeholder interviews
Participant	Officers on the National Graduate Leadership Programme, throughout the 2-year duration of the programme until their graduation

PEQF	Policing Education and Qualifications Framework
PN	Police Now
Wave	When we refer to waves we mean time points where participant views of the NGLP were collected

Project Team, Understanding of Requirements, Task Content and Scope

This report was commissioned in 2021 by Police Now (PN) as an independent evaluation of the progress and contribution of Cohort 7 over time. The following sections outline who did the research, the overall objectives and the scope of our work.

The project and author team

A team of academics from Birkbeck (BBK) built on previous involvement in joint Home Office funded research which was the first evaluation of the PN programme which culminated in a publicly available report and a special journal issue. The team comprised:

- Professor Almuth McDowall (AMD) is a Chartered and Registered Practitioner Psychologist, Academic Fellow of the Chartered Institute for Personnel and Development and Fellow of the International Society for Coaching Psychology and committed to bridging any gaps between science and practice. She was overall programme manager, facilitated the Emotional Intelligence Data collection, undertook most stakeholder interviews and took the lead writing this report.
- Dr David Gamblin (DG) is a lecturer in Organizational Psychology, with broad experience of applying multiple methods to different work domains including policing, defence and the performing arts who oversaw the quantitative data analysis, was second report author and line managed our researcher.
- Professor Jennifer Brown (JB), Visiting Professor Mannheim Centre London School of Economics and Political Science, brings decades of experience in policing research and practice and acted as a pro bono consultant to the project, contributing to reporting and stakeholder interviews, and advising on research design as well as the project recommendations.
- Dr Meg Kiseleva is a psychology researcher who took the lead on analysis of the second wave of EI and participant experience data.

Introduction and project aims

In 2021, Team Birkbeck was appointed to lead on the evaluation of the Graduate Leadership Training Programme (NGLP). The programme has been a trailblazer for a graduate route into policing and established itself as an important stakeholder in the UK policing landscape. Many issues about policing remain subject to fierce debate, such as how the service can best reflect society, engage in procedurally just approaches and add value to a society which is arguably under strain but also how it can best reform and innovate itself given very public criticisms about failings in governance and operations. To what extent can the imbuing of bright, highly preselected but also diverse talent contribute to these issues in their respective force environments? This question underpinned the current research. More specifically, the project had the following overarching aims:

- **Impact:** enhanced understanding of PN participants and how recruitment and progress impact in the wider policing context
 - **Who applies and who is selected through by group comparisons**
 - **Evaluation of training, education and performance data**
- To **track** PN participants' **experience** over time
 - Participant experience survey
 - Emotional Intelligence over time (EI)
- **Triangulate** different sources of organisational and participant data with in-depth stakeholder perspectives for a rounded evaluation
- **Enabling effective implementation:** the project focused on recommendations for practice to enable PN to remain a learning organisation and embed emerging and final findings into their practice in the context of the Policing Education and Qualifications Framework (PEQF).

How academic literature informed the current project

In previous research the research team collaborated with PN, the College of Policing (CoP), and the Mayor's Office for Policing And Crime (MOPAC) on a Home Office innovation grant funded research projectⁱ evaluating policing degree-holder entry routes, as well as studying the transmission and translation of evidence based policing (through observation and coding of PN participants' impact projects at their 100-Day Impact Events; Brown, McDowall, & Gamblin, 2020ⁱⁱ), and a UK pilot study on graduate police officers' emotional intelligence (EI; McDowall, Brown, & Gamblin, 2020ⁱⁱⁱ). Taken together, previous work indicates the following priorities for future research:

- Given that the evidence-base for graduate police officers per se is equivocal^{iv}, there is a need to better understand which kind of graduate policing recruits make a difference in specific ways.
- Previous research focused on the motivations and qualities which recruits bring highlight high intrinsic and public sector motivation. Now it is time to analyse who applies, who is selected, what is the diversity profile of applicants and how this links to a range of outcomes.
- A pilot analysis of participants' EI examined participants' capacity and skill to understand and manage their own and others' emotions as a precursor to organisationally just and legitimate policing. This merits following up in subsequent cohorts particularly at the time when participants are embedded into policing cultures. Our previous research showed a potential need to boost and support independent decision making for instance, although levels of emotional understanding were overall high at the point of entry into the NGLP.
- Previous research developed approaches to measuring aspects of evidence-based policing (EBP) which is the core tenet for the Policing Education and Qualifications Framework (PEQF). This project will aim to investigate how and to what extent EBP is percolating into practice against the backdrop of the now established PEQF.
- Many new graduate officers experience difficulties when attempting to share and/or utilise their degree knowledge in force. This is especially true for junior ranks. Similarly, the police's internal processes are not flexible enough to accommodate support for and assessment of student recruits. It is therefore important to understand how PN participants experience transition into force, and how their experience may change over time
- The experience of undertaking a degree and the transferring academically based knowledge into policing policies and practice has been problematic (Norman and Fleming, 2022^v; Rogers et al, 2022^{vi}; McCanney and Taylor, 2023^{vii}), including scepticism of senior officers and rank and file officers who are ambivalent about the nature and value of education compared to police academy style training (Rogers et al, 2022). We need to understand how PN participants experience on the job learning and the experience of academic study, including support therefore.

The policing policy and practice context

Policing in the UK rests on the principle of policing by consent – policing can only be effective as long as there is public support^{viii}. There are 43 territorial Police Forces in England

and Wales, a National Police Force in both Scotland and Northern Ireland as well as three specialist forces: the British Transport Police, Ministry of Defence Police and Civil Nuclear Constabulary (. Each police officer is member of a force which is directed, controlled and managed by the respective chief officer. All officers receive training on the effective and lawful undertaking of policing duties, but ultimately have individual discretion over the appropriateness of their decisions and are personally responsible for these. Traditional entry into policing roles had been through police training academies. Therefore, up until relatively recently any such training was at pre-university level (also called HE3 using the descriptors of the QAA – the authority which to date has governed quality standards in education) and focused on operational aspects. This has often been called the ‘craft’ in policing including procedural and legal knowledge about how to arrest people, undertake stop and searches, the use of handcuffs or informing people of their rights.

In the wake of various critical reviews of policing in the UK, which questioned remuneration and conditions^{ix}, alleged failure to uphold professional standards, challenge underperformance^x, critiqued local and national governance^{xi}, identified institutional racism^{xii} and generally questioned the appropriateness of policing training, it was decided around 2018 to quality assure and benchmark all policing training at undergraduate degree (HE6) level. From then on, every officer would need to undertake either a) an undergraduate degree in policing, b) an appropriate apprenticeship combining learning on the job and academic study or c) a conversion degree if they held a previous degree in a different subject. The CoP has published a training framework, Policing Education Qualifications Framework (PEQF) which sets out principles and learning outcomes for such training^{xiii}. This has gone through several revisions since.

Guided by the Policing Vision 2025^{xiv}, the PEQF endeavours to ensure consistency and standardisation across policing education and the acquisition of subject specific skills and knowledge, reflected in appropriate qualifications. It supports the ‘[Police Uplift Programme](#)’, a concerted effort to bring an extra 20,000 officers into policing by March 2023. Provisional figures suggests that this was achieved with recruitment of 20,951 new officers as of March 2023, with majority of the 43 achieving their recruitment targets at programme end.

Yet, beyond its function to ensure upholding law and order in a procedurally just manner, policing is also subject to policy change initiated by the Home Office and other stakeholders. This has resulted in a range of efforts to transform the service and its workforce in order to adapt to contemporary society. In the context of our project aims, recent policy change has reinvigorated the traditional entry route through the Initial Police Learning and Development Programme (IPLDP), which is positioned at the HE3 level.

Two police forces have distanced themselves from the degree entry route and advocate on the job learning aligned to the IPLDP^{xv}. Other forces solely recruit through degree entry routes and have vouched never to go back to the ‘old ways’ [REF]. Such difference reflects the level of autonomy granted to forces alongside the political significance of all things policing.

The CoP undertook a survey of recruits in 2022^{xvi}. In summary, the data trends show that:

- a) On average participants on the new entry routes were more satisfied than IPLDP participants
- b) Understanding of evidence-based policing is increasing
- c) Satisfaction with the experience of education and training provided by partner universities is low, and is dropping year on year, with reports that the time commitment is not clearly explained at the outset
- d) There is an issue about protected learning time being cancelled.

The College's evaluation stopped clear of any succinct recommendations which, given the poignant messages from their data, should address:

- a) simplification of the PEQF to ensure that this can be practically and meaningfully delivered and embedded into work-based learning, and
- b) addressing the wider issue of delivering education at scale through positive stakeholder collaboration.

Given this context, the differences between forces and the demands of the PEQF, it is imperative to find out how, and to what extent, PN participants provide add on value, contribute to service excellence and innovation, and are different to officers gleaned through other routes into policing.

Police Now

Police Now (PN) originated in the Metropolitan Police Service but is now an independent charity and receives funding from the Home Office in the region of 5 million pounds. PN's mission is to:

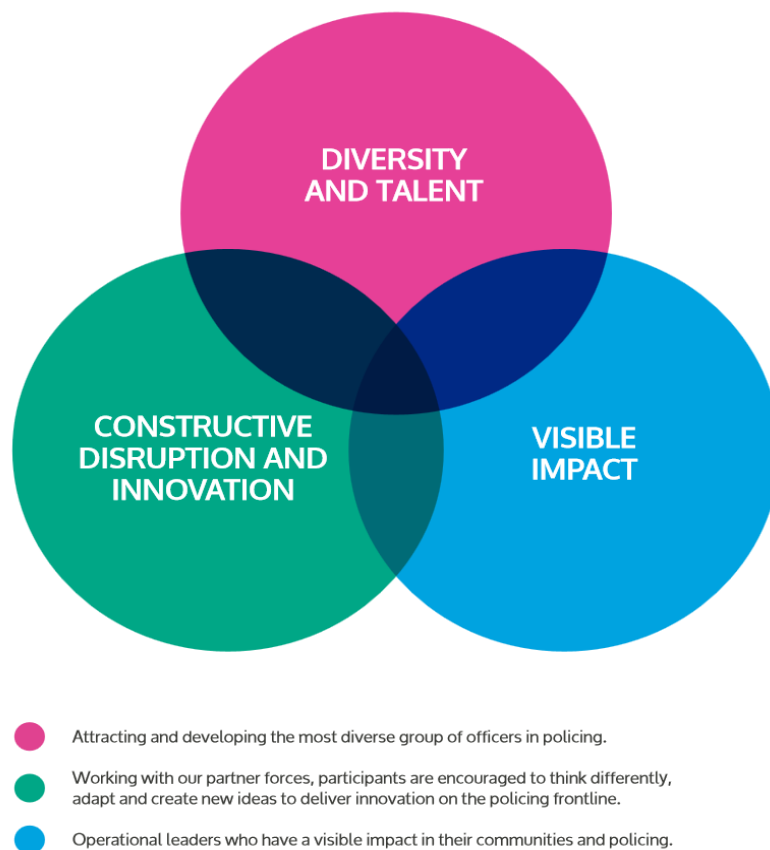
Police Now's mission is to transform communities, reduce crime and anti-social behaviour, and increase the public's confidence in the police service by recruiting, developing and inspiring outstanding and diverse individuals to be leaders in society and on the policing frontline.^{xvii}

The PN model is based on comparable graduate leadership programmes such as Teach First, recruiting highly pre-selected graduates from across the UK for the NGLP, the focus of this report, as well as the National Detective Programme (NDP, out of scope). PN works with partner forces to train participants in an intensive seven-week 'academy' before participants' transition into force. They then learn on the job, with access to support and guidance from PN Performance and Development Coaches and various other functions and gain a HE6 conversion diploma in policing.

PN 2021/22 Impact and Insights Report

PN aims to make contributions in three core areas as shown in Figure 1 taken from the 2021/22 PN Impact and Insights Report^{xviii}.

Figure 1: PN three areas of focus



This report documented that PN had recruited more female and more ethnically minoritized participants compared to other policing entry routes, for example in 2020/22:

- Police Now recruited 20% more female participants compared to national police officer recruit statistic (57% versus 37% versus)
- 9% more ethnically minoritized recruits (19% versus 10%).

Attrition has been low with only 4% of PN graduates from the 2020 cohort leaving policing. The report further contains a number of case studies illustrating the ambition for constructive innovation and disruption, all of which required working across multiple agencies and with varied stakeholders to solve crimes and design interventions.

Regarding how training is delivered, PN now implement a hybrid model of delivery combining digital and in-person learning, with an emphasis on deliberate practice to enable practical skill development, resulting in a 13% increase in the perceived quality of such practice.

For the 2021/23 evaluation, a key focus is how such attempts translate into wider reaching impact of the NGLP.

Research Questions

The research questions addressed the objectives of the current evaluation focusing primarily on Cohort 7 which started its policing journey in 2021:

- RQ1: Who applies to PN, who is selected, what is the diversity profile of those selected and their impact? To what extent do demographic characteristics link to performance and impact? To what extent are PN graduates different from comparable officers?
- RQ2: What is the EI profile of PN officers over time? How does this change? What are key areas for future professional development and training? How do PN graduates differ from other officers?
- RQ3: what is the 'add-on value' of PN graduates in terms of leadership quality, service innovation, evidence-based policing etc?
- RQ4: What are the key issues across the data to inform future effective implementation, for PN, and for collaborating forces?

Methods and data sources

Grounded in the principles of a partnership approach to process evaluation, the research team triangulated the analysis of three different types of data sources as shown in Figure 1 in three different work packages (WPs). While overall focus was on Cohort 7, we brought in other stakeholder perspectives, as appropriate. The team integrated data sources as listed below and shown in Figure 2:

WP1

- a) Application and recruitment data –Who applies to PN? Who goes forward at various stages of the selection process? Who is ultimately selected?
- b) Existing PN experience survey data from Cohort 7 (a regular survey designed by PN) across four waves (measurement timepoints),
- c) Work performance data; supervisor and colleague assessments and .
- d) Educational attainment: university module assessment data (percentage grades).

WP2

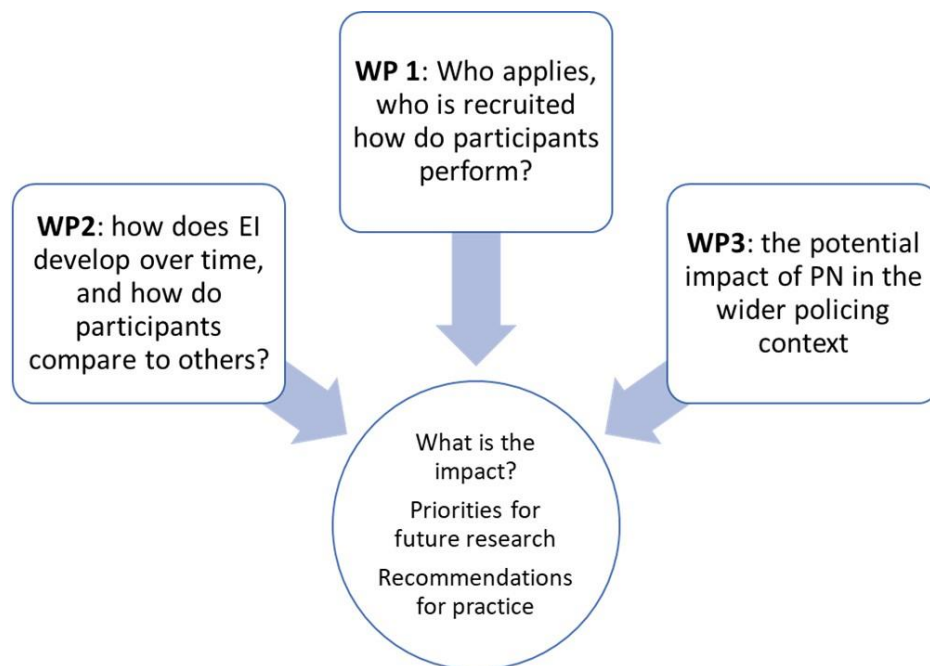
- e) Emotional Intelligence (EI) assessments which are valuable as EI can be trained and developed with direct relevance for informing targeted development activities. We had two waves of data, and comparison data from Cohorts 3 and 8.
- f) In-depth interviews with a range of stakeholders to offer insight from varied perspectives about to what extent PN graduates and the scheme itself have 'add-on value'.

WP3

- g) In-depth qualitative interviews with different stakeholders to include the wider a government and policy perspective, including senior police force personnel, higher

education providers and others involved in providing policing leadership training, and previous PN participants who have now moved to senior roles.

Figure 2: Data Triangulation Approach



Ethical Considerations, data management and preparation

The research team obtained a favourable ethical opinion covering the scope of this research project from Birkbeck University of London, School of Business, Economics and Informatics (BEI) reference number [OPEA-20/21-23]. A high-level data management plan and protocol for transfer of files was agreed between BBK and PN. BBK undertook cleaning of quantitative PN experience and selection data (e.g., transforming data so that it could be analysed in statistical software, dealing with missing data). Additionally, EBW transformed PN EI data into norm referenced standard scores, and Almuth McDowall reviewed and amended the automatically transcribed interview data to ensure coherence and readability. Quantitative data was analysed using the software packages SPSS, Excel and R.

Research Findings

The findings are structured regarding the research questions. We report relevant quantitative data with succinct interpretation to explain any trends before moving to the interviews. We draw together all findings in our conclusion and recommendation sections at the end of this report.

RQ1 WP1: Who applies to PN, who is selected, what is the diversity profile?

The following section concentrates on data from cohort 7 referring to comparison data as appropriate. For Cohort 7, PN had 4,445 applicants and 309 were hired, a selection ratio of 14 applicants per place on the NGLP (7%). Their demographic characteristics were as shown in Table 1. There were more female than male participants, although 5% less than in previous years, and 25% identified as ethnically minoritized, 6% more than in previous years.

Table 1: overview of Cohort 7 recruited participants (n = 309) by gender, ethnicity and other characteristics

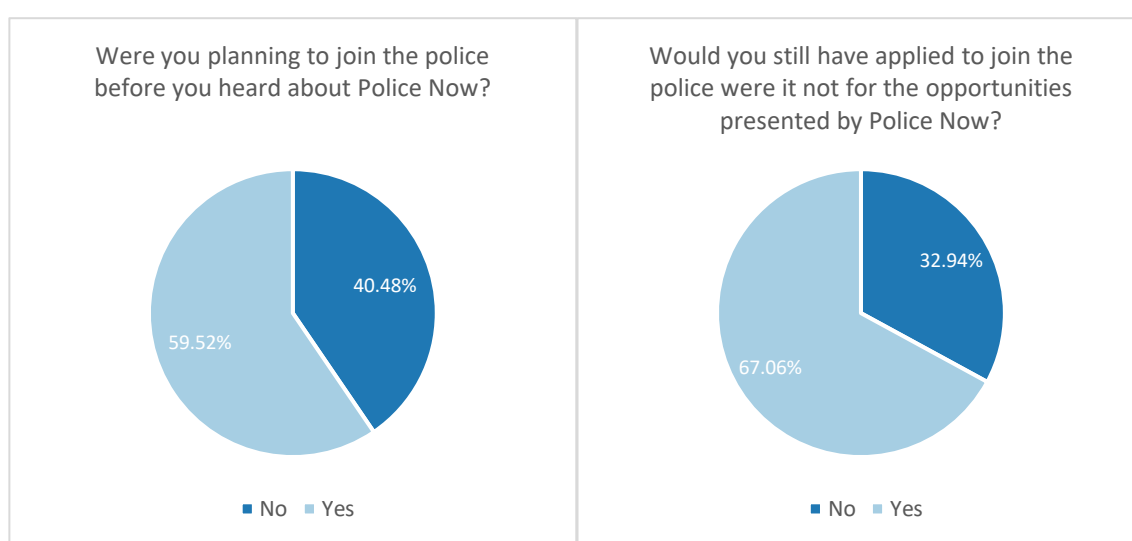
Age		Ethnicity (collapsed)	
20-24 years old	243 (78.6%)	Asian	36 (11.7%)
25-29 years old	46 (14.9%)	Black	13 (4.2%)
30-34 years old	15 (4.9%)	Mixed	24 (7.8%)
35-39 years old	1 (0.3%)	Other	4 (1.3%)
40-44 years old	3 (1.0%)	White	228 (73.8%)
45-49 years old	1 (0.3%)	Prefer not to say	4 (1.3%)
Gender		Carer (collapsed)	
Female	161 (52.1%)	Yes	9 (2.9%)
Male	146 (47.2%)	None	297 (96.1%)
Prefer not to say	2 (0.6%)	Prefer not to say	3 (1.0%)
Sexuality		Free school meals	
Bisexual	17 (5.5%)	Don't know	29 (9.4%)
Gay Man	6 (1.9%)	No	213 (68.9%)
Gay Woman/Lesbian	6 (1.9%)	Not applicable	4 (1.3%)
Heterosexual/Straight	260 (84.1%)	Prefer not to say	7 (2.3%)
Other	2 (0.6%)	Yes	56 (18.1%)
Prefer not to say	18 (5.8%)	University	
		Not Russell Group	182 (58.9%)
		Russell Group	127 (41.1%)

Recruitment data

The largest drop out points during the recruitment process were at the online assessment stage, which is largely explained by a substantial proportion withdrawing at this stage (accounting for 30.5% of candidates) and those failing the eligibility and personal requirements (23.9% of candidates). Whilst higher attrition may be expected earlier in the recruitment process, these two points warrant examination.

It is of note that PN attracts a percentage of applicants (about 67%) which would not think about policing otherwise.

Figure 3: Views on joining the Police and PN from wave 1 participant experience survey



Gender comparison

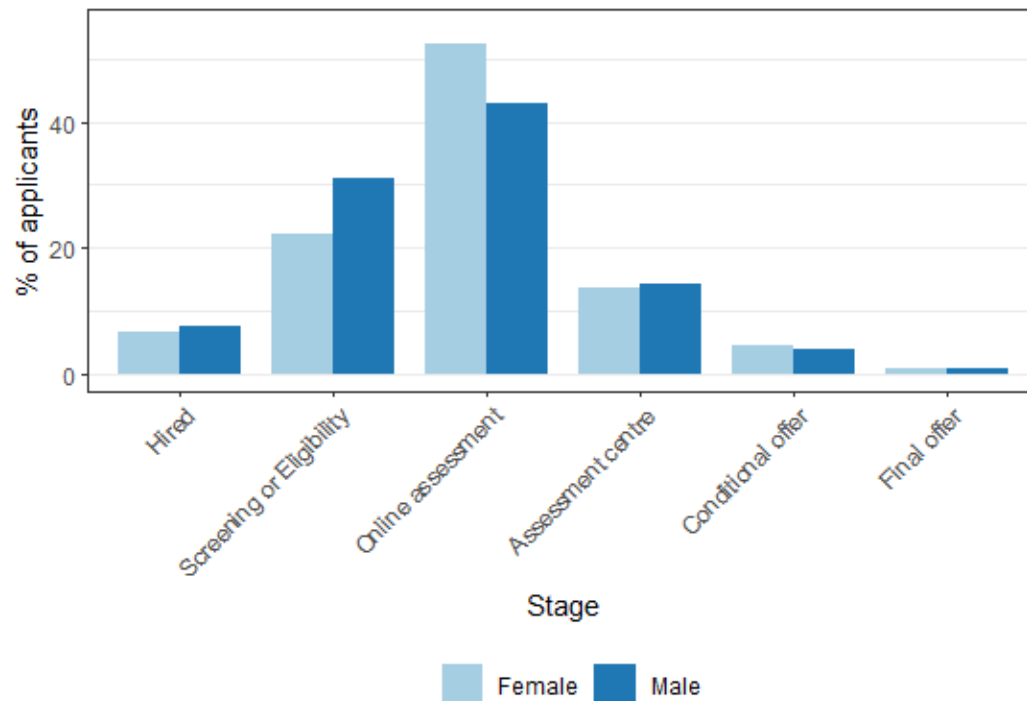
There was no significant difference in the likelihood of being hired between male and female candidates, but there were differences regarding the final stage that they reached in the recruitment process. Female candidates were more likely than male candidates to drop out at the online assessment stage due to withdrawals – with 34% of female (vs 25% male) candidates withdrawing at the online assessment stage; the number of candidates withdrawing overall is substantial (versus those failing the assessments). Male candidates were more likely than female candidates to fail at the screening and eligibility stages. Other gender differences for selection ratios, including the proportion of those hired, were marginal as shown in Figure 4.

For those who were hired, the percentage ratio was 52% female, 47% male which is a 15% increase on 2020, and compares very favourably to national statistics with female joiners at 42%¹. We do not have data on why people withdraw which is a common issue in large scale recruitment. But this is worth following up to avoid false negatives – people who select out

¹ <https://www.gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2021/police-workforce-england-and-wales-31-march-2021#diversity>

but have potential as excellent candidates, see also below about degree subjects which PN may wish to strategically target.

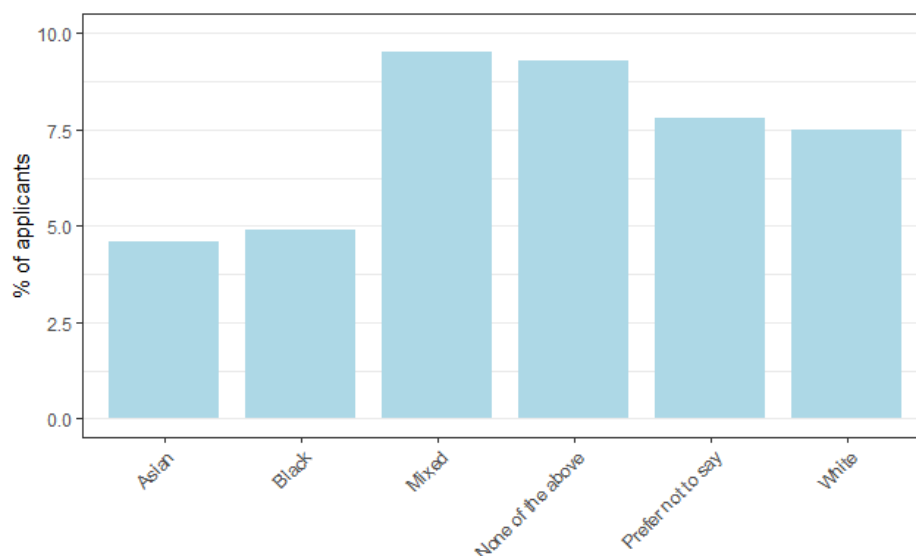
Figure 4: final application stage reached by gender comparison



Ethnic categories

The percentage of people in each ethnic category recruited varied however numbers in the finely grained categories were small. We therefore combined categories to better illustrate any differences.

Figure 5: Cohort 7 applicant data – Percentage of applicants hired by combined ethnic category

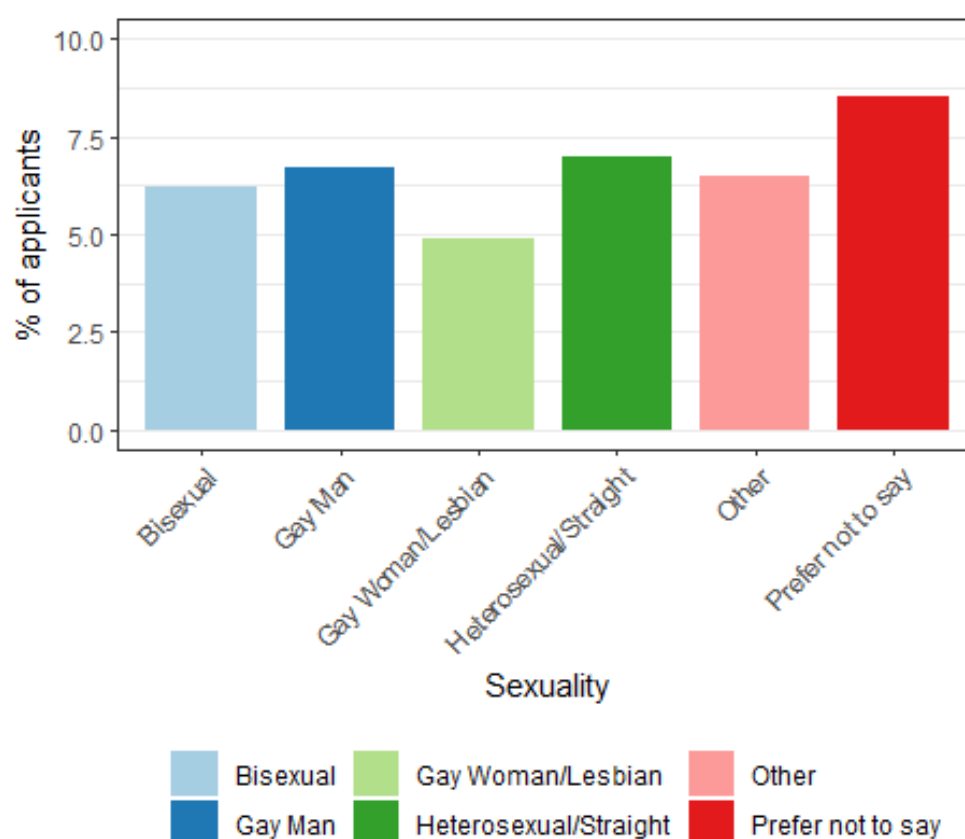


The percentage hired for ‘none of the above’ and ‘prefer not to say’ are high and the highest ratio overall was for mixed heritage. Overall, PN is recruiting more ethnically minoritized participants than in the UK general population, as census data stands at 18.3% (2021), and far better than ethnic diversity national policing recruitment statistics which remain lower than census data². It is positive that the ethnic diversity statistics are considerably more diverse than for policing overall, which as of 2021 reports 91.7% white officers. It is worth investigating why so many candidates do not report ethnicity during the PN application process, as this percentage is far higher than at national level.

Sexual orientation

We observed a similar data trend for sexual orientation with candidates not identifying with any category as ‘prefer not to say’ had the highest percentage of acceptance onto the NGLP – but any differences were not statistically significant (which is a positive observation). Overall, it appears that PN is successful at attracting and recruiting participants who do not identify as heterosexual.

Figure 6: Cohort 7 applicant data – Percentage of applicants hired by sexual orientation

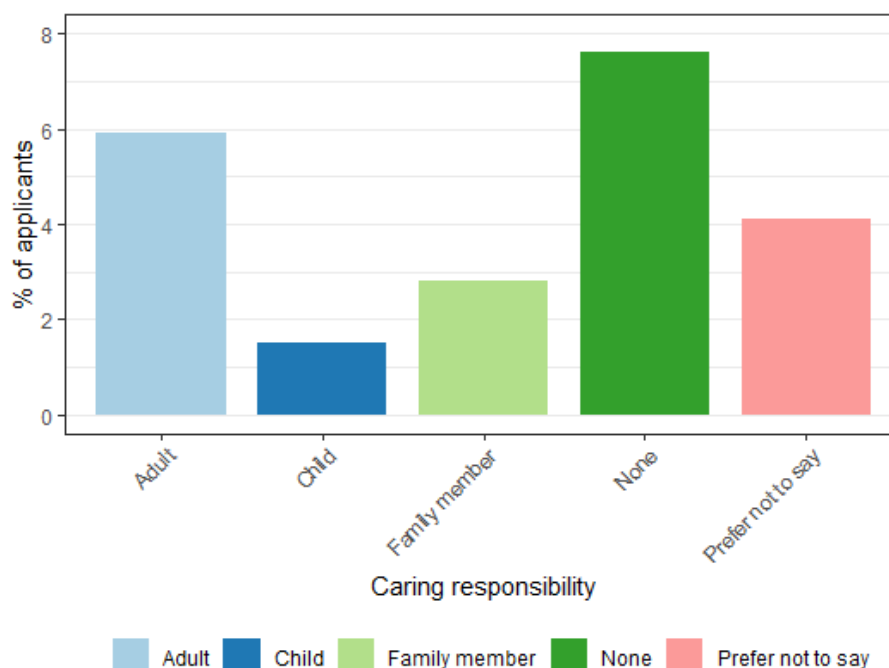


² <https://www.gov.uk/government/statistics/police-officer-uplift-final-position-as-at-march-2023/police-officer-uplift-final-position-as-at-march-2023>

Participants with caring responsibilities

Participants without caring responsibilities were far more likely to be recruited, and the difference was statistically significant. Notably, twice as many carers as those without caring responsibilities withdrew from the online assessments (50% of carers withdrew versus 30% of people without caring responsibilities). There was a very small percentage of successful participants who are caring for children. This trend can be partly explained by PN's overall young demographic profile, but nevertheless merits following up.

Figure 7: Cohort 7 applicant data – Percentage of applicants hired by caring responsibility

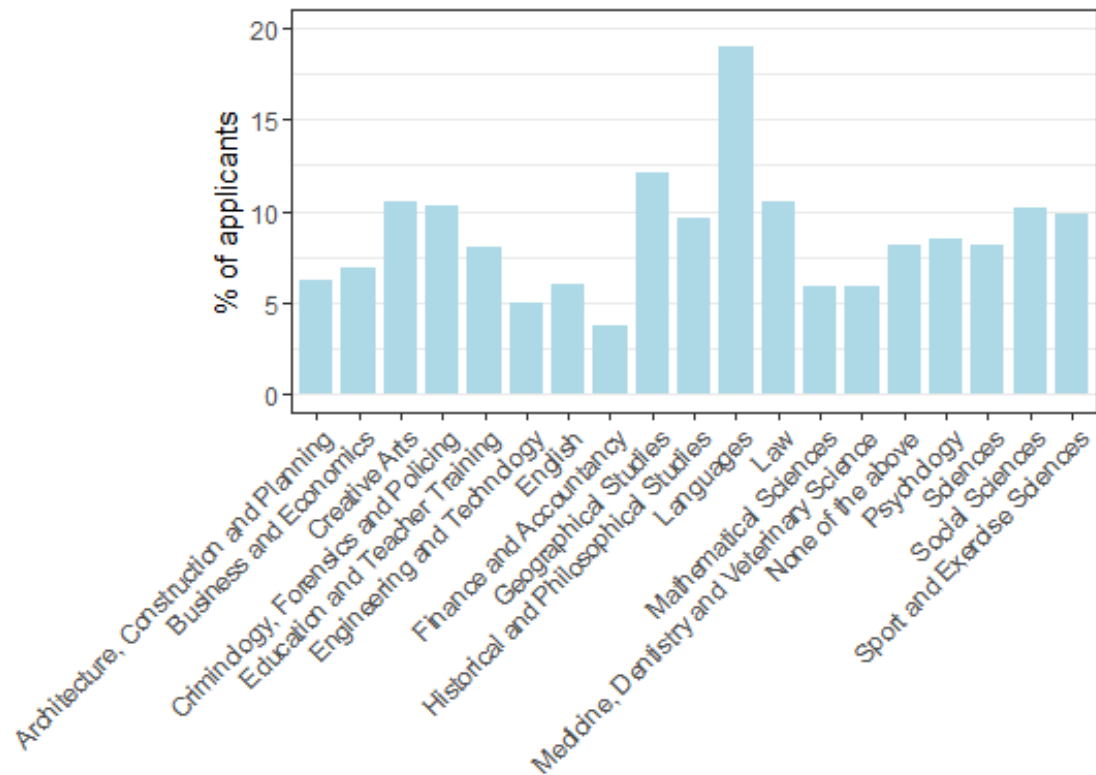


Applicant degree types and classifications

Regarding the percentage recruited in each subject degree category, this is weighted towards social sciences and comparatively low percentages of STEM (Science, Technology, Engineering, Mathematics) science. Given trends in crime towards increased cyber-crime and so on PN may want to do well to run specific campaigns. As an example, UK psychology graduates are sizeable in number and as recent shows one of the most, if not the most popular degree choice,³ but comparatively unlikely to join PN, despite a lack of entry level opportunities in psychology.

³ [Top 10 Most Popular Degrees in the UK in 2023 - Think Student](#)

Figure 8: Cohort 7 applicant data – Percentage of applicants hired onto PN by degree topic



Our comparison by degree classification for participants showed the highest success percentage of being hired onto PN for people with a first-class degree at just under 15%, following by UG 2:1 and UG 2:2 which indicates that the recruitment process does well to identify academic potential. Russell Group University applicants were nearly twice as likely to be successful (about 14% selected) than non-Russell Group (7.5%). To address this, it may be worthwhile for PN to develop partnerships with institutions with an explicit mission for widening participation.

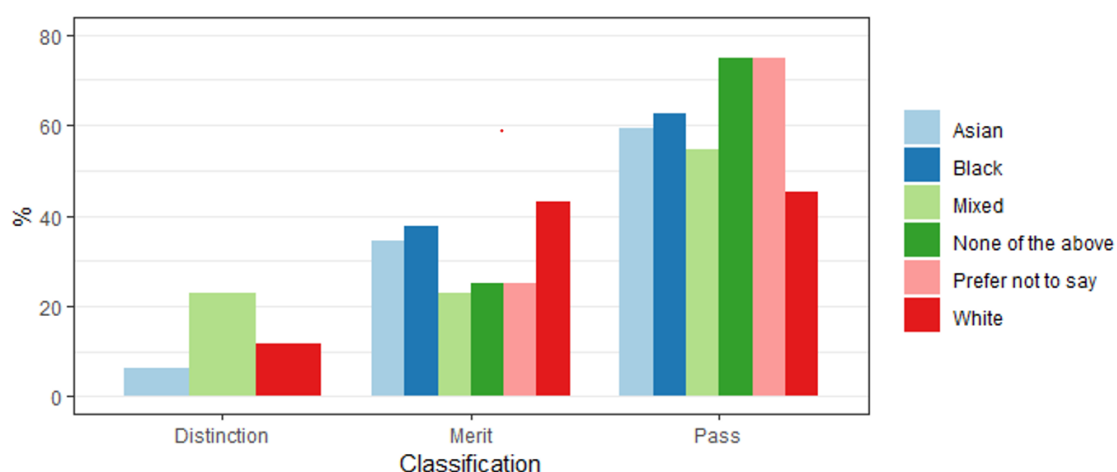
RQ1 and WP1: What is PN participants' impact and performance?

To answer this question, we investigated academic module results to benchmark academic performance and supervisor and peer evaluations as a proxy measure for job performance.

Module results

The average grade was 59.5%. The most common module average was a pass at 49.3%, followed by merits at 39.5% and distinctions at 11.2%. Female participants did better than male participants on average, as more likely to gain a distinction or merit, and less likely simply pass. Participants of mixed ethnic heritage were most likely to gain a distinction, compared to white or Asian participants (no Black participants gained a distinction). Participants who prefer not to say or identify as none of the above are most likely to be awarded a pass. Given this, it is difficult to draw direct comparisons to explained and unexplained awarding gaps at National Level.^{xix}

Figure 9: classification by ethnicity

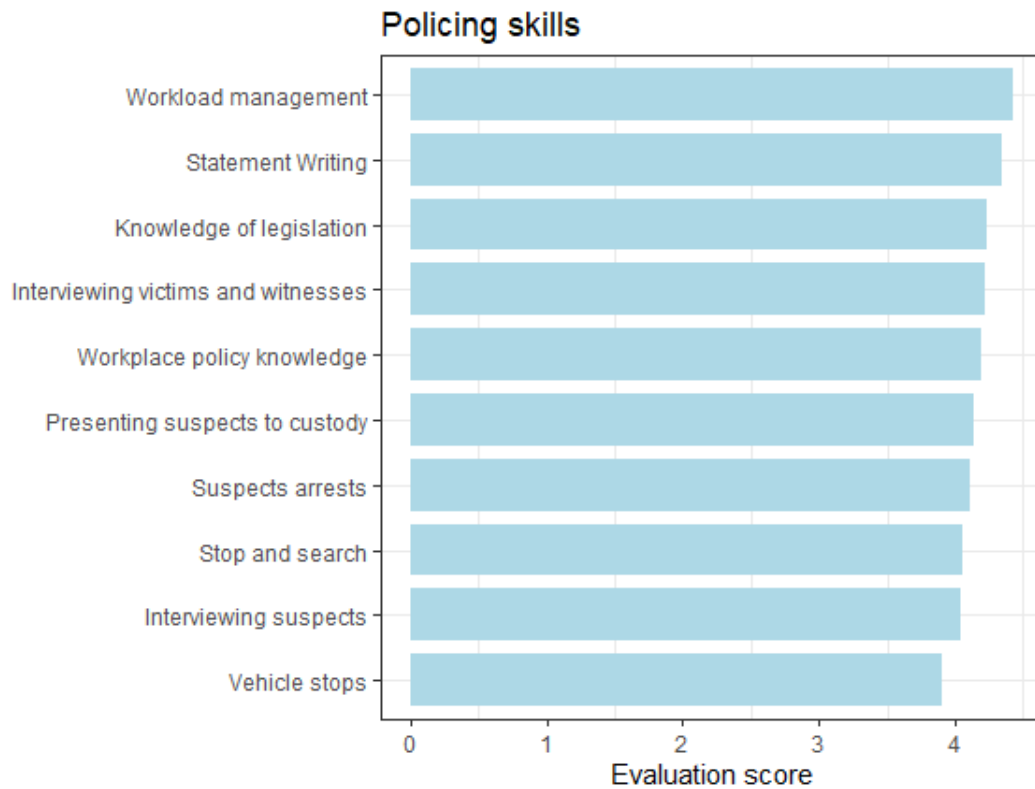


Supervisor and colleague feedback

In total, 112 evaluations were provided for Cohort 7 PN participants via the 360-feedback survey which participants request their colleagues and liner managers to complete. The majority who provided these were at the Constable rank (62%); 34% were provided by those at the Sergeant rank, and 2% at the Inspector rank. The majority of evaluations were provided by those in the capacity as colleagues (59%), followed by as line managers (33%).

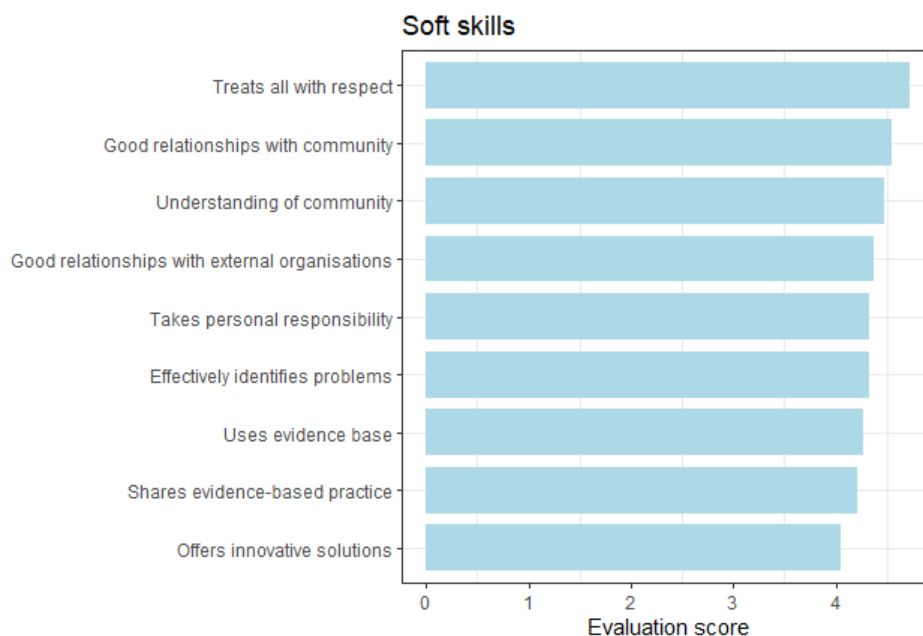
On a five-point agreement scale, the PN participants were highly rated on policing skills, with marginal differences between the respective ratings.

Figure 10: in force evaluations for policing skills



Assessment of soft skills was also overall high, and aspects relevant to procedurally just policing, such as respect and community relationships particularly highly rated.

Figure 11: in force assessment of soft skills



Broken down by evaluation source, colleagues rated PN participants consistently higher than line managers, this observation aligns with research on multi-rater sources^{xx}.

Participant experience survey

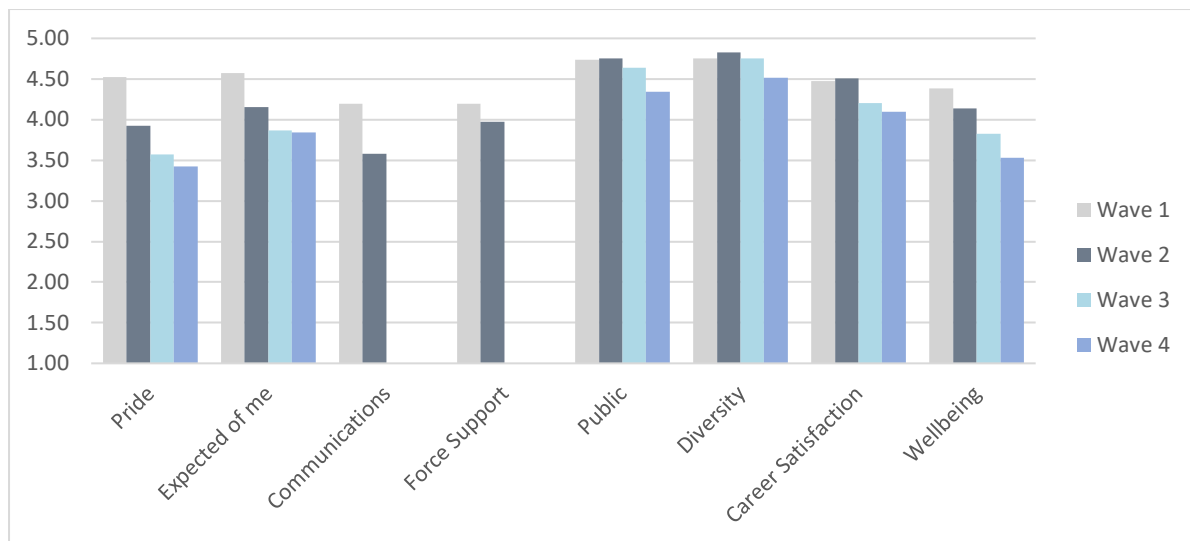
Cohort 7 PN participants completed three waves of the Participant Experience Survey to date:

- 1) Wave 1 (n = 253): First day of academy
- 2) Wave 2 (n = 278): Last day of academy
- 3) Wave 3 (n = 115): End of in-force immersion period
- 4) Wave 4 (n = 127, falling to 83 complete responses): One year on programme

More respondents were female (wave 1: 53%; wave 2: 51%; wave 3: 59%), and the majority were in the age group 20-24 years old (wave 1: 69%; wave 2: 70%; wave 3: 64%) At wave 1, 78% of respondents were white (wave 2: 74%; wave 3: 79%) and 20% had an ethnic minority background (wave 2: 23%; wave 3: 19%).

Several questions remained consistent across the four waves, allowing for a comparison over time. Overall, there was a trend of declining scores across responses across the waves, with wave 4 reporting the lowest scores. This pattern suggests that the acculturation experience into force is disorientating and may lead participants to question not only the degree of support in the environment but also their own capacity to handle pressures.

Figure 12: Participant experience survey across three time points



Note: Please see Appendix 1 for the specific questions asked; wave 3-4 data unavailable for Communications and Force support.

Further detail can be seen in the following figures, showing that over time, participants became slightly less likely to encourage other graduates to join PN, less likely to be proud to tell people that they are part of PN, and slightly less likely to know what is expected of them.

Figure 13: encouraging others to join PN.

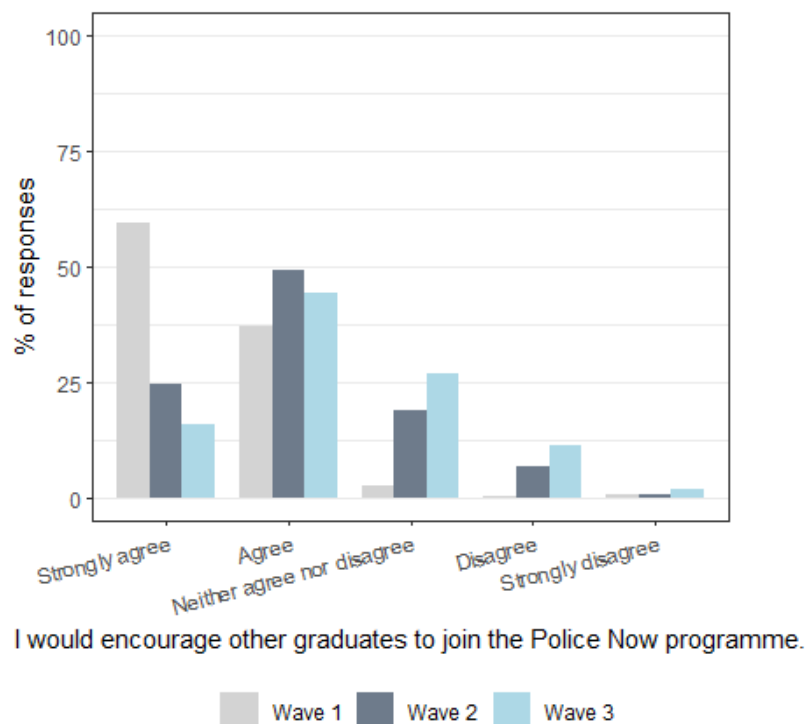


Figure 14: pride about PN.

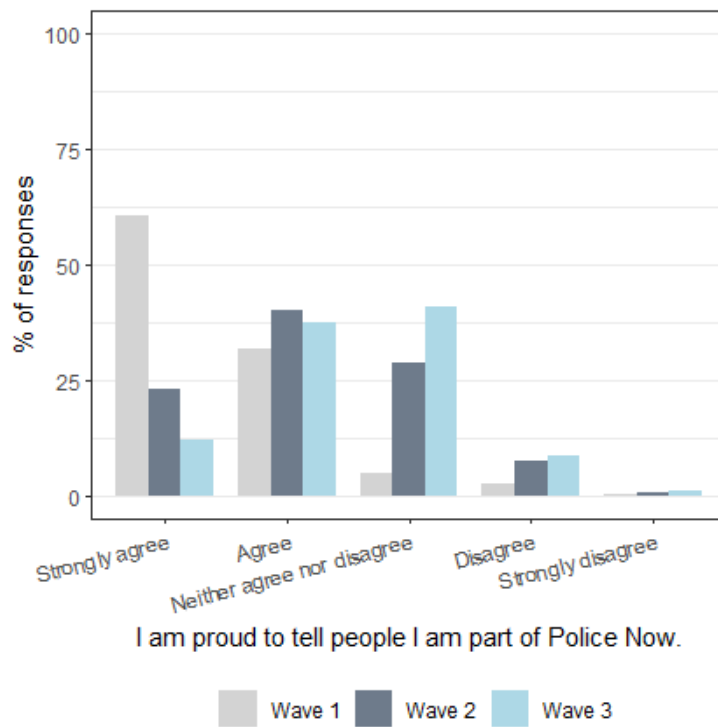
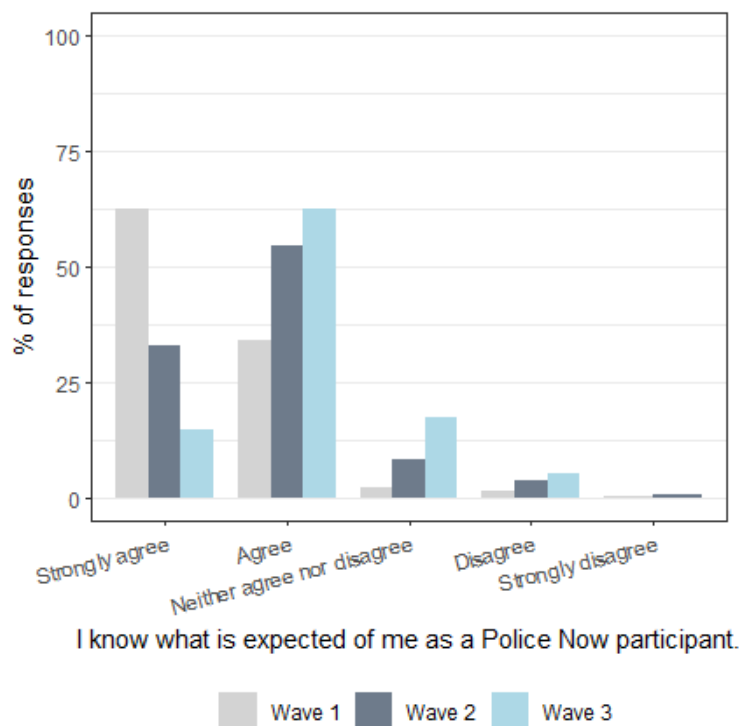


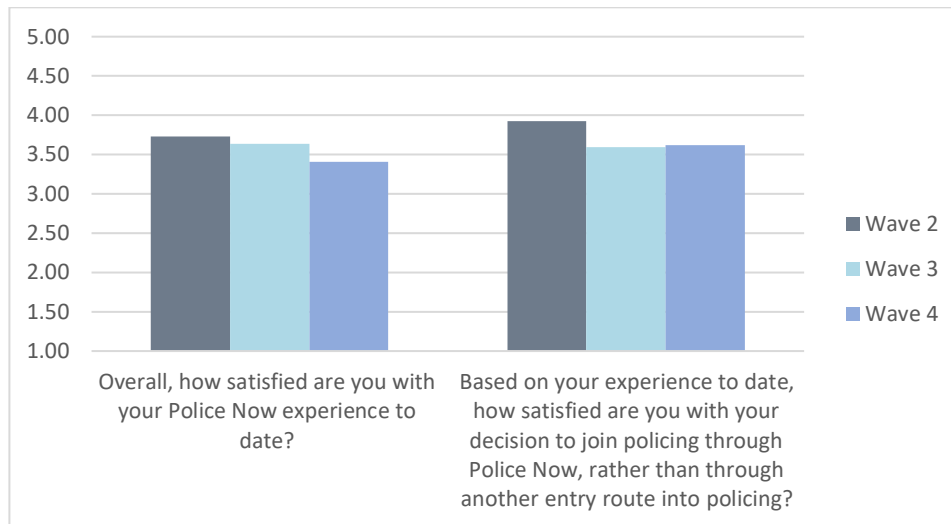
Figure 15: PN expectations.



In new questions introduced at wave 2, PN participants were asked about their satisfaction – both with their PN experience and their decision to join through PN rather than another

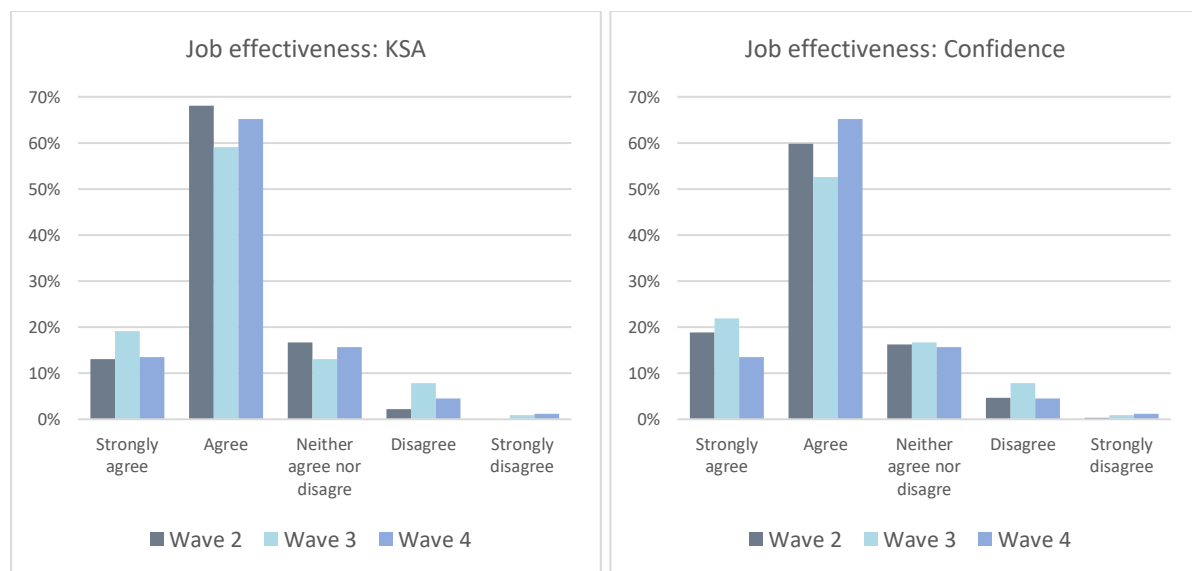
entry route. Both satisfaction measures dropped over time as participants gained exposure during in-force immersion from wave 3 onwards – bearing in mind that this is a hard question to answer if people did not have direct experience.

Figure 16: satisfaction with PN wave 2-4 experience data



From wave 2 onwards, participants were asked to what extent they felt equipped with the knowledge and skills, and the confidence to perform their job effectively. Participants reported high levels of agreement which remained consistent across time.

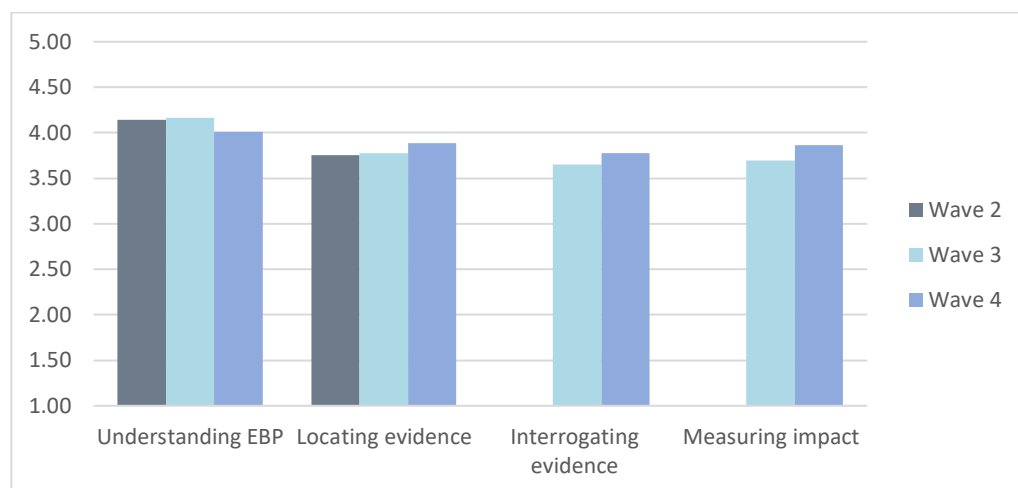
Figure 17 self ratings of job effectiveness and confidence



Across this period, participants were also asked questions relating to Evidence Based Policing (EBP): their self-reported understanding of EBP, the extent to which they know where to locate the best available evidence, and their confidence in interrogating the evidence base and in assessing impact. The responses showed non-significant changes over time, indicating stability in the participants' answers. This might indicate that they were

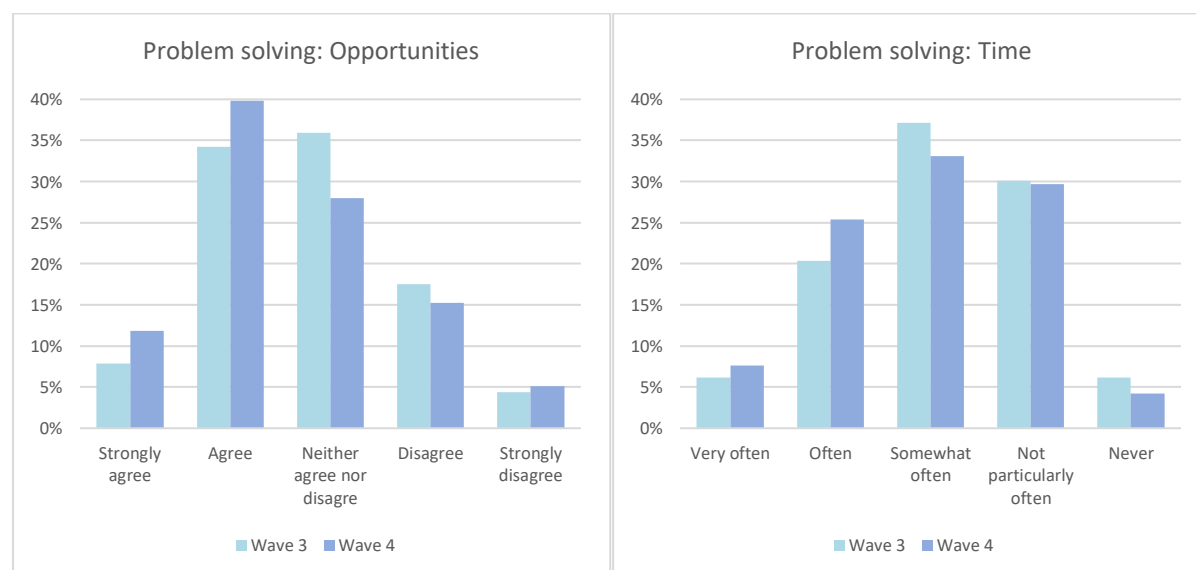
‘prepared’ at the outset of the NGLP, given that they are a highly preselected cohort. Conversely this might signpost a need for further strengthening of EBP both during PN opportunities such as the impact days, but also on the job from supervisors and during the academic education.

Figure 18: self ratings of EBP and impact



Related to the questions regarding EBP, participants were also asked (in wave 3 and 4) about their opportunities to problem solve during their time in-force. In terms of trend, it appears that participants are getting more opportunities to problem solve and create impact in their community by wave 4 - although this was not a statistically significant uplift. Whilst this is a positive trend that warrants further tracking over time, it is noted that by wave 4 there are still around one fifth of participants who disagreed (Disagree or Strongly disagree) that they had opportunities to solve problems. Future evaluations might wish to triangulate self, and other evaluation data for example and also qualitatively investigate, for example through direct observations from impact events, what the blockers to any opportunities are in detail.

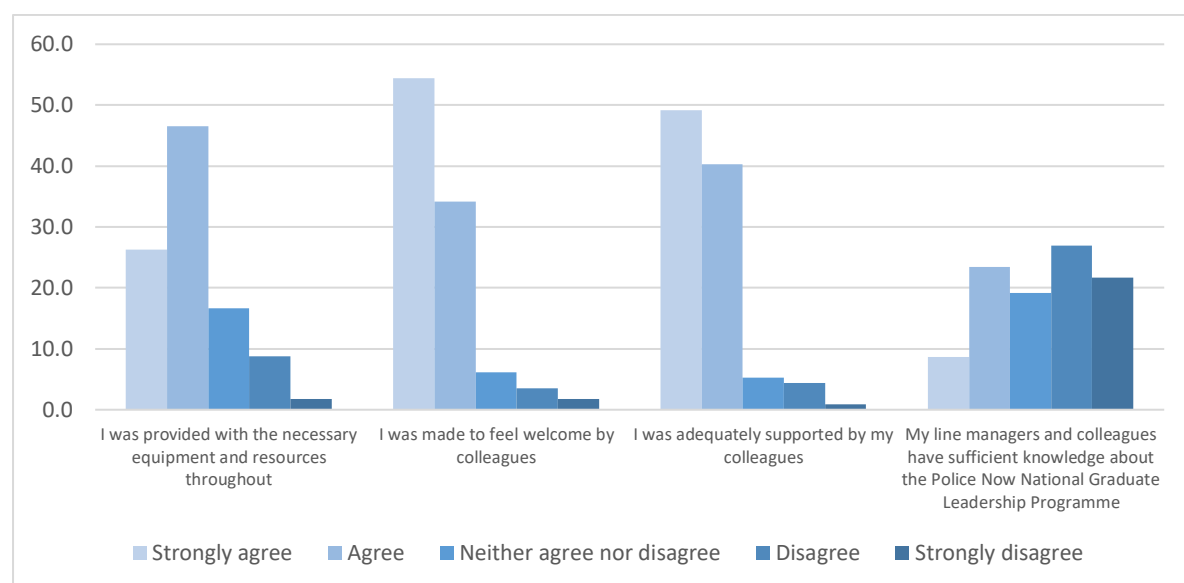
Figure 19: opportunities to problem solve



We compared the distribution of responses for participants' self-reported opportunities to problem solve and create impact in their communities by gender and by ethnicity. Results showed no significant difference by gender or ethnicity in the proportion of participants reporting problem solving opportunities.

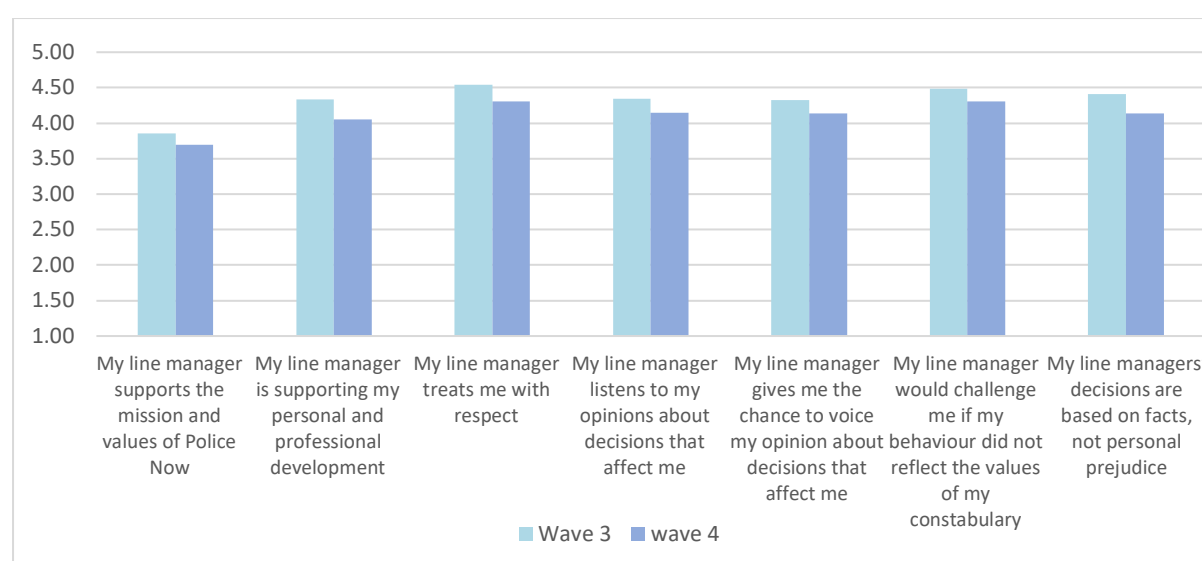
Wave 3 introduced questions relating to the in-force immersion. Participants reported that they felt welcomed and supported by their colleagues and were in general agreement that they had been provided with necessary equipment and resources. However, participants reported much less agreement that line managers and colleagues had sufficient knowledge of the NGLP.

Figure 20: NGLP knowledge and support



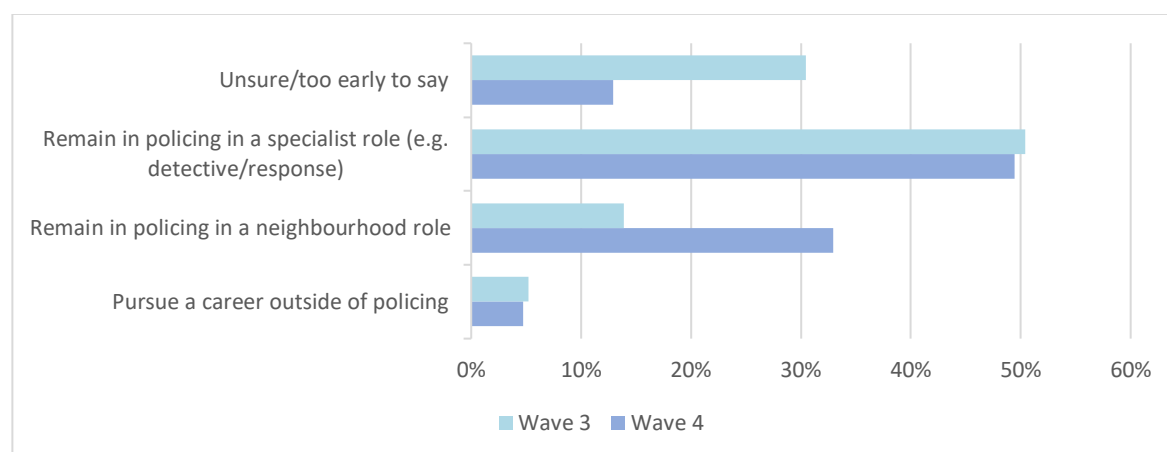
Participants were also asked about their line manager, with an additional follow-up at wave 4. Overall, the ratings on these questions fell slightly from wave 3 to wave 4, and the lowest rated question was whether the participants' line manager supports the PN mission and values.

Figure 21: line manager support



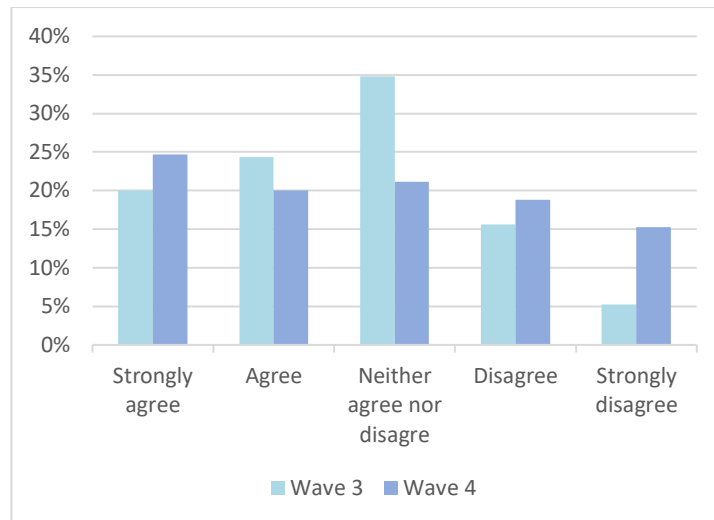
Thinking about the future, participants were asked in wave 3 and 4 about their plans after the end of the two year NGLP. In both waves, there was a large preference amongst participants to remain in policing, with a small proportion wanting to pursue a career outside of policing. In both waves, around half (Wave 3: 50.4%; Wave 4: 49.4%) of the participants wanted to remain in policing in a specialist role. Participants felt more sure of their plan by wave 4, and there was an increased number wishing to remain in a neighbourhood role (wave 3: 13.9%; wave 4: 32.9%).

Figure 22 : participants' plans for after the two year programme ends



Participants were also asked whether they aspired to reach a senior leadership role (e.g. Chief Constable, NPCC Portfolio lead) during their policing career. Similar to the above, participants were more confident in their answer by wave 4, with responses showing both an increase in those wishing to pursue a senior role and those not wishing to.

Figure 23: whether participants aspire to reach a senior leadership role in their policing career



We compared the distribution of responses for participants' plans for the future (both after the NGLP and aspiration for a leadership role) by gender and by ethnicity. Results showed only minor differences: 1) At wave 4 there was a higher proportion of male participants wishing to pursue a career outside of policing – however, this was a very small number (n = 4) which means interpretation should be cautious. 2) At wave 3, minority ethnic participants were more likely to be unsure of their plans after the two year NGLP, compared to white participants – however this difference was no longer apparent at wave 4. Overall, the distributions suggest that there were no major differences by gender or ethnicity in wanting to remain in policing or aspiring to a leadership position.

Additional detail – Wave 3

We undertook more detailed analysis of data at wave 3 to further investigate the transition and immersion experience.

Regarding the academic part of the NGLP, participants rated the usefulness of their last module guidance and the feedback they received from their most recent assignment; these measures fell over time, rated at the mid-point in the scale (between 'Useful' and 'Not that useful') by wave 4. Participants also rated the usefulness of their completed assignments for their operational role. This was rated lowest of these measures and below the mid-point of the scale (although stable over time).

Figure 24: usefulness of module guidance and feedback

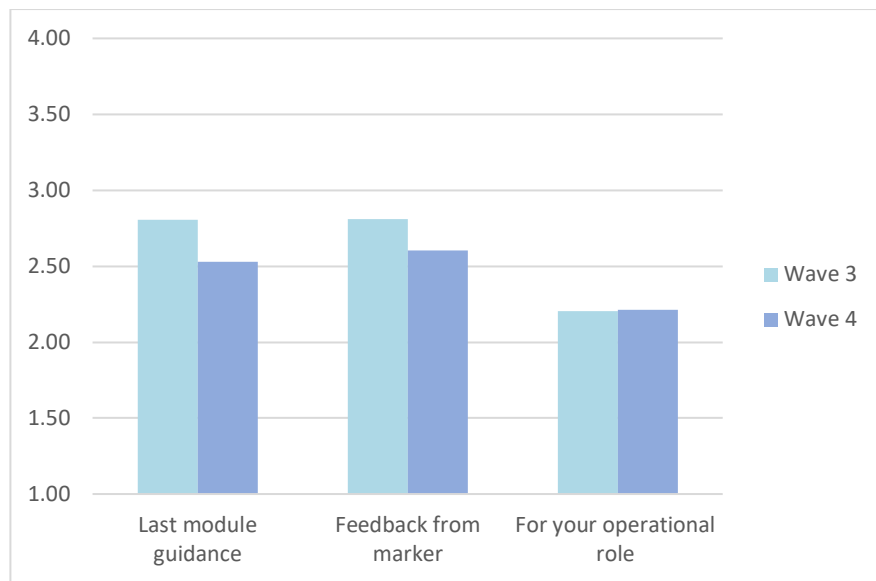


Figure 25: PN trainee views of the academic component

Regarding the NGLP overall, female participants' ratings were consistently higher than those from male participants as shown in Figure 26, that line managers and supervisors having sufficient knowledge about the programme was the lowest rated items, whereas the impact of the tutor, the welcome and support from colleagues were all very highly rated with averages nearing the highest point on the rating scale, pointing to a supportive immediate work environment as shown.

Figure 26: experience survey data comparison by gender



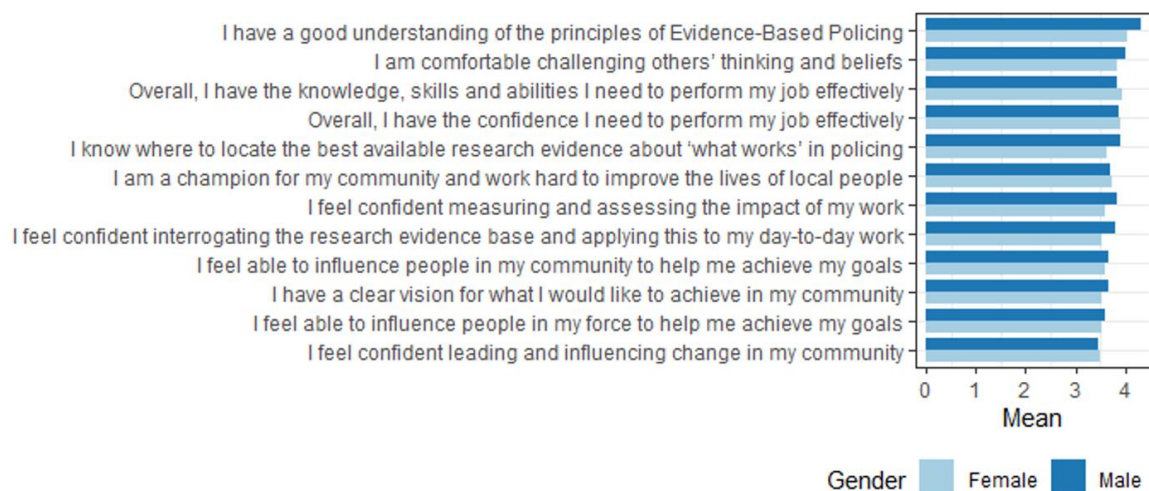
Female participants offered consistently but marginally more positive feedback than male participants on their constabulary.

Figure 27: comparison by gender of NGLP C7 participants' views of their constabulary



Interestingly, this trend reversed when asked about their personal contribution where men on average rated higher. Female and male participants rated their understanding of evidence based policing the highest and their comfort influencing others' thinking and beliefs and leading lowest:

Figure 28: comparison of experience ratings by gender



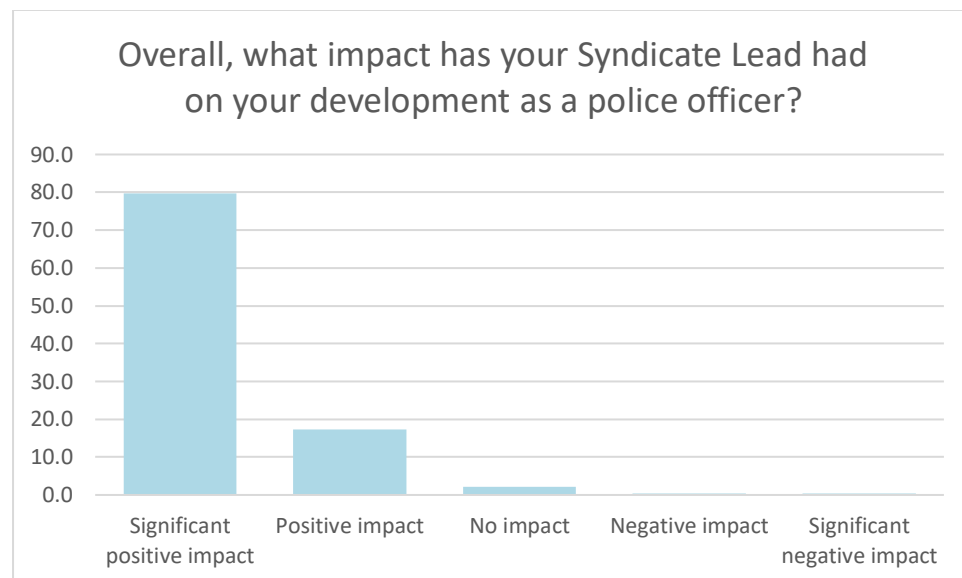
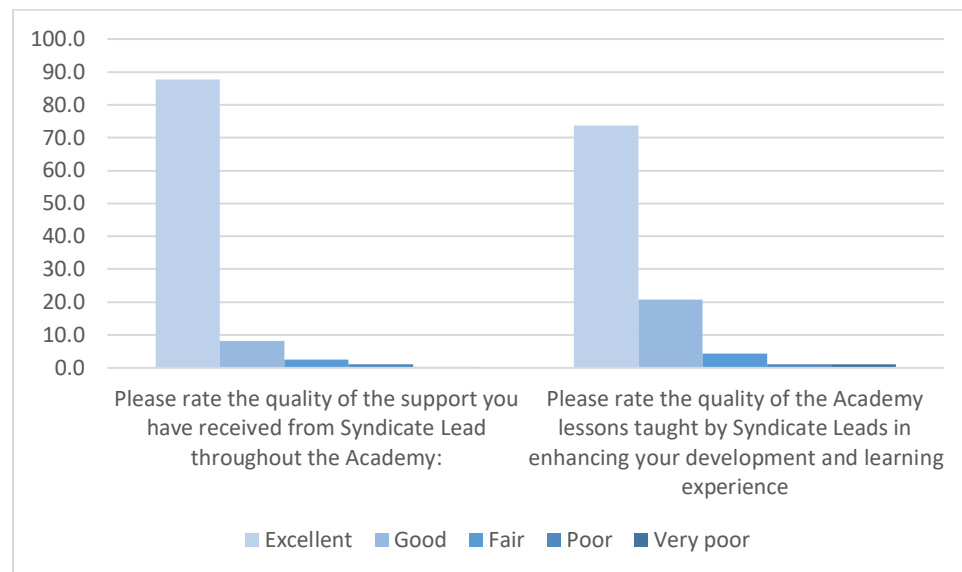
The survey also measured other aspects, which we summarise here for succinctness in overview:

- a) Self-reported wellbeing was high although it dropped slightly across the four waves. However the wellbeing for those with caring responsibilities consistently rated lower. This warrants further investigation.
- b) Feedback on their respective constabulary was very positive

- c) Opinions on the line manager were very positive, the only item rated slightly lower but still above the mid-point was that line managers support the mission and vision of PN
- d) Self reports on policing and diversity and inclusion very high, with ethnically minoritized participants on average voicing slightly more positive views still

Participant ratings of the Syndicate Leads were very high.

Figure 29: syndicate leads evaluations



RQ2 and WP2: What is the EI profile of PN officers over time? How does this change? What are key areas for future professional development and training?

We invited PN participants to take an Emotional Intelligence Assessment, EBW, online. This is a validated and thorough assessment which compares the participants' self-evaluation against a large benchmark group of other professionals (so people who work in a whole range of work contexts), which are then shown as a 10-point scale. This means that a score

of 5.5 is the exact scale mid-point. Based on the normal distribution curve we therefore expect a score of 5.5 on each scale on average. the EBW measures how people deal with their own emotions and those of others, and how they react to their immediate working environment for example in terms of their resilience. The different aspects are shown below.

Table 2: the EBW scales

Scale Name	Description
Adaptability	The desire for, and enjoyment of, variety in the workplace; the capacity to keep an open mind and be flexible with different and creative approaches
Conscientiousness (Sub-scales Structure and Rules)	The need to plan and have structure, be diligent and meet deadlines; the level of comfort with conforming and following the rules
Decisiveness	Willingness to make decisions, the need for control and the level of comfort with decision making responsibility
Empathy	The ability to recognise, be sensitive to, and consider others' feelings, needs and perspectives. The need to understand, to help, and work with others
Influence	The drive to influence others and persuade them, to be heard and have an impact
Motivation	Level of energy, passion, drive and enthusiasm for work, being optimistic and positive, the need for achievement and challenge
Self-awareness	This scale is an index of the extent to which an individual's EBW scores is likely to correspond with the way that others would score them on the EBW scales
Stress Resilience (Sub-scales Resilience and Emotional Control)	The capability to relax and deal with the day to day pressures of work; the level of comfort with showing and managing emotions, e.g. can control/ hide temper when provoked

For the first EI measurement of cohort 7, we had 172 completions at the start of the NGLP which we compared against our earlier, published, EBW data from cohort 3 (n = 83). We have shown the average scale scores below, where average scores which are higher than expected benchmarked against the benchmark group (of other people who have also taken this assessment) are marked in **green**, lower scores in **orange** and scores around the scale mid-point are left unshaded. Table 4 presents the data from Cohort 3 measured in 2018.

Table 3: Data from McDowall et al. published in 2018 cohort 3)?

Decisiveness	Motivation	Influence	Empathy	Structure	Rules
5.13 (1.83)	5.35 (1.75)	4.65 (1.72)	6.49 (1.45)	6.01 (1.95)	6.94 (1.72)
Conscientiousness	Adaptability	Self-aware	Emotional Control	Resilience	Stress Tolerance
6.81 (1.84)	5.67 (1.62)	5.28 (1.51)	6.46 (1.83)	5.86 (1.80)	6.28 (1.91)

In 2018, we observed a cohort who rated themselves relatively low on Influence and Decisiveness, and particularly high on being comfortable with rules, on Empathy, Conscientiousness and Emotional Control.

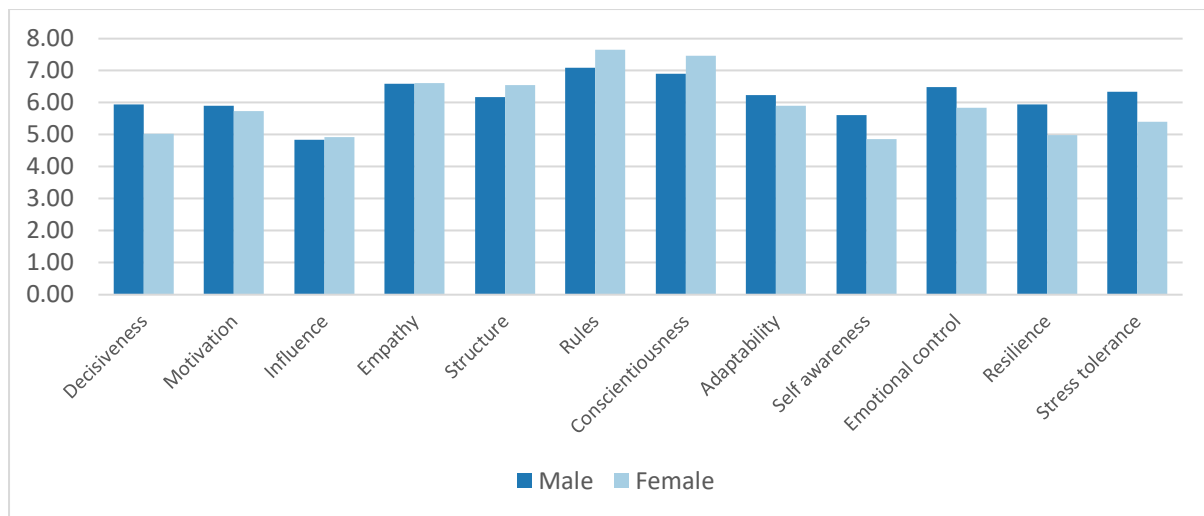
Overall, cohort 7 rated higher than cohort 3 on all aspects apart from self-awareness and stress tolerance (for the sub-scales emotional control and resilience); we have marked changes in Table 5 with upward and downward pointing arrows. Influence remained the lowest self-rating. Against the benchmark group of other professionals, cohort 7 scored particularly high on Conscientiousness and the level of comfort when Following the Rules.

Table 4: EI data from cohort 7

Decisiveness	Motivation	Influence	Empathy	Structure	Rules
5.48 (1.52) ↑	5.82 (1.50) ↑	4.91 (1.63) ↑	6.62 (1.29) ↑	6.40 (1.65) ↑	7.38 (1.28) ↑
Conscientiousness	Adaptability	Self-aware	Emotional Control	Resilience	Stress Tolerance
7.22 (1.46) ↑	6.10 (1.54) ↑	5.27 (1.63)	6.17 (1.54) ↓	5.49 (1.83) ↓	5.88 (1.65) ↓

Female participants reported higher on rules, conscientiousness, and structure as compared to the benchmark group. Male participants reported higher on decisiveness, adaptability, self-awareness, emotional control, resilience and stress tolerance compared to the benchmark group. The gender differences on self-awareness and emotional control are contrary to previous research.

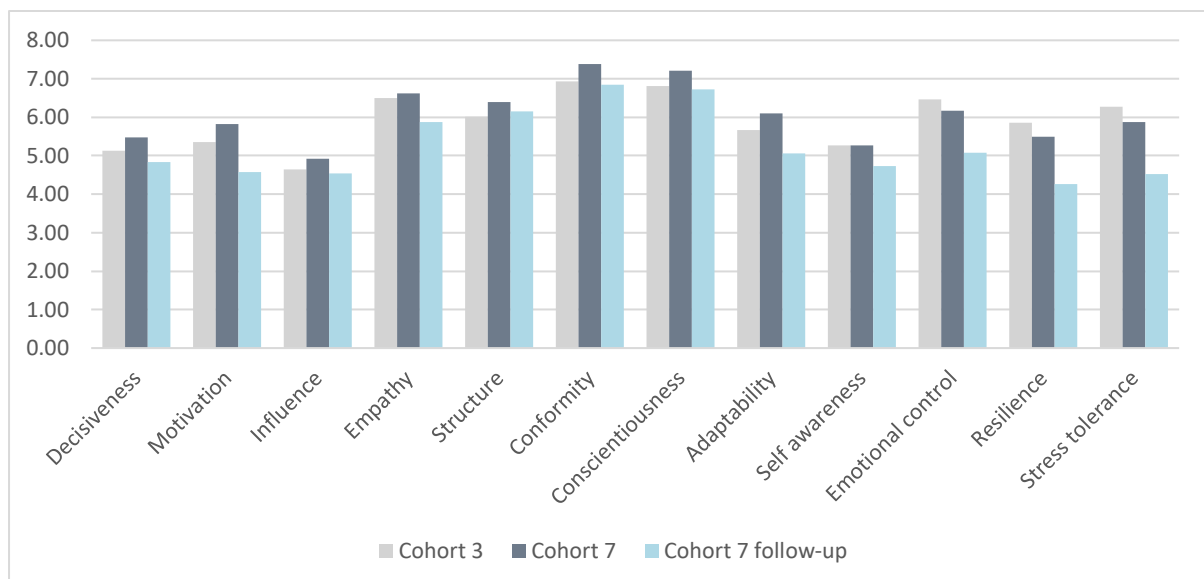
Figure 30: EI comparison cohort 7 by gender



For the follow-up EI assessment for cohort 7, we had 43 responses. Scores fell for the cohort at the follow-up, notably for stress tolerance (both sub-scales emotional control and resilience), adaptability and motivation.

The graph below compares EI data for cohort 3 and cohort 7, both measurements taken at the beginning of the programme, and cohort 7 follow up. This suggests a trend for EI to drop over time and underlines the above observation to target and support EI as part of the training and support once participants have transitioned into force.

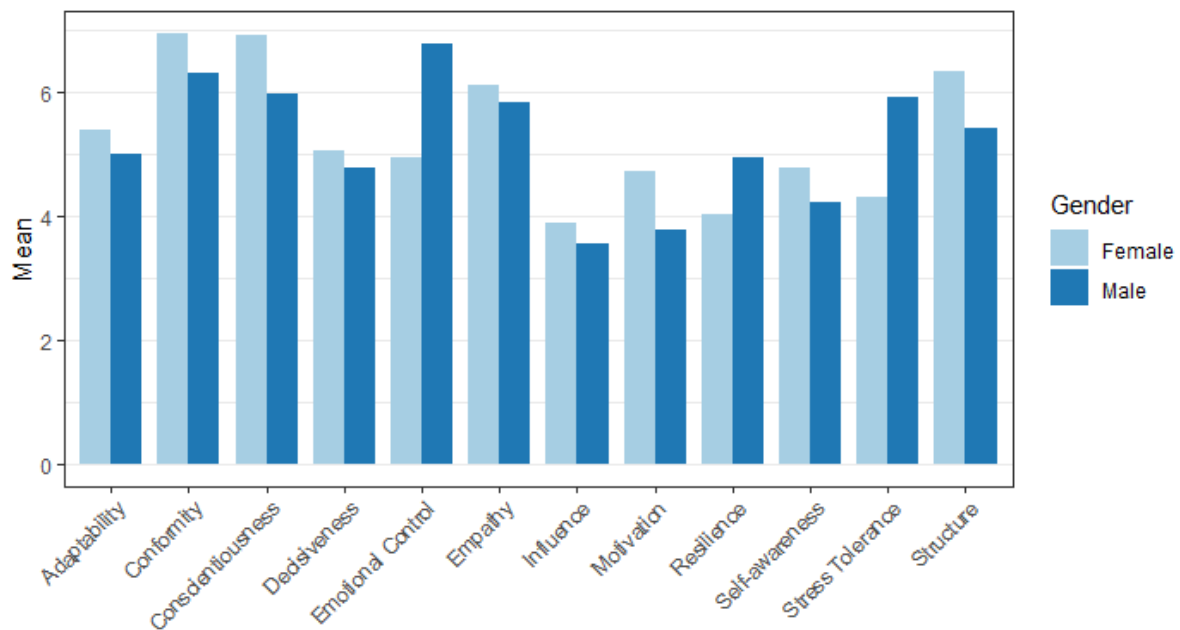
Figure 31: EI scores over three time points



For cohort 8 for which we collected data as a further comparison we had 51 completions, the majority were female (54.9%) and the largest number from Surrey police (13) followed by the Metropolitan Police (10). We outline the pattern of the scale scores below, compared by gender. Overall, participants rated themselves highest for conformity, conscientiousness,

empathy and structure, and lowed for influence, motivation and resilience. Male participants rated themselves far higher for emotional control and stress tolerance. This was in line with general academic literature on EI gender differences. Female participants reported higher on structure, conformity and conscientiousness which is also in line with previous research. The pattern tallies with observations regarding what participants rate themselves high and comparatively lower regarding their influence in force. Influence is the lowest rating and conformity and conscientiousness are comparatively high which signposts a need to support influencing skills but also scaffold the 'right kind of conformity' (there will be times when processes have to be followed) paired with courage to challenge and disrupt where needed.

Figure 32: EI gender comparison wave 3



Summary of the data trends so far

The analysis of the data so far reveals that:

RQ1 Who applies to PN, who is selected, what is the diversity profile?

- PN attracts ethnically and gender diverse candidates, and number of people who would otherwise not consider policing
- Drop outs are high at the online assessment state where a large proportion withdraw or fail the requirement criteria; twice as many people with caring responsibilities than without withdraw – this might merit following up
- STEM subjects are underrepresented in PN participants and weighted towards social sciences; The Russell Group is proportionally overrepresented
- Module results are on average in the pass range, and participants of mixed heritage most likely to gain a distinction
- PN participants rated highly by supervisors and colleagues, particularly with regard to their soft skills

- Participants perceptions of their experience dip somewhat over time, for example becoming less proud of PN, less likely to know what is expected of them; self ratings of their knowledge, skills and confidence as well as their use of EBP remained relatively constant
- Participants views regarding taking on a leadership role become more pronounced over time, either becoming more agreeable to taking on a policing leadership role or strongly disagreeing
- Tutors and supervisors are rated high in terms of their support for learning, and female participants' ratings are consistently higher

RQ2: What is the EI profile of PN officers over time? How does this change? What are key areas for future professional development and training?

- Overall, participants present high in EI, but comparatively less so in influence and decisiveness with a strong propensity for a conscientious and rule following approach, but also high in empathy and emotional control.
- EI dips over time as participants acculturate into their forces. This signposts a need for psychologically informed EI specific training to continuously support the practice of relevant behaviours with particular focus on influence and decisiveness but also reflecting on potentially overplayed strengths such as their level of conformity.

We now turn to the reporting of the stakeholder interviews.

RQ3: Stakeholder Interviews: what is the ‘add-on value’ of PN graduates in terms of leadership quality, service innovation, evidence-based policing?

Introduction

Our previous sections on the policing context and previous research outlined continued discussion about the professionalisation agenda, and the value of degree routes, but also continued calls for cultural and structural reform to ensure that policing is fit for purpose in a contemporary society. To examine the wider context for PN’s contribution, the reception of PN student officers by their forces and their incremental contribution, as well as the nature and experience of education and transition to operation, we undertook stakeholder interviews. Our research question was: what is the ‘add-on value’ of PN graduates in terms of leadership quality, service innovation, their propensity of evidence-based policing etc? To what extent do stakeholders converge and diverge in their views?

Method

The interview process and interviewees

We undertook in depth interviews with 10 professionals who represented a range of different stakeholders across policing operations and leadership including Police Now (PN), the government perspective / policy and graduate police officer education and training. All interviews took place online to maximise participation over Microsoft Teams after agreeing a mutually convenient time and were video recorded following oral consent. The interviews were semi structured and adapted according to the stakeholder perspective as for example education providers brought unique insights on issues during training and education, whereas others focused on operational issues or policy and political issues. Example questions included “what, in your review, are the greatest challenges (and opportunities) for leadership in policing right now”, people’s vision for the future of policing, and “what in our view, is any ‘add on value’ that graduates bring to policing” with a follow up prompt, how this might be different or similar for Police Now graduates. The interviews lasted from 30 minutes to over one hour and were recorded verbatim resulting in 12 hours (120 pages) of interview data.

All interviews but one (JB) were undertaken by AMD from April to June 2023. The interviewees ranged from former PN graduates who have now progressed to more senior roles in community policing, senior force leaders to policy experts at national level as summarised in Table 6.

Table 5: Stakeholder interview participants

Participant number	Gender	Job Role
1	Male	Specialised programme lead

2	Female	Policy, professional association
3	Female	Police officer, PN graduate
4	Male	Sergeant, North
5	Female	Education professional
6	Female	Officer (constable), Northern force
7	Male	Education professional
8	Female	Officer, Southern force
9	Male	Chief Superintendent, Northern force
10	Male	Senior leader, Police Now

Interpretation and analysis

We analysed the data with inductive and reflective thematic analysis (Braun & Clarke, 2022)^{xxi}. We drew on, and acknowledged, our experience as educators in a higher education who work at undergraduate, postgraduate and doctoral level, or involvement in professional associations and professional standards work as well as (between us) several decades of undertaking research on policing. We first took an idiographic approach by reading and re-reading each transcript and coding it with a mixture of semantic (reflective of participants' own words) and latent (offering interpretation) coding. This process generated 86 codes overall (average of 8.6 per manuscript). We then used the code labels, together with the detailed notes on the code interpretation and relevant direct quotations, to generate a list of six higher order codes and sub-themes and more nuanced strands in each (see appendix).

Thematic Findings

We identified six broad overarching themes were identified, the five 'Cs' :

- **Context “between a rock and a hard place”**- refers to the current policing environment in which the NGLP is run and the 'big picture' aspirations for the police service and the role of graduate officers in bringing about transforming reform. This theme comprises interviewees' sense of policing's purpose and the role that leadership at all levels has to play in effecting and supporting change;
- **Culture “you can always buy cake”** - interviewees characterised the police occupational and organisational culture into which the participants are expected to bring their new learning. Findings signpost a level of cultural resistance and out of date structures that frustrate the embedding of new learning, several made explicit reference to the Casey review;
- **Contribution “every contact leaves a trace”** - this theme articulates the added value that graduates can bring to policing as change agents including greater organisational commitment, proactivity and greater problem solving capability in policing's ever increasing complexity of demand; which is heightened in PN participants due to their proactivity and learning agility.
- **Criticism** - the underpinning PEQF, a graduate training route more broadly, but also the PN programme specifically are not without criticism about its delivery and the

stresses created by the volume of academic work and juggling the competing demands on the student officers and loss of its former unique selling point.

- **Change** - interviewees referenced suggestions for PN to optimise its modus operandi foster even stronger coherence in its training model between academic content and policing organisations, being more responsive, re-thinking its messaging strategy and renewing its efforts regarding diversity in its widest sense.

We now report these themes in more detail, using a range of illustrative quotes.

Context

There is a salient context for PN given the broader state of the country and the role that the police service can play in contributing to changes in society and social cohesion. The big picture is the longer term transformation of policing and being part of a national conversation about what kind of policing society wants and needs as illustrated here:

Because if we think of the stated mission as being the transformation of the most deprived communities in the country with policing leading the way for that transformation, that is of course a very long term goal ...and it's affected hugely by... what's going on in the country... [...] ...the real mission is about the transformation of policing culture because ...this is something that we are really as a society and as a police service talking about deeply and honestly ...not confined to a specialist sort of sector of people interested in policing.

Interview 10

In order to achieve this aim of service transformation it is important to imbue the police service with a procedural justice ethos both inside and outside the service and also to be drawing recruits more widely, not just from diverse communities but also people with new ideas who might not have previously thought of joining the police:

..if we are going to transform communities, we have to transform the way that policing works... and to do that, ...we need to be delivering procedural justice on the street, and in order to get to that consistent constant delivery of procedural justice on the street, we need to be in a place of organisational justice inside the police station. [We also need] ...an injection of new people who wouldn't otherwise have considered police, diverse people, people with different ideas ...people with the right values and integrity that the public would expect combined with setting a great example of delivery for the public.

Interview 10

The criticality of the relationships both internally in a force and externally with communities is critical for sustainable policing:

So policing is about relationships between both. Internally, the staff that you work with, the other kind of departments, so everything from your CID departments, your

forensics, all that, you only get a real true relation when you stabilize in a role ...So you've got that, then you've got the stability with the public and the community.

Interview 9

Interviewees, whether PN alumni or other stakeholders, were joint in a strong sense of policing's purpose about protecting and serving the public, and also conveyed a profound sense of professional pride.

I get a great kick out of hopefully ...protecting people's lives by doing work that you are confident that can be keeping people safe, being able to phone a victim and to have them say thank you very much for all the support you've given me... that's an everyday example of procedural justice... to feel it's doing the job right.

Interview 4

There was some reflection on the shorter term contemporary context epitomised by the observations in the Casey review of egregious misconduct and the urgency to attend to the toxic occupational cultural and outdated policing structures that had failed to deliver change. Yet, such public scrutiny could also potentially undermine the intrinsic motivation of those involved:

Number one [priority] has to be for everybody at the moment is how you deal with the culture issue, the fact that internally people will feel really like they're under the microscope and if they're not part of any nefarious behaviour, if you like, they'll feel really, really distraught that a profession that they're really proud of is being so undermined in the public eye.

Interview 2

Key to catalysing needed change is leadership at every level in the organisation, a leadership which is brave, versatile, and resilient and solves problems in the context of increased demands and fight for resources (interviewee 2): There is a need for

..frontline leadership and leadership from sergeants.. That needs to be paired with, you know, brilliant ...leadership at the top of organisations...really effective leadership at the top of policingproper accountability and proper investment in supporting people and in their wellbeing.

Interview 10

Culture and structures

There was considerable reflection across all interviewees on identifying aspects of the professional and organisational culture which can hinder effective change and lead to some. One recurring strand was the attribution of external blame for problems the police are facing. One policy stakeholder talked about the constraints caused by reduced budget

allocations and he opined that instead of being creative and taking responsibility for managing resourcing constraints a recursive 'blame game' ensues:

... policing is very good at .. blaming the Home Office or somebody else for a problem, rather than going well, this is the solution.often policing likes to have the opportunity to blame somebody else rather than [take responsibility and accountability]. But it's really odd, because if this was a crime ... they will look for all the evidence under the sun versus something that is non crime related. Corporately issues they will look to see who else they can blame. Which is unfortunate really.

Interview 1

This interviewee referenced the Home Office for its approach to recruitment through the uplift programme suggesting that pressure to recruit meant forces were compromising on standards, but also affecting retention because 'dropping the bar', which PN explicitly addresses with different selection strategies, is detrimental in the medium and short term:

It feels like we're haemorrhaging. You put in time and effort into someone and then and then you lose them. So OK. that's unfortunate. This attitude, and in all fairness, they [the Home Office] were, saying that if we didn't recruit a certain number, there was a lot of pressure to recruit and if we didn't the government were Umm. threatening to fine us. So we recruit, recruit, recruit. I'm pretty sure that the standards that we would normally recruit to were dropped... so I feel like the bar did drop and looking at the calibre and the quality of some of the people I've seen come through, there's always gonna be bad eggs and people that just aren't cut out for it.

Interview 8

The hierarchical nature of the rank structure means that people deflect upwards to insure themselves against the responsibility for decisions made, which is an inherent paradox, given that policing is about decisions .

I'll [a typical officer, so not PN] look to someone else that should be giving me the answer, because that's what I've always done, because I've always looked at my hand in front of my face rather than to the horizon

Interview 1

This point about limiting contributions unless you have put your time in was emphasised by another interviewee in this way who voiced how she would have liked to bring in her strategic perspective yet found it challenging to convince others:

...I think I've got quite a sort of strategic mindset and it absolutely frustrates me in any situation where people just do things because they've always done it that way.....Thinking about policing from a different standpoint ..I love that because I'm quite a .. I don't mind being different . That sort of thing is my attitude, but it is

difficult to convince potentially other officers that have come through other routes that is the ..correct path.

Interview 6

There is therefore a sub-theme of resistance by those in the organisation to change who want to stick with the 'old ways' and resistance offered by the PN graduates to challenge the status quo. With respect to the first, sergeants are seen simultaneously a potential blocker but, if supported and trained, can become part of eventual solutions and overcome system resistance:

.. I think the Sergeant rank is the solution to ..Yeah .. to all our problems. Actually, I think if we get that right, I think so much else will change. But yeah, that I think that's [sergeants] as one of the biggest blockers in culture . I think we need to empower our sergeants to be similarly resistant to the institution, and that sounds ..that sounds kind of rebellious and I don't really mean it like Hmm. But I think I think we need our sergeants to be thinking the same way about.. not just accepting the way things .. have always been done. I think sergeant's in general need more training and more support.

Interview 3

Elaborating this sub-theme of enacting resistance as challenge, PN participants faced the dilemma of wanting to fit in versus wishing for change, and harnessing their different qualities:

You joined the job and all you wanna do is fit in ...all you wanna do is sound and look and act like everyone else because that's the only way to make sure you don't get bullied. And it's interesting when you read the Casey report... that is quite clearly explicitly put there and I just see from most Police Now people I know from my own cohort. ...slight resistance and a slight preparedness to go against that and be a bit be themselves and be a bit different.

Interview 3

This, then, is the "between a rock and a hard place dilemma" as another participant called it – policing is premised on fitting in, so does not encourage divergence of thought and action, yet needs precisely this kind of internal challenge to reform itself. Another interviewee, a PN alumna/us, described experience of misogyny and homophobia. It was only once they had progressed that this eased, yet in turn at a cost of potentially desensitization to the realities of those still experiencing relevant behaviours and attitudes:

I continue to experience misogyny. I think every woman in policing probably does, whether they identify it or won't want to recognise it. And I experienced some homophobia as well, which wasn't particularly pleasant. It wasn't kind of so active or tangible. It wasn't kind of like, incidental that I would have done anything about. It didn't really feel like something I could raise, but it was just a kind of general. ...slightly uncomfortable feeling around that, which wasn't great. [...] And I think the only thing that's changed for me is partly with rank. People don't say inappropriate

things around you anymore. I'm at risk of thinking that the problem has gone away because I'm not seeing it as often. That's an issue.

Interview3

Another interviewee, a senior force leader, highlighted the dangers of the wish to fit in and the maladaptiveness of a coping mechanism whereby the student officer mimics older more experienced colleagues.

..it's about a coping mechanism, but you can see sometimes what were positive students landing [and] get into our fairly difficult culture and suddenly there is negative as the next Bobby, who's been in for like 20 years and you can hear an old person's voice through their young mouths, and you sort of think have you ever actually experienced what you're saying? No, you haven't.

Interview 9

The interviewees were critical of their force's existing processes and internal structures. They made the point that PN was trying to drop in a different kind of officer into a system which had not adapted or flexible enough to accommodate and utilise the new learning they were bringing into their local organisation and the wider system at large. One particularly pertinent issue was that structural issues make it hard to truly fast-track talent. They also highlighted the issue of officer associations not supporting what they see as potentially divisive fast track routes:

The problem is that Police Now is hamstrung to operate within the system that exists. And what I mean by that is there is no direct entry, so you can't come in through Police Now and be like going to Sandhurst, have a commission, and command soldiers. Direct entry inspectors doesn't exist. Direct entry Superintendent doesn't exist. So therefore you are somewhat hamstrung in what you can advertise. You then also can't fast track through these routes because you then create another distinction and sort of separate these people out. And then you won't get the buy in support of the likes of the Federation and the Superintendent Association

Interview 1

Contribution

The richness of the interview data underlined that there is a qualitative difference which sets PN participants and alumni apart from officers who came through other entry routes. It was evident across interviewees how they valued the positive contribution that participants were bringing including commitment, proactivity, reflexivity, and problem solving capabilities. Their role as potential disrupters in challenging the inertia of the trusted and tried traditional ways of doing things was noted and how this links to their graduate leadership potential:

But when I say sort of leadership [...]That's what [PN] brings ...a confidence of being willing to step up and try something new, give a different diversity of thought compared

to just. .. I just want to get my head down, get on with everyone, not rock the boat. They're kind of, I suppose, more challenging in the right way, not challenging in an unprofessional way. They're trying to say, well, have you thought about this or you do get a lot of them bringing the problem solving kind of framework with them and stuff, which is part of what policing is trying to do.

Interview 9

What marks them out as 'excellent' officers is their baseline capability for quick problem solving, how they learn quickly which makes them stand out from the crowd, being quick to pick up processes and procedures and taking the initiative is noticeably different in PN officers as noted by a PN alumna:

They are pretty much, without exception, really, really excellent officers. And then they [PN officers] do kind of stand out from their peers who've come through like other routes in, in terms of their kind of proactivity and how quick they are to pick up skills. You know that you can show them something once and they get it, they know what they're doing. There's no need to spoon feed and babysit and then just really OK. And I think some of it's about intelligence, which isn't a particularly like kind thing to say. But I think like I think Hmm. there are varying levels of just like basic intelligence and literacy in policing and in our new starters and particularly one of the things that makes the PN lot kind of standout is just that general, being quick and bright. They're just bright and they learn Yeah, yeah. and they can write in full sentences which, like sounds flippant, but that is quite a scale compared to some of their peers at the moment,

Interview 3

The interviewees' also referenced the level of Emotional Intelligence in PN participants as a noticeable feature particularly when a policing operation requires a degree of sensitivity and discernment because these qualities are essential to underpin procedural justice:

...the officers that I've worked with most closely show a level of emotional intelligence that I don't always see in their peers.. EI [is] reading someone else's kind of emotions, but also to read the room for want of the better phrase and to understand the context of things like the vigil for Sarah Everard or for other kinds of politically charged [operations].. I have more confidence in being able to task an officer like that with a sensitive job where we need a bit of sensitivity... And because of their kind of communication skills and emotional intelligence, then I think as a result of that, the procedural justice is also better... or more credible.

Interview 3

This procedural justice, paired with a strategic rather than reactive response, which then embeds into their way of working with rigour and continued commitment to evidence based practice and commitment to continued professional development. One of the higher education stakeholder interviewees articulated this as:

And I think some of the examples come from students who have left the program, completed the program and you kind of cross paths with them at conferences and

evidence based policing events and then you really understand that they've really taken it on board to the point that they're now continuing, and they've built that into their continual development.

Interview 5

Criticism

Criticism of the PEQF and current design of policing education, and the difficulty of 'selling' differing routes in a tight labour market were noted. The interviewees from the education context outlined how the qualifications framework is near impossible to assess given the list-like and extensive learning outcomes, and the challenges this brought for providers. This in turn resulted in considerable workload as assessments need to cover all learning outcomes. There was a tension also regarding the level of the qualification at HE6. Some interviewees found this at the right level, as otherwise they would not have kept up with the workload, whereas others referenced how they found it too basic and thus demotivating "I already have a degree which taught me to think critically". Interviewees also highlighted that the different entry and training routes are not easy to understand, explain or market which has potential consequences for recruitment.

One policy stakeholder discussed the friction created by the uplift of 20,000 police officers and recruitment routes such as PN as affecting quality of officers recruited. She laid out an argument for a non-graduate pathway.

Police Now has always said that they're not trying to takeover police recruitment. They're not trying to kind of fill all the gaps. They're just trying to bring a particular stream of people in. And I have seen so many problems with the combination of uplift and PFEQ, which has meant that we've had a real glut of issues and the quality of student officers that are coming through at the moment [which] is widely accepted to just not be very good. And people are coming out of training school on action plans more often than they're not, which is really concerning. So if that is a symptom of uplift, then it'll be over soon. And you know, we'll go back to normal recruitment levels and hopefully the problems will work themselves out. But if that's a symptom of PQEF and the changes that have come in as a result of the degree holder thing that concerns me and I would far rather we went back to something where there is a non-degree holder entry kind of option. [...] I actually can see that there is a real risk that we alienate and put off fantastic potential police officers because they don't want to or can't do a degree.

Interview 3

Another interviewee involved in educational delivery also had some misgivings about having solely a degree entry route and how the students land in their force, but also the realities of combining on the job and academic learning:

. ...I say even myself, I've wobbles about it at times and think is this really a fair ask? ... I completely appreciate that the knowledge that we're sharing is valuable and essential

but I'm not entirely sure it needs to be packaged up in a degree. Sometimes when we get to graduation and I look at where they've come ..it's more reassuring for me, but I am measured when I speak to some of my police officer colleagues. And they know what difference having a degree made to them. And they argue that having a degree made them a better officer, particularly those who've got their degree kind of halfway along or later on. But yeah, I'm never 100% sure if is this the best way and to go...It puts the students in quite difficult positions and some of them have spoken after graduation about being branded Police Now has and how a lot of the operational police officers they work with don't make that much of a distinction between the direct entry Police Now and all of a sudden it's all lumped together, and sometimes they get quite negative reaction from people they're working with.

Interview 5

The pressures on student officers were raised by several interviewees who drew attention to the juggling act within their forces, and the tensions of operational and study commitments:

.. don't have time for study. Don't have facilitated leave from work. Yes. Supervisors within the workplace do not understand the complexity Umm. of having to do a police portfolio and anecdotally supervisors don't see the worth in... professionalizing and getting a degree... I can see how that can have an impact on the offices. Umm. Because if there's short resources and there's sickness and somebody says to his supervisor, I need a couple of days study. they're not gonna get it. Yeah. So it has to be managed differently.

Interview 7

A policy stakeholder raised a more fundamental issue that PN has an inherent potentially unsolvable challenge in endeavouring to integrate officers which they are marketing as being different. They also hinted the need to be clear about messaging and disseminating clear information about the programme to prospective candidates: "The only way to create something unique would be to separate it out, which in and of itself would then create a cultural issue in that you are making these people look special or different." (Interview 1)

Interview 1

One alumna who has continued to work in policing was critical of the selling message to potential PN candidates which overly emphasises the community aspects of policing and the potential personal contribution yet does not mention that communities may be critical and resistant:

On the whole, [I have] a positive feeling towards Police Now, albeit I haven't necessarily always agreed with the way in which they've executed certain things and the way in which they sell policing. I don't think they were particularly representative of the truth. That was my own personal experience in going into it... it's not all gonna be lovely like "The Community want to talk to me. Lovely. You know, smell the roses". It's gonna be hard and [there's] gonna be [times] regularly you're going to want to quit.

Interview 8

Other interviewees also highlighted this and that the transition into force was a shock – “that people out there are really that nasty”.

Of course, PN needs to position itself well in a tight recruitment market. This was recognised in that PN does need to be proactive as there is an ‘uphill battle’ given the declining external reputation which has a detrimental effect on candidate attraction:

We need to recognise that policing needs to do much more work in early pre career space and because the grad recruitment market is much more competitive now people have options. The labour market is very tight. Policing's reputation is much, much poorer in the recruitment market than it was. And it is no longer sufficient to try to pick people up as they come out of education, whether that's post 18 or post, you know, 21 or Post University and just say, do you fancy coming joining, please? We've got to do that work earlier because otherwise, particularly in those communities with historic distrust of policing. they're just not receptive to that message,

Interview 10

Changes

The above sections have already alluded to diversity in entry routes and diversity in thinking styles. Broadly, diversity was referenced in several ways, not only protected characteristics. As one interviewee, who currently operates in a mainly ethnic majority white but also working class [sic] geographical area suggested. Such diversity would then bring in different perspectives and much needed divergence in thinking and approaches so that policing truly reflects society. She signposted this as a focus for future recruitment:

...maybe diversity could be diversity in terms of social class rather than diversity and ethnicity.

Interview 7

Aligned to this notion, there was some view that PN could be even more proactive in its recruitment and reflect the PN's stated ambition for transformation of communities:

[It's about] about being proactive and recruiting a really diverse range of people which I genuinely think the more diverse arrange of people and officers you can, the better equipped you are to sort of deal with community problems, absolutely. And tensions if you just always aiming for white middle class men then you're not going to be able to deal with the multitude of problems and issues that sort of exist across the UK.

Interview 7

Several other suggestions were advanced which include clarity of PN's mission and also expanding the Board to include other stakeholders, and potentially reflected but external input:

...clarity of mission ...How does Police Now land? What it is they're there to do without effectively creating a rub with the rest of the organisation and doing it with them. ...If you look at their board, I know they've got lots of like support ...they're very good at collecting chief officers and lefties and all these, HR and other people. But like what? Have they got support from elsewhere? That would be my other question to Police Now, not just the top of the shop.

Interview 1

Several interviewees stressed the importance of community. They stressed that PN not only endeavours to serve communities, but also creates communities. Participants work in small groups during the training, but also continue to rely on each other for information and support through informal channels such as phone calls, meet ups and WhatsApp groups. "They are the ones I turn to for advice", one participant said, and another "we are in this together". Organisational cultures are not changed by one person at a time, but through grass roots movement and committed leadership, PN may wish to strengthen and emphasize this aspect in recruitment, onboarding, training and other activities.

Thematic summary

The added value of PN graduates is palpable and across interviews included their commitment, skills, proactivity and quickness in learning processes and procedures. Clearly, the current selection process brings fresh talent which policing badly needs. **The themes of context, culture and structure, contribution, criticism and change interlink given the mission** PN of as contributing not just to the professionalisation agenda but having a wider societal impact on social cohesion in the communities policing juxtaposed with a policing system and organisational environment which does not embrace or implement change with agility. The pervasive policing culture and its inhibitory effects were prominent, and sergeants were seen as both the problem and the solution in supporting the new student officers. The tyranny of the rank hierarchy and 'time served' as a perceived marker of good policing service also hamper the receptiveness of the environment.

Tensions were recognised in managing the student officer's operational and academic commitments and oftentimes the former took precedence over the latter, this is heightened because the qualifications framework which PN is tied to is overly complex.

A wider discussion revolved around mixed views about an all graduate profession which may miss out on fully reflecting the diversity it seeks.

Some of PN's messaging to potential candidates and to the wider police service could be optimised and suggestions were offered about clarifying PN's mission and enlarging its Board to include a more diverse range of stakeholders. There is future potential to differentiate PN's

distinctiveness to emphasize and foster diversity and thus organisational change in a broader sense beyond gender and ethnicity.

Research limitations and recommendations for future research

Before we turn to distinct recommendations, we reflect on the limitations of this work. In an ideal world, we would have liked more comparative data, for example from officers who have not come through a PN route for example to benchmark levels of EI. This was not feasible, given the scope and budget for this work. A higher response rate for the EI measurement at both time points would have allowed firmer conclusions and enabled a more finely grained comparison between groups – but we appreciate that it's an extra 'ask' for participants on top of an already full workload. Response rates dropped for the experience survey to the extent that we were unable to include the last wave, yet this might have been particularly telling given the acculturation effects we observed, where experience and EI drop over time.

For the interviews, it would have been valuable to speak to participants who left PN. What makes people decide that this is not for them? This would have elicited valuable insights. While we sincerely appreciated the support given to us to recruit interview participants, we also cannot discount the possibility that the participants were very engaged in and committed to PN as a baseline. Wider recruitment strategies might elicit wider perspectives.

From an overall research design perspective, it would have been more robust to track individuals over time (for example with a personal confidential identifier) for the experience survey, the EI and also the supervisor/ colleague evaluations. This would have allowed more sophisticated analysis, for example to determine to what extent levels of EI are directly linked to procedurally just policing, or to what extent success in previous education as well as grades during the policing qualification undertaken as PN link to organisational outcomes.

Thus, our recommendations for future research include:

- A) PN to implement a data collection process where individuals' data can be linked over time to facilitate more sophisticated statistical analysis
- B) Collect data from comparison groups such as police officers who have come through a graduate route (or indeed not) outside PN
- C) Collect comparative data for example on EI to benchmark how PN participants might differ from other officers

- D) Include PN leavers in research to investigate what can be learned from their experience
- E) Wider purposive sampling for the interviews – for example our data

Conclusions

Undoubtedly, PN participants contribute to policing through their motivation to make a difference and engage in procedurally just policing, their capacity to learn swiftly which is underpinned by their academic prowess.

PN participants are also a highly diverse group as diversity statistics compare favourably to benchmark data with regard to gender and ethnic representation. There is an opportunity to better understand the experience of diversity even more broadly, for example regarding people with caring responsibilities and socio-economic background.

In recruitment, there is a potential opportunity to target universities with a mission for widening participation given that the Russell group is currently overrepresented. More targeted recruitment of graduates from STEM subjects is another opportunity, particularly in subjects where PN offers sought after employment where learned skills can be applied (we referenced psychology as an example).

PN participants' come with high levels of EI, which decline somewhat over time, as do perceptions of their own experience. They rate themselves higher on behaviours relevant to a conscientious and conforming approach, than influencing and decision making. There is an opportunity here to imbue specific training and self-awareness about EI into the initial academy and then 'boost' through follow up sessions, so that the strong influence of the policing culture does not dampen the innovation potential. This featured highly in the interviews as a potential constraint for PN participants at a local level, and the PN programme at a national level, to have true disruptive impact and serve communities. The role of sergeants is key here as first line supervisors are a focus for leadership development (of themselves and others) and the embracing of graduate level innovation potential.

Our report references the complex landscape for policing. There are very many entry routes now, which makes for a complex offer for potential applicants. PN does well to attract people who would otherwise not have thought about policing and should amplify this message to differentiate from other graduate entry routes. The interviews reference that policing more widely, and policing education more specifically, are not clear about the roadmap ahead. Policing needs strong diverse leadership which does not shy away from service innovation by working with community stakeholders. A graduate route is one way of recruiting such leadership potential as through the PN route. There is a tension however for a graduate conversion route – some people are content to study for a graduate diploma, as anything else would be too taxing, yet others don't find this experience motivating. Close liaison with education providers is important. Long term, a streamlined qualification framework which is more easily assessed would go a long way to pair immersive on the job learning in a sustainable way and award excellence in educational attainment.

RQ4: What are the key issues across the data to inform future effective implementation, for PN, and for collaborating forces?

Both the analysis of existing applicant, experience and EI data as well as the stakeholder interviews document the 'value add potential' of PN participants regarding their diverse, bright and emotionally intelligent human capital. Yet there are tensions in the data, including the pervasive influence of the policing culture and a system which is ill set up for agile reform regarding its structure and ways of working. Dialogue about different entry routes prevail – while some argue for more diversity, this then also offers a challenge in terms of a clear 'offer' to potential applicants to policing in general and PN more specifically. That said, PN does well to attract a percentage of people who would otherwise have never considered a policing career. We now summarise our recommendations.

For PN recruitment

The data suggests subtle trends including people with caring responsibilities less likely to be recruited. While this is potentially partially explicable by the young age profile, this nevertheless may warrant follow up. Likewise, the research interviews suggested to frame diversity very broadly also including aspects little discussed such as socioeconomic background. Applicant data shows that while STEM subjects are underrepresented, the Russell Group is proportionally over-presented. Addressing both may further bolster diversity. Recommendations are to:

- Monitor diversity in a broad sense, with concerted efforts to attract diverse candidates
- Investigate why certain groups self-select out of the screening and recruitment process, and a large percentage fails the initial check (could recruitment information be even more specific?)
- Ensure realistic job previews
- Actively target applicants from STEM subjects to bring in strong numerical and analytical skills (psychology which has many graduates but low employability might be one potential key focus). That said, it would also be useful to gauge to what extent forces are harnessing the capabilities the existing PN participant' degrees offer – for example harnessing language or social science skills
- Form strategic alliances with HEIs with a mission for widening participation

For PN training and continuous professional development

PN participants are highly emotionally aware, and strong on the relational aspects of policing, yet perceptions dip the longer they are in force indicating a strong acculturation effect. Rather than let such capabilities erode, it is important to bolster these.

Recommendations include:

- Make personal EI assessments and group training which is psychologically informed and delivered by someone trained in EI (PN may wish to consider for people to be trained) part of the initial academy. Undertake individual EI profiling during the academy, share individual reports with participants and use these as a basis for training and awareness raising with particular focus on emotionally intelligent influencing and decision making

- Boost this training once in force and focus on the aspects where PN rate themselves lower (influence, decisiveness) as well as reflecting on potentially overused strengths (conformity) and scaffolding emotional resilience
- Alongside, think of ways to boost influence and support motivation to create 'holding to account' champions.

Recommendations for in force support and collaboration

The policing culture and prevalence of a certain suspicion towards graduates potentially impedes transfer of learning and service innovation potential. This in turn has an impact on PN participants motivation and their perceptions of PN. Further, the vision of PN is bold to also affect change in communities, yet self ratings of being able to influence (lower than other ratings in the experience survey) combined with the EI data suggest some contextual blockages to work towards this mission. Suggestions are to:

- Work with other policing stakeholders to support the capability of first line supervisors (sergeants) particularly with partnering forces to embrace divergent skillsets and foster innovation readily
- Promote and foster PN not only as a NGLP, but also as a community of practice
- Continue to harness the impact events as opportunities to share learning, embed EBP and share good practice
- Link PN participants who are potentially vulnerable (e.g. carers) into support groups and/ or mentoring
- There is a fine balance to be struck between signposting PN graduates as 'fresh' and different yet not alienating existing workforces. In time, PN participants who have moved into leadership roles may be a valuable resource for navigating this.

Recommendations for first line supervisors

There are also implications for first supervisors – the sergeants. They play a key role in embracing more diverse police officers in general, supporting PN graduate trainees more specifically and role modelling good leadership. Based on our findings, this role, paired with the fresh input from recruits who embrace innovation and reformation, is key to police serving its diverse communities. Supervisors are role models for leadership, so participants will benefit from the following:

- Reflect on your own stance on 'good policing' and the values you uphold and share these with our officers. "We are in this together" is a pertinent quote from our stakeholder participants.
- Be curious about and actively support the demands of combining an academic qualification with in-force learning. How can you best support people to ensure that they excel and then add value to your force? What are you doing to acknowledge, and amplify contributions that offer a different perspective?
- Continue to emphasize that everyone has the scope and capacity for leadership, no matter how large or small the local contribution is, and acknowledge and amplify contributions that are bring a fresh impetus. What are you already doing? What do you need to do more of? Anything you need to stop doing?

Recommendations for PN participants

This report offers recommendations for PN participants. These centre on the capacity to strengthen emotionally intelligent behaviours, particularly about influencing others and decision making which participants rated themselves lower on compared for example to a very conscientious and conforming approach. EI self-ratings also dropped over time on all aspects, which might be due to a number of reasons. It could be that EI relevant behaviours are not as valued as participants might think. It could be that the policing culture makes it more difficult to influence service innovation in the medium to longer term than expected. These reflective questions offer a starting point:

- Reflect on how you influence others and to what extent you take active steps to do this in your force and how deal with any resistance – what have you noticed that you do that is effective? What are your reactions when you encounter resistance? When you encounter any resistance, what are your options to try a different approach? Who are your allies at work, and how can you 'join forces'?
- Which opportunities have you observed to do things differently and in a more effective way? Did you put forward concrete suggestions? Were these taken up? If not, why not, and what can you learn from this for next time?
- What is your decision making style? To what extent do you draw on EBP? What are the opportunities to exchange with others on decision making, and how could you learn from others?

Recommendations for policy, governance and education

PN operates in a context. In order for it not to be 'hamstrung' it needs to reinforce its positioning to continue to communicate its 'value add' given the plethora of policing entry routes. Recommendations include:

- Strengthen its messaging regarding the diversity of the PN participants not only by gender and ethnic identity but also socio-economic class, prior work experience and previous education which brings fresh skills to policing
- Continue its efforts for specialised training routes to build on its capacity to attract diverse talent and imbue this into policing
- Widen membership of its Board to include a broader range of stakeholders and voices, for example to include representatives from officer associations and other professions such as social work
- PN participants are most likely to achieve a mere 'pass' in their assignments, so either they are not challenging enough or have to 'make to' given other demands on their time. This is not to provide a springboard to inspire others about the value of policing education given the preselected nature of this cohort. The question needs to be asked if a policy change/ and change in the PEQF is possible to uplift conversions to HE7. PN may wish to consider whether to gain influence over reshaping and streamlining the PEQF so that learning outcomes are stream-lined and more consideration can be given to work based learning to fuse academic learning with impact to practice.

Appendix 1 – additional detail on participant experience survey

Key for Figure 12 (participant experience survey)

Questionnaire items under each survey heading

Pride

- I would encourage other graduates to join the Police Now programme
- I am proud to tell people I am part of Police Now
- I feel part of a movement to create social change and transform communities.

Expected of me

- I know what is expected of me as a Police Now participant.

Communications

- How would you rate the quality and frequency of communications that you have received from Police Now.

Force Support

- To what extent do you agree or disagree that you have received the necessary support, help and advice from your force to date.

Public

- It is important the police take time to explain decisions to members of the public
- Police should allow members of the public to voice their opinions when police make decisions that affect them
- Police should treat everyone with the same level of respect regardless of how they behave
- Police should make decisions based on facts, not personal prejudice
- Police should treat everyone with dignity and politeness.

Diversity

- I find interacting with people from different backgrounds very stimulating
- The experience of working with diverse group members will prepare me to be a more effective employee in an organisation
- Diverse groups can provide useful feedback on one's ideas
- A diverse leadership team will make more effective decisions

Career Satisfaction

- At this stage, how satisfied are you that your chosen career as a police officer is right for you?

Wellbeing

- The term 'wellbeing at work' is used to describe how comfortable, happy and healthy you are in your workplace. Please rate your current wellbeing.

Appendix 2 : stakeholder interview schedule

Interview aspect	Sample questions
Rapport building	<i>What is your current role? What is your current involvement with PN?</i>
The 'add on value' of graduates	<p><i>In your view, what is the 'add on value' which graduates bring to policing? [Probes: what extra dimensions to they bring? What differentiates them? How do you differentiate graduate and non-graduate officers].</i></p> <p><i>Over the last couple of years or so, what have you observed in policing practice?</i></p> <p><i>[If a graduate] As a graduate, what have you personally brought to policing that you think is of particular value?</i></p>
The 'add on value' of PN graduates	<i>More specifically, what is the 'add on value' which PN officers bring? Probes: how are PN officers challenging existing practice? Encouraging new ways of working? How do they go about solving problems? What are the results e.g. crime reduction? Public confidence?</i>
Critical Incident	<i>Can you give me a specific example about where and how PN in general (or PN trained officer for other stakeholders) has made a real difference? What happened? What was the situation? The Task? The actions that they took? The problem solving skills/ innovation/ creative challenge? The outcome?</i>
Leadership	<i>What are the leadership challenges in policing? How does PN address these? How do PN officers address these?</i>
Vision	<i>What is your vision for policing? What are the urgent priorities – what needs to change? What needs to be done more of? What needs to stop happening? What are the priorities in terms of a) recruitment, b) officer/leadership development, c) positive officer experience and d) making a positive difference to communities?</i>
For PN participants (alumni) who have left training	<i>To what extent did your experiences during the training contribute to your decision to leave? [omitted as unable to recruit leavers from cohort 7]</i>
Close	<i>Any questions I should have asked but did not?</i>

Appendix 3: interview thematic analysis themes and subthemes

Higher order themes	Subordinate themes	Codes
Context	Ambition for Police Now Ideal policing purpose Leadership needs	Continuing improvement Transformation Facilitation Preparation Community safety Trust and confidence Prior experience Talent management Supportive
Culture/structures	Blame Resistance Constraints	External attribution Internal dynamics Uninformed chief officers/PCC Supervisor level Individual Outdated existing systems
Contribution	Change agents Added value	As inside insiders EI Greater organizational commitment Proactivity Reflexivity Problem solving capability
Criticism	Delivery Deficiencies	On-line learning Volume Tensions Complexity Loss of USP Recruitment potential Cost effectiveness Messaging
Change	Internal External	Training coherence Better responsivity More diversity Fused learning model Plurality of entry points Clarity of mission and messaging

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