

Police Culture and Socialisation within a UK University (Appendix)

By

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Type of Award **PhD**

School **Law**

A thesis submitted in partial fulfilment for the requirements for the degree of PhD at the University of Central Lancashire, all research correct as of the 1st May 2015.



STUDENT DECLARATION FORM

Concurrent registration for two or more academic awards

I declare that while registered as a candidate for the research degree, I have not been a registered candidate or enrolled student for another award of the University or other academic or professional institution

Material submitted for another award

I declare that no material contained in the thesis has been used in any other submission for an academic award and is solely my own work.

A handwritten signature in black ink, appearing to read "Collins", written over a horizontal line.

Signature of Candidate

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Appendix A: Questionnaires

- **Questionnaire 1**
- **Questionnaire 2**
- **Questionnaire 3 Nursing**

Questionnaire 1

As part of a PhD, a member of ***** Policing staff is conducting research about job attractiveness to the police service. For this they would like to ask you a number of questions, the answers to which will all be kept **confidential** and **anonymous (see below)**. Please note they are not compulsory, will not affect your development at the University. The results from this research may form part of a research project.

Why have you applied for your degree (please indicate, which degree)?

Are you interested in a career in the police service? If so why, if not why?

What do you believe the role of the police to be?

What do you believe the role of a police constable to be?

Why do you have this opinion?

Have any of the below influenced your opinion of the role of a police officer? Please indicate by how much, 1 not influenced, 5 being influenced.

Family	1	2	3	4	5
Friends	1	2	3	4	5
Television	1	2	3	4	5
Films	1	2	3	4	5
Internet	1	2	3	4	5
Newspapers	1	2	3	4	5
School/ College	1	2	3	4	5

Has anything else influenced your opinion, if so what?

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Why are you interested in the police service? (if not, do not answer)

Please rate here out of 5 (5 being the most important)

Opportunities for advancement	1	2	3	4	5
Structured like the military	1	2	3	4	5
Early retirement with good pay	1	2	3	4	5
Excitement of the work	1	2	3	4	5
Opportunity to help people	1	2	3	4	5
Job security	1	2	3	4	5
Fight crime	1	2	3	4	5
Profession has prestige	1	2	3	4	5
Work on own a lot/have autonomy	1	2	3	4	5
Enforce laws of society	1	2	3	4	5
Job pays well	1	2	3	4	5
Good companionship with co-workers	1	2	3	4	5
Friends relatives are police officers	1	2	3	4	5
Job carries power and authority	1	2	3	4	5

Other reason?

Would your family support you with a career choice of the police service? If so why? If not why?

Would your friends support you with a career choice of the police service? If so why, if not why?

Do you think you are different from other students on other degrees at university? If so why, if not why?

Do you see yourself having to behave differently from other students on other degrees at university? If so why, if not why?

Please rate how attracted to the police service you are? (1 being not attracted, 5 attracted).

1 2 3 4 5
What attracts you the most?

Which careers do you believe are professional? Please rate (1 least professional, 5 most)

Lawyer	1	2	3	4	5
Builder	1	2	3	4	5
Pharmacist	1	2	3	4	5
Refuse collector	1	2	3	4	5
Prison Officer	1	2	3	4	5
Nurse	1	2	3	4	5
Soldier	1	2	3	4	5
Barrister	1	2	3	4	5
Doctor	1	2	3	4	5
Police Officer	1	2	3	4	5
Post Officer	1	2	3	4	5
Politician	1	2	3	4	5

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If you were a police officer, what type of people do you believe you are most likely to come into contact with as customers? (1 least, 5 most)

White middle class	1	2	3	4	5
Ethnic minority upper class	1	2	3	4	5
Ethnic minority unemployed	1	2	3	4	5
White unemployed	1	2	3	4	5
White upper class	1	2	3	4	5
Ethnic minority working class	1	2	3	4	5
White working class	1	2	3	4	5
Ethnic minority middle class	1	2	3	4	5

Please indicate you age, gender, ethnicity and class (upper, middle or working).

Age

Gender

Ethnicity

Class

Thank you for taking time to complete this form, as already stated the results are **anonymous** (unless you wish to provide your details below) and **confidential** and will not be as any development criteria at the university. This research may form part of more research for the university, regarding job attractiveness to the police service. If you are interested in assisting further with this study, please fill in the below part of the form, again all answers will be kept confidential.

Name

Contact number

If you have any queries or questions regarding the questions, please contact the policing team on *****. Thank you for your time.

Questionnaire 2

As part of a PhD, a member of ***** staff is conducting research about police service. For this they would like to ask you a number of questions, the answers to which will all be kept **confidential** and **anonymous**. Please note they are not compulsory, will not affect your development at the university. The results from this research may form part of a research project, which will be published.

Why are you interested in the police service? Please rate (1- really not important, 2-slightly important, 3-quite important, 4-important, 5- really important)

Opportunities for advancement	1	2	3	4	5
Lack of other job alternatives	1	2	3	4	5
Structured like the military	1	2	3	4	5
Early retirement with good pay	1	2	3	4	5
Excitement of the work	1	2	3	4	5
Opportunity to help people	1	2	3	4	5
Job security	1	2	3	4	5
Fight crime	1	2	3	4	5
Profession has prestige	1	2	3	4	5
Work on own a lot/have autonomy	1	2	3	4	5
Enforce laws of society	1	2	3	4	5
Job pays well	1	2	3	4	5
Good companionship with co-workers	1	2	3	4	5
Friends relatives are police officers	1	2	3	4	5
Job carries power and authority	1	2	3	4	5

Other reason?

Have you ever worked for or with the police? Please delete

Yes

No

If so as what?

Do you class yourself as a student or a police student? Is there a difference?

Being on a police degree do you think you are different or the same from other students on other degrees at university? Why?

Being on a police degree do you think you need to behave the same or differently from other students on other degrees at university? Why?

Being on a police degree do you think you will socialise with students on other courses? Why?

How motivated are you to be a police officer (1-really not motivated, 2-slightly motivated, 3- quite motivated, 4- motivated, 5 really motivated).

1 2 3 4 5

What concerns you the most about the police course?

Being on a police degree do you think you will change as a person?

Do you believe the police service treats everyone with equality and fairness?

If so why?

If not why?

Do you have any concerns about joining the police service?

Which careers do you believe are professional? Please rate (1-really not professional,2- slightly professional,3-quite professional,4-professional,5-really professional).

Lawyer	1	2	3	4	5
Builder	1	2	3	4	5
Pharmacist	1	2	3	4	5
Refuse collector	1	2	3	4	5
Prison Officer	1	2	3	4	5
Nurse	1	2	3	4	5
Soldier	1	2	3	4	5
Barrister	1	2	3	4	5
Doctor	1	2	3	4	5
Police Officer	1	2	3	4	5
Post Officer	1	2	3	4	5
Politician	1	2	3	4	5
Fire Officer	1	2	3	4	5
Police Community Support Officer	1	2	3	4	5
Teacher	1	2	3	4	5

What do you think makes a professional career?

Please indicate you gender, ethnicity and the daily newspaper you read.

Newspaper

Gender

Ethnicity

Thank you for taking time to complete this form, as already stated the results are **anonymous and **confidential** and will not be as any development criteria at the university. This research may form part of more research for the university, regarding the police service.**

If you have any queries or questions regarding the questions, please contact the policing team on ***. Thank you for your time.**

Questionnaire 3 Nursing

As part of a PhD, a member of ***** staff is conducting research about vocational courses, in particular nursing and policing. For this they would like to ask you a number of questions, the answers to which will all be kept **confidential** and **anonymous (your name will be removed from any correspondence and will NOT be made available or used in the research)**. Please note the questions are not compulsory and will not affect your development at the university. The results from this research may form part of a research project, which will be published, but you will not be identified. Simply click below the question and fill in your response, then please send this survey *****.

What course are you studying at *****?

Do you class yourself as a student or a nursing student? Is there a difference?

Being on a nursing degree do you think you are different or the same from other students on other degrees at university? Why?

Being on a nursing degree do you think you need to behave the same or differently from other students on other degrees at university? Why?

Being on a nursing degree do you socialise with students on other courses? Why?

How motivated are you to be a nurse (1-really not motivated, 2-slightly motivated, 3-quite motivated, 4- motivated, 5 really motivated). **Please highlight your response in red.**

1 2 3 4 5

What concerns you the most about the nursing course?

Being on a nurse degree do you think you will change as a person? How?

Which careers do you believe are professional? Please rate (1-really not professional,2- slightly professional,3-quite professional,4-professional,5-really professional). Please highlight your response in red

Lawyer	1	2	3	4	5
Builder	1	2	3	4	5
Pharmacist	1	2	3	4	5
Refuse collector	1	2	3	4	5
Prison Officer	1	2	3	4	5
Nurse	1	2	3	4	5
Soldier	1	2	3	4	5
Barrister	1	2	3	4	5
Doctor	1	2	3	4	5
Police Officer	1	2	3	4	5
Post Officer	1	2	3	4	5
Politician	1	2	3	4	5
Fire Officer	1	2	3	4	5
Police Community Support Officer	1	2	3	4	5
Teacher	1	2	3	4	5

What do you think makes a professional career?

Do you think nursing is a profession? Why?

Do you think the police service is a profession? Why?

Do you believe that policing treats everyone with equality and fairness?

If so why?

If not why?

Do you believe that nursing treats everyone with equality and fairness?

If so why?

If not why?

Do you have any concerns about joining nursing?

Please indicate your gender, ethnicity and the daily newspaper you read.

Newspaper

Gender

Ethnicity

Thank you for taking time to complete this form, as already stated the results are **anonymous and **confidential** and will not be used as any development criteria at the university. This research may form part of more research for the university, regarding the police service and vocational training. **If you would like to get involved in focus groups regarding this research, please leave your name and contact details below. Thanks.****

If you have any queries or questions regarding the questions, please contact the policing team on ***. Thank you for your time.**

Appendix B: Demographics and Results Tables Stage 1

Appendix B

Demographics for Questionnaire 1

Figure 7.1.1a Questionnaire 1: Gender of Students

Gender of Students (who indicated)			
		no	%
Gender	male	167	48%
	female	184	52%
	Total	351	

Figure 7.1.1.b Questionnaire 1: Ethnicity of Students

Ethnicity of Students (who indicated)			
		no	%
Ethnicity	White	288	84%
	Minority Ethnic	55	16%
	Total	343	

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Figure 7.1.2 Questionnaire 1: Type of Ethnicity of students

	Frequency	Valid Percent
Asian	18	32.7
Pakistani	12	21.8
black	9	16.4
Hindu	1	1.8
mixed	5	9.1
African	1	1.8
Indian	3	5.5
Vietnamese	1	1.8
Hispanic	1	1.8
Sri Lankan	1	1.8
Chinese	1	1.8
other	2	3.6
Total	55	100.0

Interest in a career in the police service

Figure 7.1.3: 'Are you interested in a career in the police service? If so why?'

Table 3a

	Frequency	Percent	Valid Percent	Cumulative Percent
always wanted	29	7.6	21.6	21.6
demanding/varied	40	10.4	29.9	51.5
family/friends	4	1.0	3.0	54.5
help and give back	22	5.7	16.4	70.9
job security	8	2.1	6.0	76.9
crime fighting	5	1.3	3.7	80.6
other	8	2.1	6.0	86.6
section of police interest	13	3.4	9.7	96.3
professional career	5	1.3	3.7	100.0
Total	134	35.0	100.0	

Figure 7.1.4 'Why not?'

	Freq.	Percent	Valid Percent	Cumulative Percent
Valid stressful/demand	6	1.6	7.9	7.9
paperwork	1	.3	1.3	9.2
no power	2	.5	2.6	11.8
other career path	34	8.9	44.7	56.6
physical aspect	1	.3	1.3	57.9
don't trust them	3	.8	3.9	61.8
too much training	1	.3	1.3	63.2
no interest	11	2.9	14.5	77.6
no money	1	.3	1.3	78.9
other	16	4.2	21.1	100.0
Total	76	19.8	100.0	

Figure 7.1.5

Interested in career in the Police and Ethnicity: Cross- tabulation

interested in career in the police * Ethnicity of subjects Crosstabulation

			Ethnicity of subjects		Total
			white	ethnic minority	
interested in career in the police	yes	Count	197	18	215
		Expected Count	181.9	33.1	215.0
		% within interested in career in the police	91.6%	8.4%	100.0%
		% within Ethnicity of subjects	68.9%	34.6%	63.6%
		% of Total	58.3%	5.3%	63.6%
	no	Count	52	28	80
		Expected Count	67.7	12.3	80.0
		% within interested in career in the police	65.0%	35.0%	100.0%
		% within Ethnicity of subjects	18.2%	53.8%	23.7%
		% of Total	15.4%	8.3%	23.7%
	maybe	Count	37	6	43
		Expected Count	36.4	6.6	43.0
		% within interested in career in the police	86.0%	14.0%	100.0%
		% within Ethnicity of subjects	12.9%	11.5%	12.7%
		% of Total	10.9%	1.8%	12.7%
Total	Count	286	52	338	
	Expected Count	286.0	52.0	338.0	
	% within interested in career in the police	84.6%	15.4%	100.0%	
	% within Ethnicity of subjects	100.0%	100.0%	100.0%	
	% of Total	84.6%	15.4%	100.0%	

Figure 7.1.6

Interested in career in the Police and Ethnicity: Chi Square.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.835 ^a	2	.000
Likelihood Ratio	28.138	2	.000
Linear-by-Linear Association	9.396	1	.002
N of Valid Cases	338		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.62.

Figure 7.1.7

Interested in a career in the Police and Gender: Cross- tabulation

interested in career in the police * Gender of subjects Crosstabulation

			Gender of subjects		Total
			male	female	
interested in career police	yes	Count	119	103	222
		Expected Count	105.0	117.0	222.0
		% within interested in career in the police	53.6%	46.4%	100.0%
		% within Gender of subjects	72.1%	56.0%	63.6%
		% of Total	34.1%	29.5%	63.6%
	no	Count	36	47	83
		Expected Count	39.2	43.8	83.0
		% within interested in career in the police	43.4%	56.6%	100.0%
		% within Gender of subjects	21.8%	25.5%	23.8%
		% of Total	10.3%	13.5%	23.8%
	maybe	Count	10	34	44
		Expected Count	20.8	23.2	44.0
		% within interested in career in the police	22.7%	77.3%	100.0%
		% within Gender of subjects	6.1%	18.5%	12.6%
		% of Total	2.9%	9.7%	12.6%
Total	Count	165	184	349	
	Expected Count	165.0	184.0	349.0	
	% within interested in career in the police	47.3%	52.7%	100.0%	
	% within Gender of subjects	100.0%	100.0%	100.0%	
	% of Total	47.3%	52.7%	100.0%	

Figure 7.1.8 Interested in a career in the Police and Gender: Chi Square.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14.711 ^a	2	.001
Likelihood Ratio	15.414	2	.000
Linear-by-Linear Association	14.094	1	.000
N of Valid Cases	349		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 20.80.

Role of the Police and role of a Police Constable (PC)

Figure 7.1.9: “What do you believe the role of the police to be?”

Believe role of police to be:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	protect and serve	182	47.5	48.4	48.4
	law	58	15.1	15.4	63.8
	detect/fight crime	25	6.5	6.6	70.5
	prevent	20	5.2	5.3	75.8
	safe community	53	13.8	14.1	89.9
	help	20	5.2	5.3	95.2
	other	10	2.6	2.7	97.9
	peacekeepers	7	1.8	1.9	99.7
	unknown	1	.3	.3	100.0
	Total	376	98.2	100.0	

Figure 7.1.10: “What do you believe the role of a Police Constable to be?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	patrol	50	13.1	14.7	14.7
	law	26	6.8	7.6	22.3
	detect crime	16	4.2	4.7	27.0
	prevent	12	3.1	3.5	30.5
	safe community	70	18.3	20.5	51.0
	Advise	5	1.3	1.5	52.5
	teamwork	5	1.3	1.5	54.0
	victims	3	.8	.9	54.8
	allocate jobs/in charge	59	15.4	17.3	72.1
	other	9	2.3	2.6	74.8
	offenders	3	.8	.9	75.7
	keep peace	7	1.8	2.1	77.7
	protect	53	13.8	15.5	93.3
	unknown	12	3.1	3.5	96.8
	help	11	2.9	3.2	100.0
	Total	341	89.0	100.0	

“Why are you interested in the police service?”

Figure 7.1.11 reveals a comparison of the means for two previous studies, Foley, P., Guarneri, C., & Kelly, M. (2008) Reasons for choosing a police career: changes over two decades. *International Journal of Police Science and Management*, vol. 10, (no. 1); Lester, D., Arcuri A. F., & Gunn (1983) Why Do People Become Police Officers? *Journal of Police Science and Administration*, vol. 11, 170-74 and this current research, which examined the reasons for joining the police service.

Figure 7.1.11

Reason	1983mean	2008mean	2010mean
Opp. For advancement	4.15	4.08	3.88
Structured like military	2.96	3.43	2.6
Early retirement with good pay	3.29	3.9	3
Excitement of the work	3.88	4.37	4.33
Opp. To help people	4.43	4.55	4.41
Job security	4.19	4.41	3.75
fight crime	4.17	4.26	4.18
Profession has prestige	4.18	4.12	3.57
Work on own/have a lot of autonomy	3.32	3.65	2.93
Enforce laws of society	4.15	4.09	3.82
Job pays well	3.49	3.9	3.47
Good companionship with co-workers	4.24	4.03	4.03
Friends/relatives are police officers	2.23	2.29	2.34
Job carries power and authority	1.3	1.59	3.09

Scales¹ for Figure 7.1.11, from the three studies

Cox	Lester/Foley et al
1- Really not important	Unimportant
2- Not important	
3- Quite important	Somewhat important
4- Important	
5- Really important	Very important

¹ N.B Less than 10 respondents answered the question that asked, were there any other reasons for interest into the police, therefore this question was not analysed.

Family and Friends support for a career in the police service

“Would your family support you with a career in the police service? If so why, if not why?”

The next section of the questionnaire examined whether family and friends were supportive of a role within the police service. Figure 7.1.12 & 7.1.13 below reveals that most respondents felt their family and friends would support them in a career in the police service.

Figure 7.1.12

	Frequency	Percent	Valid Percent
yes	300	78.3	90.1
no	16	4.2	4.8
maybe	17	4.4	5.1
Total	333	86.9	100.0

“Would your friends support you with a career in the police service? If so why, if not why?”

Figure 7.1.13

	Frequency	Percent	Valid Percent
Valid missing	60	15.7	15.7
yes	273	71.3	71.3
no	18	4.7	4.7
maybe	32	8.4	8.4
Total	383	100.0	100.0

Questions were asked as to why family and friends did and did not support them within the police service. Figure 7.1.12 & 7.1.13 reveal the responses, showing that most support from their family/friends came due to it being a good career choice, or that they would have support from their family/friends in any career. These questions were also examined for any demographic and course differences and there were no significant differences.

Figure 7.1.14: Family support of your career choice, why?

	Frequency	Percent	Valid Percent
not applicable	17	4.4	4.4
missing	83	21.7	21.7
support in any job	82	21.4	21.4
good career	135	35.2	35.2
helping people	18	4.7	4.7
my choice	18	4.7	4.7
family in police	27	7.0	7.0
other	3	.8	.8
Total	383	100.0	100.0

Figure 7.1.15: Friends support of your career choice, why?

	Frequency	Percent	Valid Percent
not applicable	23	6.0	6.0
missing	133	34.7	34.7
support in any job	87	22.7	22.7
as doing a good career	78	20.4	20.4
helping people	11	2.9	2.9
no reason not to	6	1.6	1.6
other	36	9.4	9.4
my personality	9	2.3	2.3
Total	383	100.0	100.0

Figure 7.1.16: “Have any of the below influenced your opinion of the role of a police officer? Please indicate by how much, 1 not influenced, 5 being influenced”- Gender

Group Statistics					
	Gender of subjects	N	Mean	Std. Deviation	Std. Error Mean
family influence of role	male	167	3.0060	1.36874	.10592
	female	182	2.6923	1.34774	.09990
friends influence of role	male	167	2.3892	1.24596	.09642
	female	182	2.3901	1.22880	.09108
television influence of role	male	167	2.9401	1.14965	.08896
	female	182	3.2418	1.14998	.08524
film influence of role	male	166	2.6265	1.17768	.09141
	female	181	2.8287	1.22857	.09132
internet influence of role	male	167	2.7186	1.29357	.10010
	female	182	2.4231	1.19950	.08891
newspapers influence of role	male	167	2.9461	1.21366	.09392
	female	182	3.1703	1.12166	.08314
school/college influence	male	167	2.9461	1.36769	.10583
	female	182	2.7308	1.30407	.09666

Figure 7.1.17: “Have any of the below influenced your opinion of the role of a police officer? Please indicate by how much, 1 not influenced, 5 being influenced”- Ethnicity

Group Statistics					
	Ethnicity of subjects	N	Mean	Std. Deviation	Std. Error Mean
family influence of role	white	286	2.9266	1.37580	.08135
	ethnic minority	53	2.4528	1.33828	.18383
friends influence of role	white	286	2.4091	1.23564	.07306
	ethnic minority	53	2.3396	1.32931	.18259
television influence of role	white	286	3.1224	1.12190	.06634
	ethnic minority	53	3.0566	1.33611	.18353
film influence of role	white	285	2.6947	1.15740	.06856
	ethnic minority	53	2.9245	1.41216	.19398
internet influence of role	white	286	2.5315	1.21282	.07172
	ethnic minority	53	2.7358	1.46958	.20186
newspapers influence of role	white	286	3.0874	1.15594	.06835
	ethnic minority	53	2.9623	1.25518	.17241
school/college influence	white	286	2.8601	1.31176	.07757
	ethnic minority	53	2.6981	1.43560	.19720

Different or Behave Different from other students

“Do you think you are different from other students at university? If so why?” Figure 7.1.18

	Frequency	Percent
not applicable	109	28.5
missing	102	26.6
all different	61	15.9
law student	6	1.6
police student	48	12.5
career	3	.8
mature student	11	2.9
all here to learn	22	5.7
i am unique	14	3.7
standard of degree	2	.5
all have to be professional	5	1.3
Total	383	100.0

Figure 7.1.19: “Do you think you are different from other students at university?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	136	35.5	47.9	47.9
	no	148	38.6	52.1	100.0
	Total	284	74.2	100.0	
Missing	missing	77	20.1		
	maybe	16	4.2		
	unknown	6	1.6		
	Total	99	25.8		
Total		383	100.0		

Figure 7.1.20: “Do you see yourself having to behave differently from students at university? If so why?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	105	27.4	36.0	36.0
	no	187	48.8	64.0	100.0
	Total	292	76.2	100.0	

Figure 7.1.21 Why do you need to behave different from other students?

	Frequency	Percent
not applicable	178	46.5
missing	100	26.1
mature	7	1.8
other	12	3.1
law student	6	1.6
respectful to others	21	5.5
police	59	15.4
Total	383	100.0

Foundation Degree in Policing (FD) students only: and difference

Figure 7.1.22: “Are you different from other students?” (FD only)

different from other students

	Frequency	Percent	Valid Percent	Cumulative Percent
yes	50	59.5	74.6	74.6
no	17	20.2	25.4	100.0
Total	67	79.8	100.0	

Figure 7.1.23: “ Are you different from other students?” “Why?” (FD only).

	Frequency	Percent	Valid Percent
not applicable	9	10.7	10.7
missing	8	9.5	9.5
all different	10	11.9	11.9
police student	38	45.2	45.2
career	3	3.6	3.6
mature student	4	4.8	4.8
all here to learn	6	7.1	7.1
i am unique	2	2.4	2.4
standard of degree	1	1.2	1.2
all have to be professional	3	3.6	3.6
Total	84	100.0	100.0

Figure 7.1.24: “Why do you need to behave differently from other students?” (FD only)

Why behave differently?				
	Frequency	Percent	Valid Percent	Cumulative Percent
mature	2	2.4	2.4	23.8
other	2	2.4	2.4	26.2
respectful to others	20	23.8	23.8	50.0
police	42	50.0	50.0	100.0
Total	84	100.0	100.0	

Figure 7.1.25: Foundation Degree in Policing compared to other criminal justice students and if they believed they were different from other students : Cross- tabulation and Chi Square

			different from other students		Total
			yes	no	
Fdpolice or not	fdpolice	Count	50	17	67
		Expected Count	32.1	34.9	67.0
		% within Fdpolice or not	74.6%	25.4%	100.0%
		% within different from other students	36.8%	11.5%	23.6%
		% of Total	17.6%	6.0%	23.6%
not fd		Count	86	131	217
		Expected Count	103.9	113.1	217.0
		% within Fdpolice or not	39.6%	60.4%	100.0%
		% within different from other students	63.2%	88.5%	76.4%
		% of Total	30.3%	46.1%	76.4%
Total		Count	136	148	284
		Expected Count	136.0	148.0	284.0
		% within Fdpolice or not	47.9%	52.1%	100.0%
		% within different from other students	100.0%	100.0%	100.0%
		% of Total	47.9%	52.1%	100.0%

Figure 7.1.26: Foundation Degree in Policing compared to other criminal justice students and if they believed they were different from other students: Chi Square

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	25.123 ^a	1	.000		
Continuity Correction ^b	23.741	1	.000		
Likelihood Ratio	25.877	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	25.035	1	.000		
N of Valid Cases	284				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 32.08.

b. Computed only for a 2x2 table

Figure 7.1.27: Foundation Degree in Policing compared to other criminal justice students and if they believed they needed to behave different from other students: Cross- tabulation

Fdpolice or not * behave different from others Crosstabulation

			behave different from others		Total
			yes	no	
Fpolice or not	fdpolice	Count	64	13	77
		Expected Count	27.7	49.3	77.0
		% within Fdpolice or not	83.1%	16.9%	100.0%
		% within behave different from others	61.0%	7.0%	26.4%
		% of Total	21.9%	4.5%	26.4%
not fd		Count	41	174	215
		Expected Count	77.3	137.7	215.0
		% within Fdpolice or not	19.1%	80.9%	100.0%
		% within behave different from others	39.0%	93.0%	73.6%
		% of Total	14.0%	59.6%	73.6%
Total		Count	105	187	292
		Expected Count	105.0	187.0	292.0
		% within Fdpolice or not	36.0%	64.0%	100.0%
		% within behave different from others	100.0%	100.0%	100.0%
		% of Total	36.0%	64.0%	100.0%

Figure 7.1.28: Foundation Degree in Policing compared to other criminal justice students and if they believed they needed to behave different from other students: Chi Square

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	100.990 ^a	1	.000		
Continuity Correction ^b	98.228	1	.000		
Likelihood Ratio	102.027	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	100.645	1	.000		
N of Valid Cases	292				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 27.69.

b. Computed only for a 2x2 table

Degree/ Profession

Figure 7.1.29: “If it was compulsory to have a degree to join the police, would it make you more or less attracted to the police service?”

Table 8d compulsory to have degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	missing	34	8.9	8.9	8.9
	less	52	13.6	13.6	22.5
	slightly less	22	5.7	5.8	28.3
	slightly more	160	41.8	41.9	70.2
	more	67	17.5	17.5	87.7
	alot more	47	12.3	12.3	100.0
	Total	382	99.7	100.0	
Missing	System	1	.3		
Total		383	100.0		

Figure 7.1.30: “What do you think makes a professional career?”

	Frequency	Percent	Valid Percent	Cumulative Percent
not applicable	7	1.8	1.8	1.8
missing	74	19.3	19.3	21.1
hard work	39	10.2	10.2	31.3
status	13	3.4	3.4	34.7
power	12	3.1	3.1	37.9
qualifications	55	14.4	14.4	52.2
law	5	1.3	1.3	53.5
responsibility	26	6.8	6.8	60.3
other	38	9.9	9.9	70.2
commitment	12	3.1	3.1	73.4
money	15	3.9	3.9	77.3
knowledge	19	5.0	5.0	82.2
helping	25	6.5	6.5	88.8
full time work	7	1.8	1.8	90.6
experience	11	2.9	2.9	93.5
unknown	3	.8	.8	94.3
skill	15	3.9	3.9	98.2
success	7	1.8	1.8	100.0
Total	383	100.0	100.0	

Equality

Figure 7.1.31 “Do you believe the police service treats everyone equally?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	197	51.4	63.3	63.3
	no	114	29.8	36.7	100.0
	Total	311	81.2	100.0	
Missing	missing	36	9.4		
	maybe	36	9.4		
	Total	72	18.8		
Total		383	100.0		

Figure 7.1.32: “Why?”

	Frequency	Percent	Valid Percent	Cumulative Percent
not applicable	120	31.3	31.3	31.3
missing	86	22.5	22.5	53.8
law	87	22.7	22.7	76.5
opportunities for all	26	6.8	6.8	83.3
other	23	6.0	6.0	89.3
one organisation	9	2.3	2.3	91.6
all equal	15	3.9	3.9	95.6
variety of different people	17	4.4	4.4	100.0
Total	383	100.0	100.0	

Figure 7.1.33: "Why not?"

	Frequency	Percent	Valid Percent	Cumulative Percent
prejudice/discrimination	73	19.1	60.8	60.8
corrupt	8	2.1	6.7	67.5
experience	4	1.0	3.3	70.8
lazy officers	3	.8	2.5	73.3
previous offences on record	11	2.9	9.2	82.5
depends on officer	7	1.8	5.8	88.3
other	14	3.7	11.7	100.0
Total	120	31.3	100.0	
not applicable	195	50.9		
missing	68	17.8		
Total	263	68.7		
	383	100.0		

Figure 7.1.34: If the students believe the police service treats individuals equally (ethnicity comparison): Cross- tabulation

treats everyone equally * Ethnicity of subjects Crosstabulation

			Ethnicity of subjects		Total
			white	ethnic minority	
treats everyone equally	yes	Count	170	16	186
		Expected Count	156.5	29.5	186.0
		% within treats everyone equally	91.4%	8.6%	100.0 %
		% within Ethnicity of subjects	69.7%	34.8%	64.1%
		% of Total	58.6%	5.5%	64.1%
	no	Count	74	30	104
		Expected Count	87.5	16.5	104.0
		% within treats everyone equally	71.2%	28.8%	100.0 %
		% within Ethnicity of subjects	30.3%	65.2%	35.9%
		% of Total	25.5%	10.3%	35.9%
Total	Count	244	46	290	
	Expected Count	244.0	46.0	290.0	
	% within treats everyone equally	84.1%	15.9%	100.0 %	
	% within Ethnicity of subjects	100.0 %	100.0%	100.0 %	
	% of Total	84.1%	15.9%	100.0 %	

Figure 7.1.35: If the students believe the police service treats individuals equally (ethnicity comparison): Chi Square

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	20.483 ^a	1	.000		
Continuity Correction ^b	18.994	1	.000		
Likelihood Ratio	19.635	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	20.412	1	.000		
N of Valid Cases	290				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.50.

b. Computed only for a 2x2 table

Figure 7.1.36 If the students believe the police service treats individuals equally (gender): Cross- tabulation

treats everyone equally * Gender of subjects Crosstabulation

		Gender of subjects		Total	
		male	female		
treats everyone equally	yes	Count	107	84	191
		Expected Count	94.5	96.5	191.0
		% within treats everyone equally	56.0%	44.0%	100.0%
		% within Gender of subjects	72.3%	55.6%	63.9%
		% of Total	35.8%	28.1%	63.9%
no		Count	41	67	108
		Expected Count	53.5	54.5	108.0
		% within treats everyone equally	38.0%	62.0%	100.0%
		% within Gender of subjects	27.7%	44.4%	36.1%
		% of Total	13.7%	22.4%	36.1%
Total		Count	148	151	299
		Expected Count	148.0	151.0	299.0
		% within treats everyone equally	49.5%	50.5%	100.0%
		% within Gender of subjects	100.0%	100.0%	100.0%
		% of Total	49.5%	50.5%	100.0%

Figure 7.1.37: If the students believe the police service treats individuals equally (gender): Chi Square

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	9.000 ^a	1	.003		
Continuity Correction ^b	8.292	1	.004		
Likelihood Ratio	9.067	1	.003		
Fisher's Exact Test				.004	.002
Linear-by-Linear Association	8.970	1	.003		
N of Valid Cases	299				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 53.46.

b. Computed only for a 2x2 table

Equality: Foundation Degree in Policing students only

Figure 7.1.38: Foundation Degree in Policing compared to other criminal justice students and if they believed the police treat everyone equally: Cross- tabulation

Fdpolice or not * treats everyone equally Crosstabulation

			treats everyone equally		Total
			yes	no	
Fdpolice or not	fdpolice	Count	66	3	69
		Expected Count	43.7	25.3	69.0
		% within Fdpolice or not	95.7%	4.3%	100.0%
		% within treats everyone equally	33.5%	2.6%	22.2%
		% of Total	21.2%	1.0%	22.2%
not fd		Count	131	111	242
		Expected Count	153.3	88.7	242.0
		% within Fdpolice or not	54.1%	45.9%	100.0%
		% within treats everyone equally	66.5%	97.4%	77.8%
		% of Total	42.1%	35.7%	77.8%
Total		Count	197	114	311
		Expected Count	197.0	114.0	311.0
		% within Fdpolice or not	63.3%	36.7%	100.0%
		% within treats everyone equally	100.0%	100.0%	100.0%
		% of Total	63.3%	36.7%	100.0%

Figure 7.1.39: Foundation Degree in Policing compared to other criminal justice students and if they believed the police treat everyone equally: Chi Square

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	39.863 ^a	1	.000		
Continuity Correction ^b	38.095	1	.000		
Likelihood Ratio	50.207	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	39.735	1	.000		
N of Valid Cases	311				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 25.29.

b. Computed only for a 2x2 table

Representative

Figure 7.1.40: “Do you believe the police service is representative of the community?”

Table 10 representative of community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	193	50.4	67.7	67.7
	no	92	24.0	32.3	100.0
	Total	285	74.4	100.0	
Missing	missing	72	18.8		
	maybe	26	6.8		
	Total	98	25.6		
Total		383	100.0		

Figure 7.1.41: "Why?"

	Frequency	Percent	Valid Percent	Cumulative Percent
not applicable	87	22.7	22.8	22.8
missing	125	32.6	32.7	55.5
protect all	62	16.2	16.2	71.7
opportunities to join	24	6.3	6.3	78.0
law	10	2.6	2.6	80.6
different individuals in police	46	12.0	12.0	92.7
other	13	3.4	3.4	96.1
role models	15	3.9	3.9	100.0
Total	382	99.7	100.0	
System	1	.3		
Total	383	100.0		

Figure 7.1.42: Why not representative of the community?

Why not representative of community?	Frequency	Percent	Valid Percent	Cumulative Percent
not applicable	192	50.1	50.1	50.1
missing	132	34.5	34.5	84.6
never can be	14	3.7	3.7	88.3
corrupt	4	1.0	1.0	89.3
certain type of people join	9	2.3	2.3	91.6
not representative	18	4.7	4.7	96.3
some don't want to join	4	1.0	1.0	97.4
never there when needed	3	.8	.8	98.2
other	4	1.0	1.0	99.2
lack of trust	1	.3	.3	99.5
prejudice/discrimination	2	.5	.5	100.0
Total	383	100.0	100.0	

Figure 7.1.43: A comparison of Ethnicity of students and if they believed the police service was representative of the community: Cross Tabulation

			Ethnicity of subjects		Total
			white	ethnic minority	
representative of community	yes	Count	162	19	181
		Expected Count	151.7	29.3	181.0
		% within representative of community	89.5%	10.5%	100.0%
		% within Ethnicity of subjects	72.6%	44.2%	68.0%
		% of Total	60.9%	7.1%	68.0%
	no	Count	61	24	85
		Expected Count	71.3	13.7	85.0
		% within representative of community	71.8%	28.2%	100.0%
		% within Ethnicity of subjects	27.4%	55.8%	32.0%
		% of Total	22.9%	9.0%	32.0%
Total	Count	223	43	266	
	Expected Count	223.0	43.0	266.0	
	% within representative of community	83.8%	16.2%	100.0%	
	% within Ethnicity of subjects	100.0%	100.0%	100.0%	
	% of Total	83.8%	16.2%	100.0%	

Figure 7.1.44: A comparison of Ethnicity of students and if they believed the police service was representative of the community: Chi Square

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	13.428 ^a	1	.000		
Continuity Correction ^b	12.151	1	.000		
Likelihood Ratio	12.595	1	.000		
Fisher's Exact Test				.001	.000
Linear-by-Linear Association	13.378	1	.000		
N of Valid Cases	266				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.74.

b. Computed only for a 2x2 table

Figure 7.1.45: A comparison of Gender of students and if they believed the police service was representative of the community: Cross Tabulation

representative of community * Gender of subjects Crosstabulation

			Gender of subjects		Total
			male	female	
representative of community	yes	Count	93	93	186
		Expected Count	92.0	94.0	186.0
		% within representative of community	50.0%	50.0%	100.0%
		% within Gender of subjects	68.4%	66.9%	67.6%
		% of Total	33.8%	33.8%	67.6%
	no	Count	43	46	89
		Expected Count	44.0	45.0	89.0
		% within representative of community	48.3%	51.7%	100.0%
		% within Gender of subjects	31.6%	33.1%	32.4%
		% of Total	15.6%	16.7%	32.4%
Total	Count	136	139	275	
	Expected Count	136.0	139.0	275.0	
	% within representative of community	49.5%	50.5%	100.0%	
	% within Gender of subjects	100.0%	100.0%	100.0%	
	% of Total	49.5%	50.5%	100.0%	

Figure 7.1.46: A comparison of Gender of students and if they believed the police service was representative of the community: Chi Square

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.068 ^a	1	.794		
Continuity Correction ^b	.018	1	.894		
Likelihood Ratio	.068	1	.794		
Fisher's Exact Test				.798	.447
Linear-by-Linear Association	.068	1	.794		
N of Valid Cases	275				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 44.01.

b. Computed only for a 2x2 table

Figure 7.1.47: A comparison of FD and non FD students and if they believed the police service was representative of the community: Cross Tabulation

Fdpolice or not * representative of community Crosstabulation

			representative of community		Total
			yes	no	
Fdpolice or not	fdpolice	Count	61	8	69
		Expected Count	46.7	22.3	69.0
		% within Fdpolice or not	88.4%	11.6%	100.0%
		% within representative of community	31.6%	8.7%	24.2%
		% of Total	21.4%	2.8%	24.2%
not fd		Count	132	84	216
		Expected Count	146.3	69.7	216.0
		% within Fdpolice or not	61.1%	38.9%	100.0%
		% within representative of community	68.4%	91.3%	75.8%
		% of Total	46.3%	29.5%	75.8%
Total		Count	193	92	285
		Expected Count	193.0	92.0	285.0
		% within Fdpolice or not	67.7%	32.3%	100.0%
		% within representative of community	100.0%	100.0%	100.0%
		% of Total	67.7%	32.3%	100.0%

Figure 7.1.48: A comparison of FD and non FD students and if they believed the police service was representative of the community: Cross Tabulation

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	17.822 ^a	1	.000		
Continuity Correction ^b	16.595	1	.000		
Likelihood Ratio	20.319	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	17.760	1	.000		
N of Valid Cases	285				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.27.

b. Computed only for a 2x2 table

Appendix C: Results Stage 2

Appendix C Results for Stage 2

Figure 8.1.1 below indicates the top five reasons what students in the Northern and Southern Universities believed made a professional career, again showing only one difference between the two courses.

Northern	Southern
Professional 18%	Training 20%
Responsibility 15%	Responsibility 14%
Training 15%	Professional 14%
Hard work 9%	Skill 11%
Skill 9%	Influence of others 11%
Providing a service 9%	Providing a service 8%

For the nurse students at the northern university, by far the most important characteristic of a professional career was Training, with 50% (n=14) stating this.

Professional career

Figure 8.1.2 below reveals the top 6 careers the students at a northern university and southern believed were the most professional, again showing similarities between the two groups.

Northern career	Mean	Southern	
Doctor	4.91	Doctor	4.86
Police officer	4.91	Barrister	4.74
Fire officer	4.83	Police officer	4.71
Lawyer	4.79	Solider	4.64
Solider	4.79	Nurse	4.64
Barrister	4.77	Lawyer	4.60

Figure 8.1.3 below reveals nurses studying in the Northern (23% response rate) in their first year and their top 6 careers.

Northern Nurses	Mean
Doctor	4.96
Barrister	4.67
Nurse	4.46
Police officer	4.39
Fire officer	4.39
pharmacist	4.29

Figure 8.1.4: Northern University:- “Do you think you are different from other students at university? If so why, If not why?”

	Frequency	Percent	Valid Percent	Cumulative Percent
responsibility	6	13.0	20.0	20.0
never off duty	1	2.2	3.3	23.3
degree	7	15.2	23.3	46.7
professional	5	10.9	16.7	63.3
mature	1	2.2	3.3	66.7
under more scrutiny	1	2.2	3.3	70.0
Taught different	1	2.2	3.3	73.3
studying for career	4	8.7	13.3	86.7
viewed by others	3	6.5	10.0	96.7
a goal	1	2.2	3.3	100.0
Total	30	65.2	100.0	

Figure 8.1.5 Southern University:- “Do you think you are different from other students at university? If so why, If not why?”

	Frequency	Percent	Valid Percent	Cumulative Percent
responsibility	10	23.8	27.0	27.0
never off duty	1	2.4	2.7	29.7
degree	4	9.5	10.8	40.5
professional	4	9.5	10.8	51.4
mature	1	2.4	2.7	54.1
motivated	1	2.4	2.7	56.8
opportunity	3	7.1	8.1	64.9
Taught different	5	11.9	13.5	78.4
viewed by others	1	2.4	2.7	81.1
a goal	7	16.7	18.9	100.0
Total	37	88.1	100.0	

Figure 8.1.6 “Do you think you need to behave differently from other students at university? If so why”

Tables for Northern and Southern Universities

Northern University:- Why police students believe they need to behave differently from other students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid responsible	15	32.6	45.5	45.5
all disciplined	1	2.2	3.0	48.5
maturity	4	8.7	12.1	60.6
reputation	5	10.9	15.2	75.8
lead by example	1	2.2	3.0	78.8
viewed differently	7	15.2	21.2	100.0
Total	33	71.7	100.0	

Figure 8.1.7: Southern University:- “Do you think you need to behave differently from other students at university? If so why”

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid responsible	16	38.1	43.2	43.2
all disciplined	1	2.4	2.7	45.9
maturity	3	7.1	8.1	54.1
reputation	4	9.5	10.8	64.9
lead by example	9	21.4	24.3	89.2
viewed differently	4	9.5	10.8	100.0
Total	37	88.1	100.0	

Essay responses, cohort 1 quotes of note:

“ We are all one big family.”

“I don’t socialise with anyone off the course.”

“Overall difference is a night out and being aware of my actions.”

“It doesn’t usually kick off around me, but I don’t go out as much as other students, just in case.”

“I have lost some old friends and feel I am viewed differently.”

“I think I drink lots of alcohol the same as other students.”

“This is a strict course and we are different from other students as we need to be more responsible.”

“I still have a lot of friends at home, who I see.”

“I think it is very dog eat dog on this course, as we are all competing for a job.”

Essay responses, cohort 2 quotes (of note):

“I am mainly influenced by my tutors at college, they have a large bearing on how I think and work as an individual.”

“I get on with everyone on the course as we are all likeminded.”

“I understand the responsibility that comes with being a police officer.”

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“In my first year I found it hard to mix with my house mates, this was because they knew what course I was doing or I would take it upon myself to distance myself from what they were doing or saying.”

“At the end of the day people need to realise I am a student who holds a warrant card. This means I have fun in the confines of the law- obviously.”

“Socially I have changed a lot, I have distanced myself from friends at school and college as I don't want their problems.”

“Mainly my friends are at home, I don't really go out at university.”

“My perception of the police has changed a lot, I now have the deepest respect for what they do.”

“In terms of socialising I feel it is better for me to remain close to my course friends and other special's, this is because we are all in the same mind frame and share our goals. It doesn't leave awkward situations with other friends where you have to bow out of certain activities and walk away as you know it could incriminate you.”

“My main influences have come from my tutors who during lectures have given me a general understanding, helping me develop as a police officer and person.”

“I am different from other students as I do not share the stereotypical student lifestyle, I would rather go out into town and protect the wellbeing of student out in town every weekend than go into town myself every week.”

“I have greater respect for the police and what they do.”

” I am now part of the police family and have friends in there too.”

“My main friends at Uni are on the course, but I do like mixing with others.”

Appendix D: Brief for Essay

Please write a few Paragraphs on your experience to date, this is just about you and your experience, please try and provide examples. First years/Second years.

Consider things such as:-

Mixing with other students

How do you think you are viewed by others?

Main friends at university

Main Influential people

Have you changed socially since you came to university?

Are you Different or the same to other students?

What is your social life like?

Has your perception of the police changed?
How?

No need for a name:- just male/ female

Appendix E: Focus Group Information Sheet

Police Research Study

The Foundation Policing degree began at *** in 2007 and currently has ***** students on the course. ***** is conducting a piece of research for her PhD around the experience you have at university as Police students. For this she would like to ask you a number of questions on a focus group, the answers to which will all be kept confidential. Please note the focus group will be tape recorded, but it is not compulsory to answer a question. The tape recordings will be kept in a secure location. Your views and opinions may form part of a research paper, but you will not be identified from this focus group. Please note this focus group is confidential and you must agree to keep the focus group conversations confidential.**

The focus group will be run by *** who is available for questions; you can leave a message if required.**

If you would like to make a complaint about anything regarding the focus group please contact ** Contact number *****, and you can leave a message if needed. General enquiries can be made to *****, leave a message if needed.**

Consent form

Police Research Study

The focus group will be run by *** who is available for questions; you can leave a message if required.**

If you agree to participate please keep the opinions gathered confidential, you can leave the focus group at any time.

Remember, if you would like to make a complaint about anything regarding this focus group please contact *** Contact number ***** and you can leave a message if needed. General enquiries can be made to ***** administrator on *****, leave a message if needed.**

Thank you for your time.

Appendix F: Focus Group Transcripts

Focus group 1

Focus group 2

Focus group 3

Focus group 4

Focus group 1:-

Student's pre-foundation degree 2010-2011 (First year). One of which is a special. None of the others are in the specials, although 7 accepted into a police service. All have experienced the selection procedure.

Ensure anonymous/ confidential

Researcher (R):- "Why join the course?"

"Join the course to be in the police" All

"Join to be in the police, more law enforcement than the police, military, as fighting uphill all the time you are doing the right thing but you seem to have "do gooders" constantly against you, and I think it can wreck your Student life too." Student 1

"More motivated now to be in the police after the first year on the course". Student 3

R:-"Do you think the course has altered your perception of the police service?"

"Yes I understand it more." Student 4

"Day to day contact with the law". Student 1

"The police are more like social workers." "The nanny state if you like" Student 1

"It seems to me that when people do things recklessness it is expected that the police needed to pick up the pieces." Student 1

“The amount of rights that you need to give these people and the fact that you have to make them like a friend, but if you use excessive force you could be the one that is sued or become the criminal.” Student 5

“Interpretation by people, someone filming it could stir up – so easy to be criminalised.” Student 1

“I did not think of this before I joined. Now my main worry is doing something wrong. I need to do things bob on and cover my back rather than think of the situation at hand.” Student 6

“You have to be able to think that you may not have the backing of the police, and it is so easy to be a criminal.” Student 7

“My family believed you could nick anyone, but you realise you cannot, you realise how hard this job is and you cannot just go home, you could hear about it on the news.” Student 5

“Police are not allowed to do anything wrong they appear to not be able to have any fun.” Student 8

“You cannot do right for doing wrong, people expect too much.” Student 1

“You are becoming a care worker, you have to do loads for the victim. More and more is being put on the officer, re-contact and caring for people.” Student 12

“I definitely think there is not any respect for the police off the young ones, what chance do you have if they do not respect adult police and us as training police officers? That does worry me.” Student 5

R:-“Why then did you join this course?”

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“Help people.” Student 3

“Do something about society and changing people’s lives.” Student 2

“Could not work at a desk all day.” Student 9

“Wanted military police, but now want civy police.” Student 9

“More appealing to police force.” Student 1

“Rewarding career.” Student 10

“Make a difference to the country.” Student 2

“Back of my mind.” Student 5

“Family/ friends in the police?” Student 6

R:-“Have any of you changed since you started this career?”

All stated they had changed

Student 11:- “I have changed massively and grown up, I am a student and will be a Special.”

Student 6:- “Grown up a lot and realised my responsibilities.”

Student 12:- “Since coming on the course and gone the other way gone a bit into more the student life (as special already).”

Student 11:- “Coming out of the army and a lot of things said and done you cannot say anymore, I think of what is said and perceptions of people. You also start looking at things in a different way.”

Student 10:- “More professional I think.”

Student 5:- Speak to people, and build confidence, in charge of people

Police Culture and Socialisation within a UK University

No one student thought they had not changed

R:- "Why changed?"

All:- "Feels like more on a pathway, Strict and serious from yourselves and the lectures".

R:- "When you came onto the course would you class yourself as a student?"

All:- "Yes and no."

R:- "And now?"

All:- "Partially."

"Half and half, I think it is different from being on a normal degree were you come in for 6 hours a week, and timetable I do not think we really have that. You have to be more professional." Student 11

R:- "Why not?"

"Because you are heading for a direction, you are being watched all of the time. If it gets back to you, we need references off you and then it gets back to the constabulary. You have this path and that is what they want to do and that is a focus, nursing." Student 11

R:- "But you are not in the police yet?"

"I know what you are saying that you are not in the job yet but I think people already judge you by the fact you have said you are doing this degree. But if someone on this course got drunk, they would get punished." Student 11

R:- "By who?"

"Others on the course, or you. Punishment and disappointment. Also if you have to caution and arrest someone for something you were just doing it's not right." Student 4

“We also look out for each other too, if I have too many bebies they are like come on you have had enough.” Student 4.

R: “So were you like that before the course?”

All:- “No”

R: “So how long did it take to start feeling like that?”

“***** (week away) changed a lot”. Student 4

“In ***** you got to see what people were like. It could say that if they are doing that and they are going to represent the police.” Student 3

“It’s how you conduct yourself on and off duty, what your responsibility is. Conduct yourself in and out of class, it’s how you conduct yourself.” Student 8

“***** also highlighted what happened if you do get drunk, the consequences and words could be said the next morning.” Student 4

“Once you are an officer you are an officer 24/7”. Student 9

“I have adopted a start as you mean to go on, be professional now. More focused on what you are doing.” Student 2

“Culture of fear, not every situation will be in the manual, if you don’t do what is expected you are judged by other people. It is very hard to get into the police, but it seems so easy to pull out of you.” Student 1

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R:- "Who breeds that culture?"

"I think it is rumour, example of wales, riot van full of students. Really easy to blacken your character." Student 1

"The negative always gets around." Student 1.

R:- "Do you mix with other students on other courses?"

"A few, but no not now." Student 2

"I live in a flat and I mix with some, the older people in the flat seem to have the worst behaviour, need to be carried home." Student 3

"I mix with other students because I live with them." Student 3

"I go to a university club." Student 1

"I live with them and there are some issues, I have some issues, an example is that say dysfunction relationships and I step in to calm things down. Simply because I believe I have the responsibility to do this." Student 6

R:- "Would you have done that before?"

"No, I would have just ignored them. Student 6

"If I go out and get drunk, they say oh he is training to be a police man, it is a hassle I do not need." Student 6

R:- Do you think you need to behave differently from other students?"

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“Yes (all) people expect you to.” Student 1

“I think you don’t want to disappoint on the course, and you want to impress.”
Student 6

“If the course was different and there were no serving and ex- officers on the course and it was 6 hours a week would that be different?” Student 3

“Yes, what is good is we get the experiences of what they have done, this is something you may have to deal with.” Student 4

“What is right and wrong and you make us more self-aware.” Student 8

“I did not tell students what course I did when I joined a club and I had no problems, but now they know I am doing the course they don’t miss treat me but they distance themselves”. Student 1

“Strange reputation this course, between us and PCI and fire.” Student 3

“I would not tell anyone in work what course I do, I would be an outcast.”
Student 7

“I was out last week and I was told what course I was on and they backed off.”
Student 4.

“Extra respect given to the lecturers from us due to the experience.” Student 6

“Friends say that you would let them get away with it wouldn’t you and if you didn’t when you come back to work and you have to arrest them they would not speak to you.” Student 3

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“We all need you to be serving or ex-serving so you teach us the discipline.”
Student 5

“You give us the interpretation.” Student 5

R:- “Do you think the “special” aspect makes it different or the course?”

“All of us have lied over the course because they do not want the hassle, it can be a weight around your neck.” Student 6

“Over in Ireland you cannot let people know that you are a cop and you cannot tell people and I think it is going that way in the mainland.” Student 1

R:-“Did the student riot in London have any impact?”

“You would see things on face book about police and how the police are wrong and you always feel obliged to back the police up.” Student 4

“I feel like sometimes I am being torn between the police and being a student. These conflicts of interest.” Student 1

“It is very hard to stand up and say that actually the police were right to your group of friends. At the end of the day we were just trying to uphold the police.” Student 4

“Once we got to the course there was a party and the lad is known for taking drugs, Student 1 and I were not invited but all our other friends were. Where we are from it is so close knit. We were torn between the future and our friends.” Student 4

“It has changed now I could go to a party before, but when on the course I would not go now.” Student 4

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“It is the same questions, all of the time.” Student 8

“Before the course I knew things were wrong but I would never say so, now I would and they distance themselves from us.” Student 3

“Before the course I may have been a bit more fun but now I know my limits.” Student 1

“I need to go home to relax, I cannot relax in the halls, as I am seen as hostiles”. Student 5

“Once I had been accepted on the course I challenged a man I would not have done that before.” Student 6

“Most are only living with people off the course, due to shifts.” Student 7

R:- To all of you ... “Do you think you have changed since being on the course?”

All:-“Yes.”

R:-“Do the police service treat people equally?”

“I think the legislation is there but you people have their own take on this.” Student 1

“Equal opportunities yes” Student 2.

“Some groups get preferential treatment by the police, the Nanning state again. These people need to be helped more than other people. The very rich never see the police and if they do they are outraged e.g. the MP’s who are never put before the court, like they are above the law. I think the culture of fear, institutional racism I am sick of hearing about it. You cannot say

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things in the police and you cannot say things. There is a culture of fear you cannot speak the truth." Student 1

"It's the whole society political correctness gone mad you cannot say what is happening." Student 2

"On that as a Special if you are a victim you are. An email said in the station if you go to a victim of crime of an ethnic minority not a white Student you should give them extra treatment and everyone looked at that and ripped it up. And everyone said that it has gone too far." Student 5.

"This is going back to that respect thing. There wasn't the interest in political correctness that there is now. When you look at European police they are portrayed by our media as thugs yet they have respect. There is no respect for the police in this country." Student 4

"When my sister went out as a new driver with a couple of friends and she forgot to put her lights on and she turned on the water works and I felt that if that was a lad he would have been breathalysed. It is like stereotyping." Student 6

"I think racism is said too much. If a white cop stops a black man he is racist. We all have that fear." Student 1

"I think you can help someone too much and be racist." Student 6

"I think they have gone too far when after Macpherson you are doing too much." Student 1

R:- With stop and search, of different ethnic groups?"

"If you saw an ethnic minority, I would treat them the same as everyone else. If I wasn't 100% that they had committed a crime I would be reluctant to stop them because they were an ethnic minority. "Student 1

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“You always need to go beyond that, you need to be extra sure with an ethnic minority, going beyond.” Student 6

R:- “Would that just be with an ethnic minority?”

“There is a culture of fear and frightened of a back lash, if a student is different from you then you are frightened of a back lash.” Student 6

“We should be able to do it as a copper to anyone if you have the suspicion, even if in a wheel chair.” Student 1

Focus group 2

I am Carol Cox, full introduction and informed consent. (5,11,12,14 pathway, R= researcher). It is all about your experience to date on the course.

R:-“You have obviously been on the course now for a year and a half, a Special Constable for a year, if your expectations on the course are what you thought?”

Student 1:-

“The course is not what I expected, it is more practical which is a good think, I wanted to be a police officer before I came onto the course and I definitely do now.”

Student 2:- “I started wanting to be a police dog handler, I want to be a vet now and I have just quit the Specials.”

R:- “Why?”

Student 2:- “I didn't have the desire to go out with the people on patrol, it is just the animal side I want to do.”

Student 3:- “I didn't know for sure that is what I wanted to do, but since joining I do and I have a lot more respect for what they do.”

Student 4:- “I've changed and I am going back in the army, mainly due to the lack of recruitment.”

P:- Student 5:- “People are waiting to get in, the finance situation has affected me.”

R:-“When you joined the course did you think you were going to be a student?”

All:- “Yes.”

R:-“Have you been a student on this course?”

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All:- "Yes and no."

Student 6:- "I dunno I think it is a different sort of expectation than other courses, you have to go out and behave yourself.... others agreeing...all guidelines to follow."

"not written guidelines, you just know". Student 6

R:-"Before you came on the course what did you think it was going to be like?"

Student 4:- "Out all night."

P. Student 5:- "Two hours a day."

R:-"It is not like that then?"

Student 1:- "Yes it was in the first week."

Student 2:- "I think it is because you are in much more."

Student 5:- "I think you as policing tutors have a lot higher standards, than other tutors do.... you get to know us. So if we are coming in drunk, you make a point of it to us. This happened to me personally."

Student 4:- "I think we are different as we are smaller, the people are not known individually, you are just know as a number."

R:-"So is it us as lecturer that make you like that or is it the fact you want to be a police officer?"

"Both". Student 1

P:- "Student 5 you remind us of it, as that discipline side of it is what it will be like in the police."

R:-"So you think the course is quite strict?"

All:- "Yes."

Student 2:- "I think it makes you more mature going through the whole steps."

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R: "Do you have friends off and on the course?"

Student 3: "We have friends on the course and off."

P: Student 5 "A bit of both."

R: "Have the changed the things you do?"

Student All: "Yes."

Student 7: "No I don't think I have I think I am the same person, I just have a better understanding of what I am doing and the risks."

Student 2: "Facebook, if someone else writes something you have may have to stop them as you may get in trouble for it."

R: "All got the same friends."

All: "In the main we have the same friends."

R: "Do you find when you go out you tell your friends what you do?"

P: Student 5 "No way, I don't".

Students All :- no way"

R: "Why?"

Student 8: "Because people have an opinion on it all of the time, whether it is a good one or bad one, you just don't want to deal with their response."

Student 2: "I think it depends on how you tell them too, not to name names, but someone said (Student 2--- oh god no) to someone we are police officers to someone and then I was going no..."

R: "Do you consider yourself police officers then or students?"

All: "Students."

R: "But you are not like a normal student, is that what you are saying?"

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All:- "Yes."

R:-"Do you feel you fit into university?"

All:- "Yes."

R:-"Those of you who are Specials?"

All who are Specials:- "Yeh."

Student 2:- "No I didn't fit in, I didn't feel like I belonged there and they didn't make me feel like I belonged there. So then I didn't want to be there."

R:-"Is there then would you say a police culture?"

All:- "Yes and laughing."

R:-"Well what is that?"

Student 3:- "Different teams, all groups."

Student 4:- "All like similar type of people."

"The people on my team they have said to me if you do get into the police you will find the more time you are in it you will lose the friends you have, just because of work commitments and things like that and you will start socialising with police officers. So you have to be a similar type of person to hang around with the." Student 4

Student 7:- "I feel like I have a lot in common with people on this course anyway, I think we all have the same interests or make it easier."

Student 9:- "I think mainly in the stations, people are working together all of the time and like all of the teams become a little family all of the little teams and they all just stay together."

R:-"So when you are in that little team how do you deal with stuff?"

Student 9 "Like a family member, so if I push my red button they will be there, looking after me."

R:-“So do you think there is a police culture?”

All :- “Yes.”

R:-“What else is involved?”

Student 10:- “Banter.”

R:-“Banter and Humour, what is that used for?”

Student 7:- “For dealing with depressing people”

R:-“What are depressing people?”

Student 7 :- “Members of the public.”

R:-“Is this all members of the public?”

Student 7:- “Just some of them.”

R:-“Ok, want to give me an example?”

(Students reluctant to say)

Student 7:- “We had to strip search this homeless guy once (others laughing) and like the smell was indescribable (all laughing). When you come out the only thing to do is laugh as you are in disbelief that someone is like that and then you just then end up having a laugh about it.” (all other laughing)

R:-“Ok so humour is to deal with this.”

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R:-“What about stories do you tell each other the stories?”

All Specials:- “Yeh.”

R:-“So do you feel part of a police culture as well?”

All:- “In both.”

Student 4:- “I am more a student, as I do not do enough to be a police officer, when you do your tutor phase you may feel a bit different. Like when I go into the station the person who I go out with tells me what has gone on like while he has been on duty.”

R:-“Anyone pathways? How have you found the course?”

P. Student 5:- “I am a student, I feel at times I have missed out and you have to use your own experience.”

P. Student 11:- “I felt I missed out last year because I thought when you came on this course, the biggest thing you could achieve was becoming a Special, I have done that now, but last year I did feel inferior to everyone, who was on the three weeks training, just still sat in a classroom at Uni.”

P. Student 12:- “I didn't feel like that, do you know because we all have really close friends on this course, I was like really proud of them instead of feeling jealous or whatever, our time will come at some point.”

All students agree we should run the course though for both Specials and not Specials.

R:-“Let me some up then, so you think you are different from other students?”

All:- “Yeh”, Student 5, “In a sense yeh”.

R:- “So when do you think that difference began?”

Student 12:- "It was the first week for me, because like I shared a flat with 6 other people who were doing different courses and we were starting at nine every morning and they were just in bed all day and they wanted me to come out at night, but I just couldn't handle going in in the day and staying out all night."

P. Student 11:- "For me it was different, it was literally day one, I didn't have the best first day and then the next day it was nine o'clock start and the two lads I was living with were going out for two weeks solid."

R:-"Anyone else?"

Student 13:- "I think the week away was a big thing too, other courses don't go away and bond like we did."

P. Student 14:- "I went out a bit in the first week, but not as much as other students, we start at like eleven, most courses in my flat start at three, they have it quite easy."

R:- "So does that make you think I wish I was on another course?"

Student 4:- "Sometimes."

R:-"So do you think as a group you are a strong group together?"

All:- "Yes."

R:- "So do you think others treat you differently as well?"

Student 7:- "As a group I think we are a good group, I don't think there is anyone who doesn't get on"

Student 14:- "I don't tell people I am on a police course, unless they are close mates."

Student 11:- "In September with basketball team we had the initiation ceremony, and we got into trouble for it and all of the pictures went on Facebook. I had to tell the captain of the team to get the photos off Facebook, as it could have got me into trouble, as you are not allowed to do initiations anymore."

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R:-“ Do you think being on this course has affected you professionally?”

P.Student 12:- “Yes I have matured loads I think.”

All agree they have matured

Student 3:- “I got told at work that I am really mature for my age.”

Student 2:- “It is like people skills, doing the Specials has made be to see every single culture and realise it and not make presumptions and more open, being on the course. More confident too.”

R:-“Talking about culture and equality have you seen that; those of you that are Specials in the police service?”

Student 4:- “A bit.”

Student 4:- “Where I am there is not really a diverse society, if you know what I mean, mainly it is white people, no one else lives there to be honest ***** (A Place mentioned)”

R:-“What about in the police station?”

Student 4:- “Yes.”

Student 3:- “It is mainly white people in my police station.”

R:-“So you find the procedures we teach on the course, are the same in the police station?”

Student 4:- “No.”

R: "Why?"

Student 4:- "They cut corners and things, (all nodding) but is better to know the right way, the full way then you can cut corners, but you do like the learn the best and can drop a bit, but if like you learn not the best then you go too low."

R:- "Ok, so for example "go wise", (students laughing) do you use that?"

Student 13:- "I have never seen it used ever."

Student 3:- "I have seen it used once and we were on TV."

Student 4:- "I was talking to a regular the other night and he said you say it in your own way, coz say go wisely, you are thinking it in your head, but you just say it naturally." "Rather than the full way."

R:- "So they do say it, but in their own way?"

Student 13:- "Some do, sometimes it doesn't get used (laughing) sometimes it is literally turn your pockets out."

Student 7:- "Some of the estates in ***** (place mentioned), you just cannot go up to someone and start saying go wisely (everyone laughing) they would just tell you to f...off."

Student 4:- "I think some of the people we deal with know the procedure better than us, like there are people who actually quote the caution to you before you say it."

Student 3:- "I was booking someone into custody and he started filling the form in himself, coz he had been there so many times. Person I was with said just leave him, he does it all the time."

(Laughing)

R:- "In the next 10 weeks what are you looking forward to?"

Students 7 all:- "Going out into the community."

R:- "Ok which do you want to do community or response?"

All:- "Response."

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Student 7:- “I just love being as part of the team, sometime I want to stay I don't want to go home, can I stay. Sometimes I am just like I don't want to go in (you know to work) and then when I am there I love it.”

Student 4:-“Yes.”

Student 7:- “I just don't want to do anything else, my mind is made up, that's it, I just want to do it.”

Student 4:- “I think the team you are with is the big thing though, because that is one of the main things I enjoy, as I feel part of a team and I feel comfortable on the team or they were not friendly, I would not enjoy it.... I like the work, but if I was not part of the team, I would be nervous.”

R:-“Has everyone fitted into their team?”

Student 2:- “No on my first shift, there was someone who complained about where I worked, in a pub, so I had to go and see the inspector so I didn't like that I didn't know there was anything wrong with it. I had to have interviews. I only did that one shift and I felt that I was told off already. I wasn't accepted from the word go.”

R:-“Have you all been accepted with “regulars?””

Student 3:- “No, there is one team that no Specials can work with, isn't like there team and no one is allowed in it. I have worked with them once and I am not doing it again.”

“No matter what you do they do not accept you. You do all of the brews and the paperwork for them and they just will not accept you.”

R:-“So why are you making them brews?”

Student 3:- “I always make brews.”

R:-“Do you all make brews?”

Male students :- “No.”

R:-“Is is just the females that make brews?”

Student 7:-“No there is no issue we all make them, we take turns.”

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R:-“What is real police work?”

All:-“Response mainly.”

R:-“What is your best experience to date?”

Student 13:- “(Place for week away) ***** .”

Student 3:- “Getting into the specials, as I couldn't pass my PIR.”

Student 4:-“Passing my PIR, as I wanted it so much.”

Student 5:- “Working in America, I think doing this course helped me mature and get to America, as 70% of people don't get there and I did.”

Student 11:- “Getting in the Specials and ***** (place away).”

Student 13:- “Getting Specials.”

Student 11:- “Sudden death presentation.”

R:-“In the main the Specials is the best experience for the Specials.... three week training.”

Student 7:- “I loved the first day of a Special, people treated me like a police officer.”

Student13:- “Mine was when we were called to a job when a regular needed assistance and we all went out to help and he had used a can of CS on him, got his baton out and us were the nearest to him. We managed to find him and if we had not got there he would have been in hospital so we got there and sorted this lad out.”

(Laughing)

“Arrested him”

Others:- “What gave him a slap? (Only kidding).”

R:-“In lectures how do you think you learn the most?”

Police Culture and Socialisation within a UK University

All:- “The stories you tell on how good it is, we relate to them, they are interesting and you can apply them.”

Student 4:- “When it comes to you having to deal with it, what you said jogs your memory and it’s easy to do what you said and remember.”

Student 7:- “Like when you go to a job that is the first thing that comes back to you, and if it’s similar you have done, you just think what did they do and you then adapt it.”

R:-“So you copy what the lecturers have said?”

All:- “Yeh”

Student 11:- “The role plays are so valuable if you are not a special, as it shows you how to deal with an incident.”

R: -“Are the role plays real?”

All:- “Yes.”

Thanks and a reminder of confidentiality.

Focus group 3

All of the students are told about confidentiality and asked if they agree to participate. It is also explained to them that the results may be published but that they would not be individually identified. Let's get started.

R:- "Are the expectations of your career path still the same 18 months after you started the course?"

Student 1:- "No, originally I was with the Navy beforehand, I thought this would be the best way to get into some type of service role and originally I thought I would go back there, things change socially and getting into the job as a special I kind of want to stick it and stay with the service".

Researcher:- "Ok, when you say socially what do you mean?"

Student 1:- " Err I am in a relationship now and she is kinder saying she doesn't want me to go away" When student 1 says he is in a relationship, a lot of the other males, pull faces and student 1 says "she is a pain" and the other males laugh.

Researcher:- "So anyone else, has your career path changed?" " I presume you all wanted to be police officers?"

Collective:- "Yeh"

Researcher:- "Has that changed for anyone?"

Student collective:- No"

Student 2:- "I think you realise how hard it is to get in."

Researcher :-"So you think it is hard to get in, from the recruitment side?"

P.Student 3:- "Yes, because there are not jobs going, I can't even get into the bloomin Specials, so erm its just I have started looking at other avenues, obviously I still want to be in the police but I think I have come to accept that may not happen, so I've started to consider other avenues, such as the environmental agency."

Researcher:- "So what is your ultimate goal?" to be a cop or get some money?"

Student 4:- "I think it is more of like a ladder, what you have to say now a days is what job can I get to get into the cops, you have to be a Special to join the cops, you then have to be a PCSO and then a civilian staff member to be a regular."

Student 1:- "Also you join the cops because you want to do something useful, as well as get in."

Researcher:- "So you have all been at university for over a year what does the student culture mean to you, do you think it has been different of the same for you being students on a policing degree?"

Student 5:- "Different, (All nodding heads) different."

Student 6:- "You have to be careful when you go out."

Student 7:- "To be honest I don't think it's too different, because I am not the sort of nutter who goes around starting fights anyway."

Student 8:- "I think it is different, because when you go out you are just aware of what is going on around, that you didn't notice, drug deals and stuff, you can just notice it, you never sign off duty ever."

Student 9:- "You always look for the exits in case you need to get out."

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Student 2:- "I think well for me socially is on the internet, and you can't have what you're friends have like that." Student 9:- "Yeh."

Student 10:- "I think it affects like your group of friends too."

Researcher:- "Does it?"

Student 10:- "I think it doesn't yes, I think all of us on the course are like minded and we sort of know really what we should and should not be doing, so it is sort of like a safe environment, where not that you don't trust people."

Researcher:- "So what do you think the student culture would be, if you were on say a Psychology degree?" why do you think it would be different?"

P Student 11:- "You are less aware of your situation and what you should and shouldn't be doing, if you are just doing a normal degree, you not thinking if you do this, it may harm my chances about getting into the police force later on."

Researcher:- "So you two think that the same, even though you are on Pathways, it is all about getting into the cops?"

P student 10/11:- "Yeh."

P student 12:- "Yeh."

Researcher:- "Have you any examples were that difference was evident?"

P student 10:- "I personally will talk to anyone, but if you are a nob head I don't want to talk to you!"

Student 4:- "I don't know if it is size of course or something but I think there is camaraderie on this course, with us 60, if the course was like 120 I don't think it would be the same. We all know each other."

Researcher:- "So do you think it is the size of the course or it being a police course that makes you say you are different?"

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Student 2:- "The police course."

P Student 11:- "I come from a culture where you go out and get all loud and you don't worry about what happens, but this course has made more quiet, I think I have actually been marked down for being too quiet"

Researcher:- "So you are saying the course has subdued your personality?"

P Student 11:- "Yeh."

Researcher:- "So do you think student culture is normally to enhance your personality?"

All:- "Yeh."

Student 9:- "The first year and the people I lived with, that was a big thing for the second year who I lived with, so I went for everyone on the policing course because there was a few people in my old flat who would get drunk, take a lot of drugs come back and then you wouldn't see them for days, which wasn't a bad thing, but the kitchen never got tidied!"

Researcher:- "So is that a common thing?"

Student 8:- "Yeh New Year in the first year, I went to my mate's party in Manchester and there were drugs everywhere, every room, weed being smoked, I felt well awkward."

P Student 10:- "I had the same in a party down south, there were these lads and they were doing MDMA on the side of the couch in the kitchen and I just went whoops and knocked it on the floor".

Researcher:- "Why did you do that?"

P student 10:- "I don't know I just thought it was wrong."

Student 10:- "Nodding throughout" "you have to disassociate yourselves with people you know that are wrong" " Friends I had before the course, I don't have now."

Researcher:- "Is that the same for everyone?" All nod except

P student 11:- "No I still have the same friends, but I tell them to respect what I do."

Student 2:- "I wouldn't say I lost friends but I have friends who have chosen partners who I know aren't much good and they have chosen to drift."

Researcher:- "When did you notice this difference occur?"

Student 8:- "First semester."

All others:- "First year."

Student 7:- "I think it starts in the first year, then when you join the Specials, it kinda gets more."

Student 4:- "I think it's that void between first year and second year, when you become a Special and people notice the change and people say to you the what if questions?"

Researcher:- "What like?"

Student 4:- "So if you saw me in town if I was drunk would you arrest me? and this sort of thing."

Student 2:- "I think the hardest thing is that if someone you know, but not particularly know and you don't want them to know what you do and they ask

you what you do and you need to think of something." "Like you said the other day (indicating another student), taxi drivers ask you and you get more adventurous with what you say."

Student 8:- "Yeh"

Researcher:- "So you lie rather than say what you do?"

All:- "Yeh"

Researcher:- "Why?"

Student 2:- "To do with safety on a night out."

P student 10:- "I don't do that I just tell them, I am not bothered."

Student 2 :- "I noticed it when I became a Special, you realise how many people don't like the police"

Researcher:- "So when you were applying for the course did you think you were coming to a course where you would be different from other students"

Student 10:- "A student."

Student 4:- "It's not like we don't get anytime to be students, we do, you just have to be careful. I still find time to have fun its just the responsibility that dawns on you about what you have got, what been put upon you, if you think about it you think shit I'm a 19 year old in the role of Constable, it is a bit strange."

Researcher:- "So this difference and people drilling it in to you where did that come from?"

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Student 7:- "It makes it seem a little bit more real, I always thought, the lecturer just chatting to you, he sometime does seem like the Superintendent and you really don't want to say a word out of line."

"You all seem to have this sort of air of authority that we conform to." Student 7

Researcher:- "So you think the course is quite strict?"

Student 9:- "Structured."

Student 4:- "I certainly still see rank in **** (refers to a lecturer), in the way he speaks and how he speaks, it not rank that is strict it is respect in a way for what he has done."

Student 2:- "I don't think as a course lecturer you can't do this you can't do that, but you just say be careful, things have changed now, if this is what you want to do you have to be careful" " I think it was either you or **** (refers to a lecturer) said to us, if you want to do this your life will change you will lose friends and stuff and it's not you saying you have to do this, I think it is a choice we all made."

Researcher:- "So do you think you go through that when you come on the course straight away before we have spoken to you?"

Student 2:- "I think everyone takes a different amount of time and I think some never get there and they leave the course, because they couldn't grasp the idea of doing that and behaving in that way, and I think that is why we lost quite a few people, I think everyone got there at a different stage."

Researcher:- "Do you think the course as such is professional?"

Student 8:- "Yes", then collective "yes."

P student 11:- "Less in the second year with certain lecturers, but mostly yes."

Researcher:- "Do you think then it has developed you as a professional?"

Student 8:- "Yes definitely, I took a year out before the course and went for an interview for a job and I had no idea what to like, so she sort of went through it, now I would know what to do no problem."

Researcher:- "So what key things have you developed?"

Student 10:- "People skills."

Student 8:- "Nothing bothers you", "like if you have been a special and you have seen some of the stuff you have seen, you just don't really care about some of the stuff that bothers someone else, you are just not that fused about it."

Student 2:- "I think it's different to when you have got the uniform on to when you haven't, like at home, I am still the youngest at home still, but when you go out onto the street and you have your uniform on, you have that responsibility and you are dealing with things you have never even thought you would be dealing with."

Researcher:- "So do you think the being a Special has made you more professional?"

Student 9:- "I don't know really, what I do know is that you see some much stuff that as ***** said you don't let things bother you the same, so you think I've dealt with that an interview is piss easy".

Researcher:- "So when you have been in your lectures on the course, what have you learnt form the most?"

Student 8:- "Presentations", "what a road is."

Student 2:- "Building a rapport with someone."

Student 9:- "Working in teams."

Researcher:- "Is it the lectures on law that help you the most or the stories the lecturers tell of what they have done?"

Student 7:- "I think the stories teach you more than the legislation, as it kind of builds you up into that mind set of what you could face." "Whereas a lot of the legislation, I find, I don't know about anyone else, but I find I'll remember the gist but not the ins and outs and then when you go out you remember this little background and this is enforced, but I don't really cement it in my mind until I have been out and done it, so it is, more the kind of stories."

Student 2:- "I think the role plays and the stories, I think the stories make the lectures more interesting."

Student 4:- "I think the stories add more motivation, because you think, that could be me one day, I could be standing in a position like this and telling those stories one day." "I find that quite exciting."

Student 2:- "I learnt most in the role plays definitely"

Researcher:- "Ok so those of you that are in the Specials, do you think there is a bit of a police culture?"

Student 8:- "Yes, going in and working in teams and working with them, we may have lost lots of friends but we have also gained friends within the police, like I went out for the Christmas do it was brilliant with a new set of friends, erm my tutor I look after his house and dog when he goes away, so you kind of get a new set of friends as well, and there is a police culture yes."

R:- "So what is the the police culture then?"

Student 8:- "Talking crap", "a laugh"

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Student 1:- "Playing golf"

Student 4:- "Police jargon, like when you are on duty you hear these things and you know exactly what to do"

Student 2:- "I am a special now, but I think it is really difficult on the course if you are not a special, coz the majority of the class are"

Researcher:- "Difficult in what way?"

Student 2:- " People coming in in their uniforms, people having the stories to tell and its not anything against the specials or anything like that, it's just I took longer to get in than others and when they were all coming in in there uniform and stuff and the course is a lot based about you being a special. I wouldn't go as far as to say you are at a disadvantage if you are not a special, but I think things don't relate to you the same sometimes."

P Student 12:- "I think the Specials are in there and they are doing it they learn a lot more than what I learn practically". "I think I miss out a bit."

P Student 10:- "I personally hate seeing people in their uniform, as it is so depressing, especially I find annoying coz I cannot get in."

P student 12:- "Yeh, it makes you jealous."

Student 2:- "Yeh because we can apply for positions in the cops now and you can't and we have the same qualifications."

Researcher:- "So do you think the course should just be offered to Specials?"

P student 11:- "No I think it is good it caters for both."

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P student 12:- "No because even though we can't get into the Specials, we are still learning."

Student 8:- "It's like the police force you shouldn't just have university graduates going into the police."

Researcher:- "So for you who are specials, have you found fitting into the police culture hard"

Student 2:- "They are just like big students really", "they just like a laugh and I think if you can have a laugh with them."

Student 5:- "You just have to desensitise yourself."

Researcher:- "What do you mean?"

Student 5:- "Err when you are going to jobs, a lot of people think its serious, but he amount of times people have done it, they just know what to do and it just comes like that, so they will quite often joke and that what I enjoy, I enjoy the camaraderie of it."

Student 2:- "You joke about people's bad times."

Student 5:- "Peoples misfortunes."

Researcher:- "So humour is used to deal with things."

Student 5:- "Yes that is the safe environment of the police when you are working with them."

Researcher:- "So you think it is a safe environment?"

Student 9:- "Yes but different forces seem to be different, (police force), seems to be totally different to (police force), but everyone at (police force) is

different" "I think there is an overall culture, but things are totally different with different forces"

Student 7:- "Yes I would agree with that" " I almost feel in (police force), how pathways feel, I feel I am always missing out."

Student 8:- " I think that is because there is a slower pace of life in (police force), it is nice."

Student 7:- "I want to be in the premier league and (police force) is just not." I think they do things very well, they just don't have the number of crimes, and it is like crime has to come to us almost." Were the Home office forces have it backed up."

Student 2:- "Yeh, we have it backed up."

Student 8:- "We don't we are going around finding jobs" "It's because we are so far apart" " send the locals down, we say, and they get all the fun part, we just pick them up after."

Student 1:- "I like it but it is slow, the football matches are good."

Researcher:- "So why do you think it is slow?"

Student 1:- "I would like to be going from call to call, there are times were we are looking for jobs and that is not what I enjoy."

Student 7:- "It is nice to find things, but I think about all the things the police should be, stopping fights on Friday nights, going to RTC's and all sorts, I haven't even been in a fight". "The majority of what I deal with is low level public order, ticket offences, I mean football days are good."

Student 8:- "It could be that (police force) are so good at detecting crime nothing ever happens" (humour).

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Researcher:- "Going back to that then there is obviously your response side and your neighbourhood side, which one are you most interested in?"

Al:- "Response."

Student 2:- "A few of us have applied to be PCSO's but that is just because we want a job!"

P students 12:- "Community."

Student 9:- "I think if you were getting paid for it and doing it day in day out, you would like to be a bit of both."

Student 2:- "Yeh if you were getting paid, have a bit more interest, problems in the community."

Researcher:- "Going back to working in the community then and dealing with members of the public, a lot of you have had dealings with them I presume, what do you think about members of the public?"

A lot of laughing

Student 8:- "I don't like them."

Student 2:- "Horrible."

Student 1:- "Idiots."

Student 9:- "Sheep."

Student 5:- "There are probably about 1 in 10 that are nice."

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Student 9:- "A lot of them smell funny."

Student 2:- "I think you realise how different people live, I mean you expect people to live like you." "I remember on one of my first shifts and there was mould everywhere and the guy was laughing because I was just gagging all around this house."

Student 4:- "I think the British public are the most volatile society there is, they can change so quickly, just by something that is said, they can be happy then trying to start a fight or the other way around, they just change, I think it is just there good friend alcohol that does it the best, especially in *****".

Student 7:- "I have had generally good dealings with the public, I think it's because say in ***** (place) people are just passing through" " Again it is different on the ***** (place), it's not like you are on someone else's turf or home."

Student 8:- "Except the homeless" "I don't like the homeless."

Student 7:- "Generally I have had good dealings with them."

Researcher:- "Do you think on the pathways module, any issues to members of the public?"

P.Student 11:- "I still class myself as a member of the public."

Researcher:- "Equality and Diversity on the course, what does anyone think?"

Student 9:- "Good, excellent."

All:- "no issues."

Student 4:- "For an assessment centre it is a big thing, you really need to be clued up on it, how one little word could fail."

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Student 2:- "Yes just one little word you could fail on."

Student 9:- "Yeh I said knacked on a PCSO interview and I failed."

Student 11:- "Yes it means something different."

Student 2:- "Yeh but we are young, how are we meant to know?"

Student 4:- "Sometime you can't say they or them, we had to deal with people from sexual orientation and we said those people, as normal speech and that would be wrong."

Researcher:-"So do you think the police have this as the right level?"

Student 2:- "I think it is the police that have gone too far, you can't say white board, black board, it is so ridiculous, and there is stuff I would not have thought of."

Student 9:- "It is stupid."

Student 9:- "It all gets said in stations, even though they say to officers don't say it, they all say it when you are back in the station". "Especially at (police force), it is like *****(the headquarters) is a different world, it is not like that in reality". "They say don't swear at the public but some people cannot stop themselves"

Student 2:- "Some people don't respond unless you swear at them."

Student 9:- "At the end of the day you are not a robot."

Researcher:- "I have heard the phrase "knowing your audience, is that it?"

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Student 2:- " Yeh, I think the difference at (the university) and then being on the streets you have to find like the middle, I think here you teach us how it should be done and by the book and then on the streets it is like the opposite end and you are like woow...."

"... and you just need to level it up in the middle."

Researcher:- "Is that hard?"

Student 4:- "I think it is conflicting sometimes, when you are thinking all of the procedure and you think if I was saying that they could have legged it by now,"

"They could be shouting in your face and you have not got time to tell them this because you just want to get it done with." "Like interviewing you just want to get it done by the book, that's in the situation when you have got time to do it and you have got time to do the procedure and it does balance it out which procedures which."

Student 2:- "my first stop and search, I went through go wisely and the officer I was with said, "what are you doing?" "and I was like I am doing what I have been taught, and he was like you don't do that here."

Student 10:-" Yeh no one follows it, you get taught it and its good to know i.t"

Student 2:- "Yeh for court."

Student 10:- "Yeh you get taught it, you need to know it and you have to watch your own back, but the amount of stuff people don't use, like I have never seen anyone write a five part statement."

Student 10:- "Ever."

laughing and agreement

Student 9:- "I think it is the more serious stuff, if you ever got involved in it you would do it", "yeh but for a d and d."

Student 10:- "It's just you have to say they are drunk."

Student 2:- "You prepare us for the worst as well, like the custody office one, when I go into ***** (place), he asks me and goes through it with me"

Student 10:- "I would rather be taught it and know it."

Student 8:- "Yeh", the court practical you did, real court is not as scary as you guys."

Researcher:-

"What was your best experience over the last year and a half?"

All:- "The away week"

Student 2:- "You make friends, with each other and with the lecturers."

Student 10:- "I have matured a lot."

Student 4:- "I came here as a frightened young man, I have never had friends like I have had here, but not only that I am proud of what I have done and this course has given me something to be proud of."

Once I had stopped the tape, Student 2 told me about being asked why she was there, and not in the kitchen

Student 9:- stated "Yeh, I could tell you loads about he tea jokes and women."

Focus Group 4

Confidentiality issues mentioned

Researcher (R):-All done your ten weeks now as either the pathways or police officers...

“How was it for you?”

P.Student 1

“Life changing, the pathways I thought was good I made a website and that changed my life.”

R:- “Did you enjoy it?”

P. Student 1

“First few weeks I didn't I just wanted to not be there but then when I got into it and had my own little thing to do, then yeh and I started working in a team so that was fun.”

P Student 2

“I thought it was different from what we normally do, set off on your own with your own study, which I thought was good, when we are in ordinary lectures there is a lot of reliance on lecturers and things but with the pathway you just got to do your own thing.”

Student 3

“It was an eye opener, even though I did a lot of hours before I did the ten weeks, it was completely different doing it full time and the same shifts....”

R:- Why?

Student 3

“It's made me realise I don't want to be a bobby, “erm” because I don't like shift patterns, and also there is so much time spent doing things in my opinion you shouldn't be spending time doing.”

“Like going around and looking after people that don't deserve it, in my opinion.”

R:-“What do you mean?”

“For example we had to spend nearly an entire shift looking for a block, heroin addict who had gone into hospital because he had overdosed, didn't want to be treated so had left.... we had to go and find

him because the hospital said we need him back. He doesn't want to be treated, he has put himself in that position and in my opinion there are better things from us to be doing." Student 3

R: "Ok anyone else agree?"

Student 4

"Yes, there are things we do that I just don't think we should, like looking for people who do not want to be found and I don't know "er" I think people that like to take drugs and need looking after."

Student 3

"There is too much time spent doing stuff like that, when there is other stuff that can be done with more deserving people."

R: "Ok so what would you describe as a more deserving person?"

Student 4

"Victim of crime."

Student 5

"Yeh the aggrieved, there is too much focus on the offenders I think to be honest the police is now a business rather than an actual police force, you can't even call offenders, offenders any more they are customers, which is not right they are offenders, there is too much emphasis on not getting the wrong conviction on an offender rather than to help the aggrieved."

Student 6

"Can I take a different point of view? I think we need to focus on offenders more... if you focus on the offender you can stop the offending and get them out of the offending pattern."

R: "So do you agree that you spend too much time on other things?"

Student 6

"Yes but if the police didn't do that and that person ended up in a ditch the question would be asked what did the police do to try and find that person, we are the police we are duty bound to help people whether they are wanted for murder you still have to duty to help them."

Student 4

"I agree, but its some people cannot be helped, you cannot do enough for them, they don't want to help themselves."

R:- "So is there a certain type of person you cannot help?"

Student 4

"It's not you cannot help them, they need to start helping themselves, before you can help them."

Student 7

"I think the police are like a scapegoat really they take a lot of responsibility for what goes on when a lot of it is not down to us. The finger is pointed at us."

"There is an us and them.... the other agencies when things go south don't get the finger pointed at them, but we do."

Student 8

"People point the finger at us when it goes wrong, with the force I am with we take someone off the tracks that wants to kill themselves and then spend an eight, twelve hour shift with them, why keep us there when there are security guards to deal with them. I think we are trying to do so many things we have kind of lost focus on what there for."

"I think we wear too many hats, instead of being a police officer, you are a social worker, security guard, doctor, nurse."

Student 9

"There are jobs that you deal with that you just think why are we doing this, ASB.. when they complain and they are doing it to others then it is done to them and they complain, for example a street dealer, and we have is mugged and we have to go around and treat them as a vulnerable victim, when we could be doing something else."

R:- "Ok did you all feel part of a team?"

All Specials....."Yes"....

Student 1

"I left because I wasn't part of a team."

R:-"So what are the aspects of police culture that you saw?"

Student 8

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"They become a second family, that's what I called them, I would stay at my tutor house and look after his dog thing like that. Nights out with the team. It helps things you deal with."

R:-"Like what?"

Student 8

"Death, bodies... with the team you can get yourself back to normality."

Student 6

"My tutor says to me if wasn't for the team he would have left years ago, coz the team keeps you going. It's not a big team, there are individual teams, response teams, then they will have bad feeling towards other teams, thinking that if they have been sent to a job, this isn't a job for me this is a job for someone else, why aren't they dealing with it."

Student 4

"Yes there is far too much of that for the cops, one team against another."

Student 6

"There is too much responsibility on section, or there should be an easier method of handing things over to others."

Student 7

"Yes I was in the same position (as the other female that left) I was ready to hand my notice in and then I started my 10 weeks I was on a great time, who are now my second family, I love them to pieces. Before this I didn't feel part of anything, I was coming in not to work with anyone, on my own, as everyone is in a team it is hard to get into one, but when you are there for 10 weeks you have to work with them and they have to get to know you and stuff. But there is a lot between teams fighting, people not doing work they should be doing. For example you are on and they are due to finish and you will take the call coz they cannot be bothered."

Student 7

"You never see the high ranking officers, they are definitely different, the CID and uniform are different too."

R:- "Have you any examples of good or poor service by teams?"

Student 3

"Yeh, we spend a whole night dealing with a sexual assault, and passed it to the CID who said they would phone the victims mum, we came on the next day and she phoned us to say no one had been in touch, and they had been ringing all day... we found out he CID had passed it to the PPU and no one had bothered to get in touch with the family."

Student 4

"I put a whole shift work into a burglary and we arrested the offender and I thought I had done a really good job, then I came in off my rest days and looked and it said release no charge. I was fuming and apparently the CID said there was not enough evidence to charge, even though he had been witnessed in the lads room, hair all over the sink from when he had a shave, there had been food that he had eaten.... he didn't even get criminal damage to the window.... coz they said they could not prove it was him."

Student 11

"I was in a similar position with a burglary and I went in on my rest day to see what had happened and the CID had written the job off, saying the wind had blown these six inch screws out of the wall, it was stupid."

"They (the CID) try and find ways to write the burglary off rather than do the work on it."

Student 6

"There are certain police officers on certain teams who try to figure out more ways to cuff a job than it would take to do it. It is very frustrating for someone who aspiring to be a cop to see these cops cuffing jobs and moaning. Some are very lazy, some police officers who opening say how much they hate the job.... regardless of service."

"It is very frustrating."

R:- "Why don't they just leave?"

Student 6

"Because of the pay and pension."

Student 3 the pension

R:- "So is moaning part of police culture?"

Student 8

"Oh yeh, a load of them think the job owes them."

R:- "What do you think are the characteristics that make a police officer? Both pathways and police officers."

Student 5 "Cynical."

Student 6

"Good humour, you have to have a good humour."

Student 9

Police Culture and Socialisation within a UK University

“Yeh, but I think it depends who you are with, because in Neighbourhood you get Bobbies who have been there all of their career and everyone is in the wrong and they couldn't give a dam. They are the senior cons and they are always going to be like that were ever they are, they just don't like it anymore. They winge why can't someone else deal with it, why should I deal with it.”

Student 6

“If you didn't have humour you would be sectioned, you have to have humour.... such as sudden death, you have to be able to discuss it with your colleagues or you would go mad.”

P student:-12

“Respect for the public, the pc's show respect, the DCI is not at all.”

Student 3

“Team work, maturity, camaraderie.”

Student 4

“Patience with people.”

R:- “What do you mean?”

Student 4

“People just don't seem to understand sometimes, you are talking to people sometimes and you think are you absolutely thick or are you even listening to me (laughing from others).”

“They all want things doing now and you tell them you have other things to do, but they want it doing now. They just don't understand the work load you get.”

(mainly all the Specials talking)

R:- “So what do we think of members of the public then?”

Majority:- “Horrible.”

Student 7

“Lovely people, ha.”

Student 8

“Scum bags.”

Police Culture and Socialisation within a UK University

Student 8

“Foreign travellers are the worst, as we have alot and they do not plan ahead. I got things sorted when I went on holiday, maps, app for my phone, I got all of these things sorted but they just don't see it they think I know everything.”

Student 7

“Yeh travel guide on my head.”

Student 6

“You are a walking sat nav.”

Student 7

“A pet hate of mine is they don't say please and thank you, if they don't I don't answer them.”

Student 8

“I think my new name is "oy.”

R:- “Is that across different forces? In your opinion.”

All specials:- “Yeh.”

R:-“What about pathways?”

P.Student 2

“We didn't really meet that many, although we did meet some lovely old people.”

P.Student 12

“No nothing.”

R:-“Ok then who are the horrible to use your words, people?”

Student 8

“Homeless.”

Student 3

“Drug addicts.”

Student 6

Police Culture and Socialisation within a UK University

“Regular customers, young people.”

Student 3

“Certain kids speak to you like dirt, it’s like a culture thing.”

Student 6

“If I didn’t call a police man sir when I was little my dad would have killed me, if I was them I would be scared but they treat you like dirt.”

Student 3

“I think my point of view is that we live in a country where the people get away with speaking to the police like dirt, because it wouldn’t happen in Europe it wouldn’t happen in America.”

Student 4

“Like some of the names you get called, you just wouldn’t say that as a joke to your friends, going back to characteristics you have to be thick skinned just to take it (others yeh). You just have to take it.”

“There is not much else to do about it, you could arrest them, but you just get more grief in your ear then. Or you can just laugh at them.”

R:- “So do you think the police get a hard time?”

All Specials:- “Yeh.”

Student 8

“Yeh we’ve all been bullied at school haven’t we!!!!”

Student 9

“Again it depends where you go, you go to a certain area and they are all out on the street having a go, and give you a bit. Or other areas you go out onto the street and you have people coming out thanking you and stuff like that. but then you get annoyed with victims sometimes as there are ones that do not do something for themselves because the police, us are expected to come and sort it out. They fall back on us. Like burglaries when they say oh yeh we did leave the back door open, or yeh I did leave the window open. We are like you know what the areas like...why do it, or why don’t you move. Then there are people that live in certain areas and want to get a move so they say things are going on and they are not, it creates more both for the police as we have to do something about what they have created.”

R:- “So what are your views on the riots in London and Manchester and the suggested racism within the Met (London Police)?”

Student 4

“Well it’s not acceptable, just because you have a badge does mean you can treat people differently, that what I have seen anyway.”

P. Student 12

“I think what *** said before if the riots happened in Europe then they just wouldn't have it, we seem to have it.”

Student 6

“I think a massive issue is that the police in the North or the ones I have seen are without a doubt good police forces, but every police force in the country is judged by how the Met act and I don't know if anyone has dealt with the met police, but my tutor went down there and they will tell you that the Met don't talk to people. The Met don't have Neighbourhood policing thing at all. It is they are the community and you are the police. Everyone gets judged by the Met and I don't think it's right.”

Student 3

“I think the people didn't know what they wanted, because there was police standing there doing nothing and then members of the public were saying why aren't they doing anything and then some of my force tag bobbies leathered a couple of lads on bikes and then the public were saying that was awful blar blar blar. They either want the police to do something or they don't and then you have the problem of people higher up in the police too frightened to act. The Bobbies on the ground are quite happy to get stuck in it's just command are frightened.”

Student 4

“I agree there is too much placed on the public perception of how they want us to police, because when that guy's got pushed and he died (others well he fell over). So when the riots came nothing happened because they thought we were too heavy handed, then they complained the public when we did nothing. I think the bosses fear the public and complaints and that, they should have more authority.”

R:- “So do you feel you would be supported by the bosses?”

Student 3

“Backed up by who, I had a complaint and was backed up by my team, but no if it was serious I don't think the command would back me. I was talking to someone who shot someone and the way he was treated was awful, when he did the job, they get suspended, clothes taken. They are put in a holding area, and treated like a criminal, not even allowed to speak to the team, ridiculous.”

Police Culture and Socialisation within a UK University

Student 6

"It doesn't feel like there is any corporate backing, it feels like they won't back you up... they will try and find things."

Student 3

"Depends on the team though, I think the Sgt would back you though."

R:- "So do you need trust in your teams?"

Student 3

"Oh Yeh."

All specials "Yeh."

R:- "So when you have worked in the police or on the pathways module, have you used the law and skills you learnt on the course?"

Student 8

"No not really."

Student 4

"I think we are taught the wrong way, at Uni we are told to be polite, always can't upset people and when I went on the streets, I was getting all of this grief and not saying anything and I thought that was what I had to do. My tutor said, why are you not saying anything back and I said I have to be polite. Well try and give it back... and I said well if I do I will say some harsh things and he said yeh ok try it. So I did I was authoritative and gave it back, just listen, wind your neck in this is going to happen if you do that.... and it works. You get used to your own voice really."

Student 11

"Yeh I agree, the way we got taught here is totally different to out 10 weeks, its like how my tutor works, first 3 weeks I watch him, next 7 weeks I do and in the first few weeks he would stop people and not use go wisely, as he said if he did he would just get laughed at And they would ride off on their bike."

Others agree

Student 6

"I would never stop anyone without go wisely, and I couldn't have functioned without doing the course. As although things are different you need to know the legal stuff, for why you are doing.... if PACE says you have to you do it and cover your back. You could use your job if you do not."

Student 3

Police Culture and Socialisation within a UK University

"You have to adapt your communication for who you are dealing with.....you can't use same language on 17 year old on rough estate to 90 year old who has had her house burgled."

R:- "So how have you developed over the last 2 years?"

Student 4

"Mature."

Student 6

"Confidence, I feel I have gone from 14 to 38 in two years."

Student 3

"Confidence."

P.student 13

"Academically speaking I have developed loads, but I think I have lost my confidence a bit."

R:- "So do you all feel like students then?"

Student specials:--- "No, I am a police officer."

P.student 10

"I feel like a student....."

P.student 11

"I think I am different from some of the pathways as I have always wanted to be a police officer and so even when I have been out I feel an eye is always on me so I have always felt a bit different. As I always want to be ok. I know the line."

P.student 12

"On a night out I am still careful."

R-"Do you mix with other students on other courses?"

Student specials:- "No not really."

Student

"Yeh maybe"..... "some".....

Student 9

"My life style has completely changed so no I don't mix with other students."

R: "What do you mean?"

Police Culture and Socialisation within a UK University

Student 9

“I don't go out the same. You wise up and grow up, I do not drink anymore.”

Student

“I don't think if you are on a police course determines whether you mix with others or not..... I think it's due to the individual.”

R: “So other students do not treat you differently because you are on a police course?”

“Oh I think they do (all others).”

Student specials:- “Yeh I tell people I am on a different course.”

Pathway 11

“Yeh I do too.”

Reinforce confidentiality and anonymity.

Appendix G Focus Group Guide

Questions

A member of staff is conducting research for their PhD on student experience on the police foundation degree. For this they would like to ask you a number of questions on a focus group, the answers to which will all be kept confidential. Please note the focus group will be tape recorded, but it is not compulsory to answer a question. The tape recordings will be kept in a secure location. Your views and opinions may form part of a research paper, but you will not be identified from this focus group. Please note this focus group is confidential and you must agree to keep the focus group conversations confidential.

The focus group will be run by *** who is available for questions, you can contact her on ***** and leave a message if required.**

If you would like to make a complaint about anything regarding the focus group please contact, *** administrator on ***** and you can leave a message if needed.**

Questions for focus groups first year

Anticipated Socialisation

What was your prior experience of policing before coming on the course?

Sub questions

Where has your information come from about the police?

Student culture

Student culture, what is this to you?

Sub questions

Do you feel part of it?

Is it what you expected?

How do you fit in at university?

Do you believe the course is strict?

Professionalisation

Has the course affected you professionally?

What are you looking forward to the most?

Police Culture and Socialisation within a UK University

From where have you learnt the most?

What does real police work mean to you?

How do you feel about working with and for members of the public?

Equality and Diversity

How would you describe equality and diversity having been on the police course, is it evident?

Questions for second year students prior to tutor phase/pathways of ten weeks (Feb 2012)

Expectations/career path still the same as when started the course a year ago?

From where have you learnt the most?

Student culture

Student culture, what is this to you?

Police culture, what is this to you?

Sub questions

Do you feel part of it?

Is it what you expected?

How do you fit in at university?

Do you believe the course is strict?

Professionalisation

Has the course affected you professionally?

What are you looking forward to the most in the next 10 weeks?

How do you feel about working with and for members of the public?

What does real police work mean to you?

Equality and Diversity

How would you describe equality and diversity having been on the police course, is it evident?

What about in the police service, for those of you whom are specials?

Questions for second year students after tutor phase/pathways of ten weeks (Feb 2012)

Expectations/career path still the same as when started the course a year ago?

From where have you learnt the most?

Student culture

Student culture, what is this to you?

Sub questions

Do you feel part of it?

Police culture, what is this to you?

Professionalisation

Has the course affected you professionally?

What does real police work mean to you?

How do you feel about working with and for members of the public?

Equality and Diversity

How would you describe equality and diversity having been on the police course, is it evident?

What about in the police service, for those of you whom are specials?

Appendix H: Module Descriptions

MODULE DESCRIPTOR

MODULE TITLE	Professional Policing			
MODULE CODE	FZ1101 (L4)	CREDIT VALUE	20	
DATE OF APPROVAL	June 2012		VERSION NUMBER	4
SCHOOL		PARTNER INSTITUTION	None	

RELATIONSHIP WITH OTHER MODULES

Co-requisites	None	Pre-requisites	None	Excluded Combinations	None
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MODULE AIMS

The module will introduce students to the underpinning philosophies and methods of contemporary policing within a quality framework. On completion of this module students will understand the fundamental principles of policing, resource and tasking models as a cost-bearing activity and be able to demonstrate an awareness of the concepts and applications of resources in practical decision-making and responses to policing situations and incidents.

MODULE CONTENT

Policing Plans – National and Local
 Crime and Disorder Act
 Problem Oriented Partnerships
 Performance Management
 National Intelligence Model
 Reactive and Pro-active Policing
 Record Keeping/Data Protection/FOI/MOPI
 Crime Prevention

LEARNING OUTCOMES

On successful completion of this module a student will be able to:

1.	Describe of the structure and strategic direction of a police force.
2.	Explain the importance of partnership working in crime and disorder reduction.
3.	Describe the problem oriented partnership model in the context of neighbourhood policing.
4.	Describe the different methods of reactive and pro-active policing.
5.	Explain the role of the National Intelligence model in policing.
6.	Keep appropriate records and demonstrate an understanding of their importance.

ASSESSMENT METHODS

The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount (indicative only)	Category of assessment	Learning Outcomes being assessed

Police Culture and Socialisation within a UK University

1	Exam	50%	1.5 hours	Examination	1, 3 - 6
1	Essay	25%	1000 words	Coursework	1, 2, 3, 5
1	Assessment	25%	1000 words	Coursework	6

MODULE PASS REQUIREMENTS

To pass the module students must achieve an overall grade of at least 40% and a score of at least 35% in each assessed element. The final module mark is a weighted average of the individual assignments.

APPENDIX**MODULE CODE: FZ1101
POLICING****MODULE TITLE: PROFESSIONAL****LOCATION OF STUDY:**

MODULE TUTOR(S)	
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MODULE DELIVERY	Semester Long	Semester 1	<input checked="" type="checkbox"/>	Semester 2		Semester 3	
	Year long	Semester 1 & 2			Semester 2 & 3		
	Other (please indicate pattern of delivery)						

MODULE LEARNING PLAN**LEARNING, TEACHING AND ASSESSMENT STRATEGY**

The module will be delivered through lectures, tutorials, practical exercises and role plays, delivered by school staff and guest speakers. All of the practical exercises contribute to the development of team working skills, leadership, communication skills, personal development and resilience.

SCHEDULED LEARNING AND TEACHING ACTIVITY	No of hours
Lectures	27
Tutorials	9
Practical Exercises	24
TOTAL SCHEDULED LEARNING HOURS	60
INDEPENDENT LEARNING HOURS	20
Library Work	20
Directed Reading	20
Reflection on feedback on assessments and role-play performances.	20
Preparation for lectures and tutorials	40
Preparation for assessments and examination,	20
TOTAL INDEPENDENT LEARNING HOURS	140
TOTAL STUDENT LEARNING HOURS	200

BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

Fraser Sampson, Blackstone's Police Operational Handbook Police National Legal Database (OUP) ISBN 978-0-19-928924-7

Paul Ozin, Heather Norton and Perry Spivey, PACE A Practical Guide to the Police and Criminal Evidence

Yvonne Moreno, Paul Hughes, Effective Prosecution (Oxford University Press) 2008 ISBN 978-0-19-923774-6

Dr. Robin Bryant & others, Blackstone's Handbook for Policing Students, latest edition (Oxford University Press)

David Johnston & Glenn Hutton, Blackstone's Police Manual, latest edition Vol. 2 Evidence and Procedure (Oxford University Press)

Glenn Hutton & Gavin Mckinnon, Blackstone's Police Manual, latest edition Vol.4 General Police Duties (Oxford University Press) Simon Cooper and Michael Orme,

Simon Cooper, Michael Orme, Blackstone's Police Manual, latest edition Vol. 3 Road Policing (Oxford University Press)

MODULE DESCRIPTOR

MODULE TITLE	Employability and Study Skills			
MODULE CODE	FZ1102 (L4)	CREDIT VALUE	20	
DATE OF APPROVAL	June 2012		VERSION NUMBER	4
SCHOOL		PARTNER INSTITUTION	None	

RELATIONSHIP WITH OTHER MODULES

Co-requisites	None	Pre-requisites	None	Excluded Combinations	None
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MODULE AIMS

This module aims to introduce the student to learning and assessment processes that they will encounter as part of their studies and on-going professional development. It will prepare them for the assessments involved as they pursue a career in policing. Students will be able to reflect and identify how their own values and beliefs can affect their interaction with others. They will be able to develop their knowledge and understanding of ways in which they can improve their practices and learn how to balance professional pressures with the need to develop themselves.

MODULE CONTENT

Study Skills
 Learning and Assessment
 Phases of Learning/ Introduction to SOLAP
 Welfare
 Written Communication-FPN/HORT1/VDRS/CLE2/6
 Verbal/Non-verbal Communication
 Career Development – job interviews, assessment processes
 National Occupational Standards
 Continual Professional Development
 Professionalising The Investigation Programme
 Preparation for Attestation
 Health and Safety/Manual Handling

LEARNING OUTCOMES

On successful completion of this module a student will be able to:	
1.	Apply the appropriate referencing system consistently and correctly.
2.	Develop structured methods for improving your own practice and means by which those methods can be tested and generalised.
3.	Demonstrate effective verbal and written communication with individuals.
4.	Compare and contrast evidence from your own and others' work to inform the development of your own practice.
5.	Explain the NOS and the assessment process.
6.	Identify Investigative National Occupational Standards for achievement of PIP Level 1.
7.	Develop an insight into the importance of Health and Safety.

ASSESSMENT METHODS

The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount (indicative only)	Category of assessment	Learning Outcomes being assessed
1	Essay	50%	1500 words	Coursework	1, 3, 5 - 7
1	Presentation	50%	10 minutes	Practical Assessment	2 - 4

MODULE PASS REQUIREMENTS

To pass the module students must achieve an overall grade of at least 40% and a score of at least 35% in each assessed element. The final module mark is a weighted average of the individual assignments.

APPENDIX

**MODULE CODE: FZ1102
STUDY**

**MODULE TITLE: EMPLOYABILITY AND
SKILLS**

LOCATION OF STUDY:

MODULE TUTOR(S)	
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MODULE DELIVERY	Semester Long	Semester 1	<input checked="" type="checkbox"/>	Semester 2		Semester 3	
	Year long	Semester 1 & 2			Semester 2 & 3		
	Other (please indicate pattern of delivery)						

MODULE LEARNING PLAN

LEARNING, TEACHING AND ASSESSMENT STRATEGY	
The module will be delivered through lectures, tutorials, practical exercises and role plays, delivered by school staff and guest speakers. All of the practical exercises contribute to the development of team working skills, leadership, communication skills, personal development and resilience.	
SCHEDULED LEARNING AND TEACHING ACTIVITY	No of hours
Lectures	27
Tutorials	9
Practical Exercises	24
TOTAL SCHEDULED LEARNING HOURS	60
INDEPENDENT LEARNING HOURS	20
Library Work	20
Directed Reading	20
Reflection on feedback on assessments and role-play performances.	20
Preparation for lectures and tutorials	40
Preparation for assessments and examination,	20
TOTAL INDEPENDENT LEARNING HOURS	140
TOTAL STUDENT LEARNING HOURS	200

BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

<p>Recommended Reading: Fraser Sampson, <i>Blackstone's Police Operational Handbook Police National Legal Database</i> (OUP) ISBN 978-0-19-928924-7 Paul Ozin, Heather Norton and Perry Spivey, <i>PACE A Practical Guide to the Police and Criminal Evidence and Act 1984</i> (OUP) ISBN 0-19-928923 Selina Copley, <i>Reflective Practice for Policing Students</i>, (Learning Matters) 2011 ISBN 978 1 84445 848 6 Richard Malthouse, Jodi Roffey-Barentsen, <i>Written Exercises for the Police Recruit Assessment Process</i> (Learning Matters) 2009 ISBN 978-1-84445-266-8</p>
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MODULE DESCRIPTOR

MODULE TITLE	Ethics, Diversity and Social Issues		
MODULE CODE	FZ1103 (L4)	CREDIT VALUE	20
DATE OF APPROVAL	June 2012	VERSION NUMBER	4
SCHOOL		PARTNER INSTITUTION	None

RELATIONSHIP WITH OTHER MODULES

Co-requisites	None	Pre-requisites	None	Excluded Combinations	None
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MODULE AIMS

This module aims to introduce students to the origins of police service values and ethics, the principles of police ethics, and the links to race and diversity. Through this module, students will begin to develop and apply appropriate policing ethics of their own. Students will be able recognise the rights and responsibilities of individuals when helping to resolve tensions and how to help those unable to exercise their rights with regard to equality and diversity issues. It will equip students with an understanding of the benefits of diversity in the workplace and the community.

MODULE CONTENT

- Ethics/Code of Conduct/Professional Standards
- Diverse Groups-, Deafway
- Race/ Faith visits
- Immigration/Human trafficking
- Hate Crime
- Human Rights
- Terrorism
- Domestic Abuse/Forced Marriages
- Missing from home (FIND JANE), Child Abuse/Cruelty/Abduction-EPO,PPO,PPU

LEARNING OUTCOMES

On successful completion of this module a student will be able to:	
1.	Compare and contrast the beliefs, practices and traditions of the main cultures and religions in the local community.
2.	Explain the importance of increasing trust and confidence in policing in the community.
3.	Explain how issues of human rights and diversity are incorporated into the Police Service.
4.	Explain of the Police code of conduct.
5.	Explain how issues surrounding Immigration and Human Trafficking are dealt with by the Police Service.
6.	Explain current legislation and procedures for dealing with Domestic Abuse (including children)/Forced Marriages and Terrorism

ASSESSMENT METHODS

The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount (indicative only)	Category of assessment	Learning Outcomes being assessed
1	Examination	50%	Multiple choice and short notes questions, 2 hours.	Examination	1, 4, 5, 6
1	Essay	25%	1000 words	Coursework	3, 6
1	Presentation	25%	15 minutes	Practical Assessment	1 - 3

MODULE PASS REQUIREMENTS

To pass the module students must achieve an overall grade of at least 40% and a score of at least 35% in each assessed element. The final module mark is a weighted average of the individual assignments.

APPENDIX

MODULE CODE: FZ1103
DIVERSITY

MODULE TITLE: ETHICS AND
AND SOCIAL ISSUES

LOCATION OF STUDY:

MODULE TUTOR(S)	
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MODULE DELIVERY	Semester Long	Semester 1		Semester 2		Semester 3	
	Year long	Semester 1 & 2		✓	Semester 2 & 3		
	Other (please indicate pattern of delivery)						

MODULE LEARNING PLAN

LEARNING, TEACHING AND ASSESSMENT STRATEGY

The module will be delivered through lectures, tutorials, seminars and visits delivered by school staff and guest speakers.
All of the elements, contribute to an understanding of police ethics and integrity as well as team work, leadership, communication, personal development, resilience and diversity.

SCHEDULED LEARNING AND TEACHING ACTIVITY	No of hours
Lectures	56
Faith visits	8
TOTAL SCHEDULED LEARNING HOURS	64
INDEPENDENT LEARNING HOURS	20
Directed Reading	20
Reflection on feedback on assessments and role-play performances.	20
Preparation for lectures and tutorials	36
Preparation for assessments and examination	40
TOTAL INDEPENDENT LEARNING HOURS	136
TOTAL STUDENT LEARNING HOURS	200

BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

Fraser Sampson, Blackstone's Police Operational Handbook Police National Legal Database (OUP) ISBN 978-0-19-928924-7
 Paul Ozin, Heather Norton and Perry Spivey, PACE A Practical Guide to the Police and Criminal Evidence and Act 1984 (OUP) ISBN 0-19-928923
 Yvonne Moreno, Hughes Paul, Effective Prosecution (Oxford University Press) 2008 ISBN 978-0-19-923774-6
 Dr. Robin Bryant & others, Blackstone's Handbook for Policing Students, latest edition (Oxford University Press)
 David Johnston & Glenn Hutton, Blackstone's Police Manual, latest edition Vol. 2 Evidence and Procedure (Oxford University Press)
 Glenn Hutton & Gavin Mckinnon, Blackstone's Police Manual, latest edition Vol.4 General Police Duties (Oxford University Press) Simon Cooper and Michael Orme,
 Simon Cooper, Michael Orme, Blackstone's Police Manual, latest edition Vol. 3 Road Policing (Oxford University Press)

MODULE DESCRIPTOR

MODULE TITLE	Criminal Law and Procedure		
MODULE CODE	FZ1104 (L4)	CREDIT VALUE	20
DATE OF APPROVAL	June 2012	VERSION NUMBER	4
SCHOOL		PARTNER INSTITUTION	None

RELATIONSHIP WITH OTHER MODULES

Co-requisites	None	Pre-requisites	None	Excluded Combinations	FZ1107
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MODULE AIMS

This module aims to provide students with a range of practical skills and legislative knowledge necessary to provide policing in a safe environment, with additional emphasis on Neighbourhood Policing. By the end of this module, students will recognise and understand how to deal practically with most police encounters.

MODULE CONTENT

- Conflict Resolution/Defensive Tactics
- Possession of Firearms
- Neighbourhood Policing
- Stop and Search- Possession of OW/Possession of drugs
- Basic Crime and Public Order legislation- including Criminal Attempts/Statutory Preventative measures/D&D,D&D/BOP
- Basic Assault 39/47/89 (Racially aggravated)
- Minor RTC awareness and scene management
- Lost and found property
- Police powers

LEARNING OUTCOMES

On successful completion of this module a student will be able to:

1.	Explain relevant legislation and organisational requirements for stop and search and possession of offensive weapons/firearms drugs and property.
2.	Examine basic crime, assault and public order legislation and conflict resolution
3.	Demonstrate the officer safety techniques that should be used and when it is appropriate to use them.
4.	Identify the need for, and evaluate the effectiveness of, neighbourhood policing
5.	Demonstrate awareness of scene management at minor RTC
6.	Explain the use of police powers, their proportionality and fairness.

ASSESSMENT METHODS

The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Police Culture and Socialisation within a UK University

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount (indicative only)	Category of assessment	Learning Outcomes being assessed
1	Role Play	25%	15 minutes	Practical Assessment	1, 6
1	Police report	25%	Neighbourhood Policing Report, 1000 words	Coursework	4
1	Exam eLearn	50%	2 hours	Examination	1, 2, 5, 6
1	Exam	Pass/fail as defined by the police force	Defensive Tactics	Practical Assessment	3
1	Exam	Pass/Fail defined by Ambulance Service	First Aid (Mod 2) 1	Practical Assessment	3

MODULE PASS REQUIREMENTS

To pass the module students must achieve a pass in the First Aid and Defensive Tactics assessments and an overall grade of at least 40% with a score of at least 35% in each graded element. The final module mark is a weighted average of the individual assignments.

APPENDIX

**MODULE CODE: FZ1104
PROCEDURE**

MODULE TITLE: CRIMINAL LAW AND

LOCATION OF STUDY:

MODULE TUTOR(S)	
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MODULE DELIVERY	Semester Long	Semester 1		Semester 2		Semester 3	
	Year long	Semester 1 & 2		✓	Semester 2 & 3		
	Other (please indicate pattern of delivery)						

MODULE LEARNING PLAN

LEARNING, TEACHING AND ASSESSMENT STRATEGY	
The module will be delivered through lectures, tutorials, practical exercises and role plays, delivered by school staff and guest speakers. All of the practical exercises contribute to team work, leadership, communication, personal development and resilience.	
SCHEDULED LEARNING AND TEACHING ACTIVITY	No of hours
Lectures	46
Tutorials	23
TOTAL SCHEDULED LEARNING HOURS	69
GUIDED INDEPENDENT STUDY	
Placement with Northwest Constabulary	30
Directed Reading	15
Reflection on feedback on assessments and role-play performances.	15
Preparation for lectures and tutorials	31
Preparation for assessments and examination	40
TOTAL GUIDED INDEPENDENT STUDY HOURS	131
TOTAL STUDENT LEARNING HOURS	200

BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

Fraser Sampson, Blackstone's Police Operational Handbook Police National Legal Database (OUP) ISBN 978-0-19-928924-7

Paul Ozin, Heather Norton and Perry Spivey, PACE A Practical Guide to the Police and Criminal Evidence and Act 1984 (OUP) ISBN 0-19-928923

Merritt Jonathan, Law for the Student Police Officers Second Edition (Learning Matters) 2009 ISBN 978184445 250-7

Yvonne Moreno, Hughes Paul, Effective Prosecution (Oxford University Press) 2008 ISBN 978-0-19-9237746

Dr. Robin Bryant & others, Blackstone's Handbook for Policing Students, latest edition (Oxford University Press)

David Johnston & Glenn Hutton, Blackstone's Police Manual, latest edition Vol. 2 Evidence and Procedure (Oxford University Press)

Glenn Hutton & Gavin Mckinnon, Blackstone's Police Manual, latest edition Vol.4 General Police Duties (Oxford University Press) Simon Cooper and Michael Orme, Simon Cooper, Michael Orme, Blackstone's Police Manual, latest edition Vol. 3 Road Policing (Oxford University Press)

Eric Shepherd, Investigative Interviewing 2007, The Conversation Management Approach (Oxford University Press) - ISBN 978-0-19-921409-9

MODULE DESCRIPTOR

MODULE TITLE	Investigation and Evidence				
MODULE CODE	FZ1105 (L4)	CREDIT VALUE	20		
DATE OF APPROVAL	June 2012			VERSION NUMBER	4
SCHOOL		PARTNER INSTITUTION	None		

RELATIONSHIP WITH OTHER MODULES

Co-requisites	None	Pre-requisites	None	Excluded Combinations	None
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MODULE AIMS

This module aims to equip students with the necessary skills and understanding to appropriately deploy the disciplines of crime scene preservation. Students will learn about crime scene examination and collecting evidence as well as the safe packaging, storing and transporting of exhibits and delivering evidence in court. Furthermore students will be introduced to how to deal with a suspicious death.

MODULE CONTENT

- Crime Scene Science
- Scene Control
- Exhibit Handling
- Evidence Fairness
- Perjury/ Court Awareness
- Critical Incidents
- Sudden Death
- Crime Recording
- RIPA and CHIS

LEARNING OUTCOMES

On successful completion of this module a student will be able to:

1.	Explain methods of incident scene protection preservation of evidence.
2.	Explain the need for evidence fairness and demonstrate knowledge of how to present evidence in court.
3.	Describe current, relevant legislation, policies, procedures, codes of practice and guidelines in relation to gathering, submitting, retaining, recording and disseminating information
4.	Explain current policies and procedures for dealing with sudden death incidents.
5.	Demonstrate an understanding of crime recording and a critical incident.

ASSESSMENT METHODS

The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/	Category of assessment	Learning Outcomes being
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Police Culture and Socialisation within a UK University

			Wordcount (indicative only)		assessed
1	Examination	50%	1 and half hours	Exam	1, 3 - 5

1	Presentation	25% each	15 minutes	Coursework	1,2,4,5
1	Essay	25% each	1000 words	Coursework	3

MODULE PASS REQUIREMENTS

To pass the module students must achieve an overall grade of at least 40% and a score of at least 35% in each assessed element. The final module mark is a weighted average of the individual assignments.

APPENDIX

MODULE CODE: FZ1105
EVIDENCE

MODULE TITLE: INVESTIGATION AND

LOCATION OF STUDY:

MODULE TUTOR(S)	
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MODULE DELIVERY	Semester Long	Semester 1		Semester 2		Semester 3	
	Year long	Semester 1 & 2		✓	Semester 2 & 3		
	Other (please indicate pattern of delivery)						

MODULE LEARNING PLAN

LEARNING, TEACHING AND ASSESSMENT STRATEGY	
The module will be delivered through lectures delivered by school staff and guest speakers. All of the practical exercises contribute to team work, leadership, communication, personal development and resilience.	
SCHEDULED TEACHING AND LEARNING ACTIVITY	No of hours
Lectures	46
Tutorials	23
TOTAL SCHEDULED LEARNING HOURS	69
GUIDED INDEPENDENT STUDY	20
Library Work	20
Directed Reading	20
Reflection on feedback on assessments and role-play performances.	31
Preparation for lectures and tutorials	40
TOTAL GUIDED INDEPENDANT STUDY HOURS	131
TOTAL STUDENT LEARNING HOURS	200

BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

Fraser Sampson, *Blackstone's Police Operational Handbook Police National Legal Database* (OUP) ISBN 978-0-19-928924-7
 Paul Ozin, Heather Norton and Perry Spivey, *PACE A Practical Guide to the Police and Criminal Evidence and Act 1984* (OUP) ISBN 0-19-928923
 Merritt Jonathan, *Law for the Student Police Officers* Second Edition (Learning Matters) 2009 ISBN 978184445 250-7
 Yvonne Moreno, Hughes Paul, *Effective Prosecution* (Oxford University Press) 2008 ISBN 978-0-19-923774-6
 Dr. Robin Bryant & others, *Blackstone's Handbook for Policing Students, latest edition* (Oxford University Press)
 David Johnston & Glenn Hutton, *Blackstone's Police Manual, latest edition Vol. 2 Evidence and Procedure* (Oxford University Press)
 Glenn Hutton & Gavin Mckinnon, *Blackstone's Police Manual, latest edition Vol.4 General Police Duties* (Oxford University Press) Simon Cooper and Michael Orme,
 Simon Cooper, Michael Orme, *Blackstone's Police Manual, latest edition Vol. 3 Road Policing* (Oxford University Press)

MODULE DESCRIPTOR

MODULE TITLE	PACE, Detention and Disposal			
MODULE CODE	FZ1106 (L4)	CREDIT VALUE	20	
DATE OF APPROVAL	June 2012		VERSION NUMBER	4
SCHOOL		PARTNER INSTITUTION	None	

RELATIONSHIP WITH OTHER MODULES

Co-requisites	None	Pre-requisites	None	Excluded Combinations	None
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MODULE AIMS

This module aims to introduce students to the Police and Criminal Evidence Act 1984 (PACE) and its application. By thoroughly evaluating the associate powers of detention and disposal, students will learn the need to conduct themselves legally and in a balanced and proportionate manner. They will be also learn about the CJS, the importance of file preparation and Victim and Racially Motivated Personal Statements.

MODULE CONTENT

- PACE
- File Preparation-Handover package,
- Racially Motivated Offences and Victim Personal Statements
- Introduction to CJS
- Detained persons and Bail
- Powers of entry
- Summons and Warrants

LEARNING OUTCOMES

On successful completion of this module a student will be able to:

1.	Compare and Contrast the procedure for Summons and Warrants.
2.	Describe how to identify the individual to be arrested, detained and their disposal.
3.	Demonstrate understanding of how to use legal authority for detention.
4.	Describe the basic restrictions on interviewing arrested/detained persons and urgent interviews.
5.	Review and evaluate available case material and select appropriate material for incorporation into the case file.
6.	Describe the preparation of investigation files, and their presentation in the required form, within relevant time limits.

ASSESSMENT METHODS

The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/	Category of assessment	Learning Outcomes being
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Police Culture and Socialisation within a UK University

			Wordcount (indicative only)		assessed
1	Examination	50%	1.5 hours	Exam	1, 2 - 4
1	Essay	25%	Essay 1000 words	Coursework	5, 6
1	Practical	25%	Role Play 10mins	Role Play	3

MODULE PASS REQUIREMENTS

To pass the module students must achieve an overall grade of at least 40% and a score of at least 35% in each assessed element. The final module mark is a weighted average of the individual assignments.

APPENDIX

MODULE CODE: FZ1106

**MODULE TITLE: PACE
DETENTION AND
DISPOSAL**

LOCATION OF STUDY:

MODULE TUTOR(S)	
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MODULE DELIVERY	Semester Long	Semester 1		Semester 2		Semester 3	
	Year long	Semester 1 & 2		✓	Semester 2 & 3		
	Other (please indicate pattern of delivery)						

MODULE LEARNING PLAN

LEARNING, TEACHING AND ASSESSMENT STRATEGY

The module will be delivered through lectures delivered by school staff and guest speakers. All of the practical exercises contribute to team work, leadership, communication, personal development and resilience.

SCHEDULED LEARNING AND TEACHING ACTIVITY	No of hours
Lectures	46
Tutorials	23
TOTAL SCHEDULED LEARNING HOURS	69
GUIDED INDEPENDENT STUDY	
Directed Reading	30
Reflection on feedback on assessments and role-play performances.	30
Preparation for lectures and tutorials	31
Preparation for assessments and examination	40
TOTAL GUIDED INDEPENDENT STUDY HOURS	131
TOTAL STUDENT LEARNING HOURS	200

BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

Fraser Sampson, *Blackstone's Police Operational Handbook Police National Legal Database* (OUP) ISBN 978-0-19-928924-7
 Paul Ozin, Heather Norton and Perry Spivey, *PACE A Practical Guide to the Police and Criminal Evidence and Act 1984* (OUP) ISBN 0-19-928923
 Merritt Jonathan, *Law for the Student Police Officers* Second Edition (Learning Matters) 2009 ISBN 978184445 250-7
 Yvonne Moreno, Hughes Paul, *Effective Prosecution* (Oxford University Press) 2008 ISBN 978-0-19-923774-6
 Dr. Robin Bryant & others, *Blackstone's Handbook for Policing Students, latest edition* (Oxford University Press)
 David Johnston & Glenn Hutton, *Blackstone's Police Manual, latest edition Vol. 2 Evidence and Procedure* (Oxford University Press)
 Glenn Hutton & Gavin Mckinnon, *Blackstone's Police Manual, latest edition Vol.4 General Police Duties* (Oxford University Press) Simon Cooper and Michael Orme,
 Simon Cooper, Michael Orme, *Blackstone's Police Manual, latest edition Vol. 3 Road Policing* (Oxford University Press)

MODULE DESCRIPTOR

MODULE TITLE	Public Engagement			
MODULE CODE	FZ1107 (L4)	CREDIT VALUE	20	
DATE OF APPROVAL	June 2012		VERSION NUMBER	4
SCHOOL		PARTNER INSTITUTION	None	

RELATIONSHIP WITH OTHER MODULES

Co-requisites	N/A	Pre-requisites	N/A	Excluded Combinations	FZ1104
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MODULE AIMS

This module aims to provide students with a range of practical skills necessary to provide policing in a safe environment, with additional emphasis on public engagement.. By the end of this module, students will recognise and understand how to deal practically with most police encounters.

MODULE CONTENT

- Conflict Resolution/Defensive Tactics
- Possession of Firearms
- Neighbourhood Policing
- Stop and Search- Possession of OW/Possession of drugs
- Basic Crime and Public Order legislation- including Criminal Attempts/Statutory Preventative measures/D&D,D&D/BOP
- Basic Assault 39/47/89 (Racially aggravated)
- Minor RTC awareness and scene management
- Lost and found property
- Police Powers

LEARNING OUTCOMES

On successful completion of this module a student will be able to:

1.	Explain relevant legislation and organisational requirements for stop and search and possession of offensive weapons/firearms drugs and property.
2.	Examine basic crime, assault and public order legislation and conflict resolution
3.	Demonstrate the officer safety techniques that should be used and when it is appropriate to use them.
4.	Identify the need for, and evaluate the effectiveness of, neighbourhood policing
5.	Demonstrate awareness of scene management at minor RTC
6.	Explain the use of police powers, their proportionality and fairness.

ASSESSMENT METHODS

The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of	Form of	% weighting	Size of	Category of	Learning
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Police Culture and Socialisation within a UK University

Assessments	Assessment		Assessment/Duration/ Wordcount (indicative only)	assessment	Outcomes being assessed
1	Practical	25%	15 minutes	Practical Assessment	1, 6
1	Police report	25%	Neighbourhood Policing Report, 1000 words	Coursework	4
1	Exam	50%	2 hours	Examination	1, 2, 5, 6
1	Exam	Pass/fail	Self-defence	Practical Assessment	3
1	Exam	Pass/Fail defined by Ambulance Service	First Aid (Mod 2) 1	Practical Assessment	3

MODULE PASS REQUIREMENTS

To pass the module students must achieve a pass in the First Aid and Self-defence assessments and an overall grade of at least 40% with a score of at least 35% in each graded element. The final module mark is a weighted average of the individual assignments.

APPENDIX**MODULE CODE: FZ1107****MODULE TITLE: PUBLIC ENGAGEMENT****LOCATION OF STUDY:**

MODULE TUTOR(S)	
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MODULE DELIVERY	Semester Long	Semester 1		Semester 2		Semester 3	
	Year long	Semester 1 & 2		✓	Semester 2 & 3		
	Other (please indicate pattern of delivery)						

MODULE LEARNING PLAN**LEARNING, TEACHING AND ASSESSMENT STRATEGY**

The module will be delivered through lectures, tutorials, seminars, practical sessions and demonstrations delivered by school staff and guest speakers. All of the practical exercises contribute to team work, leadership, communication, personal development and resilience.

SCHEDULED LEARNING AND TEACHING ACTIVITY	No of hours
Lectures	59
Tutorials	25
TOTAL SCHEDULED LEARNING HOURS	84
GUIDED INDEPENDENT STUDY	
Directed Reading	30
Reflection on feedback on assessments and role-play performances.	15
Preparation for lectures and tutorials	31
Preparation for assessments and examination	40
TOTAL GUIDED INDEPENDENT STUDY HOURS	116
TOTAL STUDENT LEARNING HOURS	200

BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

Fraser Sampson, *Blackstone's Police Operational Handbook Police National Legal Database* (OUP) ISBN 978-0-19-928924-7
 Paul Ozin, Heather Norton and Perry Spivey, *PACE A Practical Guide to the Police and Criminal Evidence and Act 1984* (OUP) ISBN 0-19-928923
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 Glenn Hutton & Gavin Mckinnon, *Blackstone's Police Manual, latest edition Vol.4 General Police Duties* (Oxford University Press) Simon Cooper and Michael Orme,
 Simon Cooper, Michael Orme, *Blackstone's Police Manual, latest edition Vol. 3 Road Policing* (Oxford University Press)
 Eric Shepherd, *Investigative Interviewing 2007, The Conversation Management Approach* (Oxford University Press) - ISBN 978-0-19-921409-9

MODULE DESCRIPTOR

MODULE TITLE	Signal Crimes		
MODULE CODE	FZ2102 (L5)	CREDIT VALUE	20
DATE OF APPROVAL	April 2012	VERSION NUMBER	
SCHOOL		PARTNER INSTITUTION	

RELATIONSHIP WITH OTHER MODULES

Co-requisites	None	Pre-requisites	None	Excluded Combinations	None
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MODULE AIMS

This module aims to introduce the students to those 'signal crimes' which impact upon individuals in a community setting. This will involve detailed evaluation of the legislation in respect of offences against persons and property, and the causal factors involved. Students will have the opportunity to apply the learning in a practical setting.

MODULE CONTENT

- Theft- complex
- Theft (Practical)
- Damage/Vehicle crime- complex
- Burglary- complex
- Robbery
- Fraud
- Financial Crime
- Organised Crime
- Drugs- complex
- Assault- complex
- Criminal Use of Firearms
- Sexual Offences

LEARNING OUTCOMES

On successful completion of this module a student will be able to:

1.	Explain and apply the current legislation in relation to Theft and Fraud.
2.	Evaluate Financial and Organised crime as a policing priority.
3.	Explain and apply relevant drugs legislation and legislation relating to the criminal use of firearms.
4.	Apply the relevant legislation dealing with assaults and sexual offences.
5.	Evaluate signal crimes and their impact on the community

ASSESSMENT METHODS

The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed
1	Multiple choice and short notes questions	50%	2 hours.	Examination	1 - 5
1	Essay	25%	1500 words	Coursework	1, 5
1	Short essays/presentations	25%	Assessed seminars	Coursework	1 - 5

MODULE PASS REQUIREMENTS

To pass the module students must achieve an overall grade of at least 40% and a score of at least 35% in each assessed element. The final module mark is a weighted average of the individual assignments.

APPENDIX

MODULE CODE: FZ2102 MODULE TITLE: SIGNAL CRIMES

LOCATION OF STUDY:

MODULE TUTOR(S)	
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MODULE DELIVERY	Semester Long	Semester 1		Semester 2		Semester 3	
	Year long	Semester 1 & 2		✓	Semester 2 & 3		
	Other (please indicate pattern of delivery)						

MODULE LEARNING PLAN

LEARNING, TEACHING AND ASSESSMENT STRATEGY

The module will be delivered through lectures, tutorials, practical exercises and role plays, delivered by school staff and guest speakers. All of the practical exercises contribute to the development of team working skills, leadership, communication skills, personal development and resilience.

SCHEDULED TEACHING AND LEARNING ACTIVITY	No of hours
Lectures	32
Tutorials	16
Practical Exercises	12
TOTAL SCHEDULED LEARNING HOURS	60
GUIDED INDEPENDENT STUDY	
Library Work	20
Directed Reading	20
Reflection on feedback on assessments and role-play performances.	20
Preparation for lectures and tutorials	40
Preparation for assessments and examination,	40
TOTAL GUIDED INDEPENDANT STUDY HOURS	140
TOTAL STUDENT LEARNING HOURS	200

BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

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MODULE DESCRIPTOR

MODULE TITLE	General Policing Duties			
MODULE CODE	FZ2103 (L5)	CREDIT VALUE	20	
DATE OF APPROVAL	July 2013		VERSION NUMBER	5
SCHOOL		PARTNER INSTITUTION	N/A	

RELATIONSHIP WITH OTHER MODULES

Co-requisites	None	Pre-requisites	None	Excluded Combinations	None
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MODULE AIMS

This module concerns the legislation in respect of offences relating to social order. Students will learn about aspects of unacceptable behaviour and 'street' offences and how to use the law to counter such neighbourhood concerns. The module is about the initial contact and support that is available to individuals affected by offending or anti-social behaviour and the responses to it. Students will also receive guidance in respect of civil and neighbour disputes.

MODULE CONTENT

- Civil Issues
- Public Order
- Crime and Disorder Act
- Anti-Social Behaviour Act
- Street Offences
- Licensing of Premises
- Mental Health
- Football related offences
- Prostitution/alcohol

LEARNING OUTCOMES

On successful completion of this module a student will be able to:

1.	Explain the current, relevant legislation, policies, procedures, codes of practice and guidelines in relation to alcohol related offences, football offences and antisocial related offences.
2.	Explain procedures in relation to civil disputes
3.	Explain and analyse the definitions and make appropriate decisions regarding the use of police powers in relation to public order offences.
4.	Evaluate current Licensing Legislation.
5.	Evaluate current Anti-Social Behaviour Legislation.

ASSESSMENT METHODS

The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/	Category of assessment	Learning Outcomes being
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Police Culture and Socialisation within a UK University

			Word count (indicative only)		assessed
1	Written exam	50%	2 hours	Examination	1 - 5
1	Group Presentation	25%	Group Presentation 15 minutes	Practical Assessment	3, 4
1	Essay	25%	1,500 words	Coursework	5

MODULE PASS REQUIREMENTS

To pass the module students must achieve an overall grade of at least 40% and a score of at least 35% in each assessed element. The final module mark is a weighted average of the individual assignments.

APPENDIX**MODULE CODE: FZ2103
DUTIES****MODULE TITLE:GENERAL POLICING****LOCATION OF STUDY:**

MODULE TUTOR(S)	
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MODULE DELIVERY	Semester Long	Semester 1		Semester 2		Semester 3	
	Year long	Semester 1 & 2		✓	Semester 2 & 3		
	Other (please indicate pattern of delivery)						

MODULE LEARNING PLAN**LEARNING, TEACHING AND ASSESSMENT STRATEGY**

The module will be delivered through lectures, tutorials, practical exercises and role plays, delivered by school staff and guest speakers. All of the practical exercises contribute to the development of team working skills, leadership, communication skills, personal development and resilience.

SCHEDULED TEACHING AND LEARNING ACTIVITY	No of hours
Lectures	32
Tutorials	16
Practical Exercises	12
TOTALSCHEDULED LEARNING HOURS	60
GUIDED INDEPENDENT STUDY	
Library Work	20
Directed Reading	20
Reflection on feedback on assessments and role-play performances.	20
Preparation for lectures and tutorials	40
Preparation for assessments and examination,	40
TOTAL GUIDED INDEPENDANT STUDY HOURS	140
TOTAL STUDENT LEARNING HOURS	200

BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL**Recommended Reading:**

Fraser Sampson, *Blackstone's Police Operational Handbook Police National Legal Database* latest edition (Oxford University Press)

Merritt Jonathan, *Law for the Student Police Officers* Second Edition (Learning Matters) 2009 ISBN 978184445 250-7

Dr. Robin Bryant & others, *Blackstone's Handbook for Policing Students*, latest edition (Oxford University Press)

David Johnston & Glenn Hutton, *Blackstone's Police Manual*, latest edition Vol. 2 Evidence and Procedure (Oxford University Press)

Glenn Hutton & Gavin Mckinnon, *Blackstone's Police Manual*, latest edition Vol.4 General Police Duties (Oxford University Press) Simon Cooper and Michael Orme,

MODULE DESCRIPTOR

MODULE TITLE	Investigative Skills and Criminal Justice		
MODULE CODE	FZ2104 (L5)	CREDIT VALUE	20
DATE OF APPROVAL	April 2012	VERSION NUMBER	
SCHOOL		PARTNER INSTITUTION	

RELATIONSHIP WITH OTHER MODULES

Co-requisites	None	Pre-requisites	None	Excluded Combinations	None
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MODULE AIMS

This module aims to provide the students with the knowledge and skills to conduct investigations within a criminal justice system. Students will learn to plan and prepare for interviews with witnesses and suspects by developing an interview strategy, assessing the interviewee, location in accordance with legislation, policy and other guidelines using appropriate interviewing techniques and communication skills. Students will be expected to evaluate the interview and their performance and take any necessary further action in relation to the investigation including dealing with any suspects in the case e.g. charge, release or bail suspect.

MODULE CONTENT

- Communication
- Statements
- PEACE Model
- Witness Statements- complex
- Interviews
- Suspect interviews
- Operational Information
- Criminal Justice
- Court
- Victims
- Witness Intimidation/anonymity

LEARNING OUTCOMES

On successful completion of this module a student will be able to:	
1.	Demonstrate effective communication and listening skills and prepare and present investigation files
2.	Evaluate relevant aspects of organisational and policing objectives e.g. control strategy and intelligence requirements, and local, regional and national objectives
3.	Gather and assess all readily available evidence, information and intelligence to accurately establish the nature of the incident to be investigated
4.	Explain the legal rights of individuals who have been arrested, detained and reported
5.	Fully document all decisions, actions, options and rationale in accordance with current policy and legislation and reflect on actions taken to identify learning points and good practice

ASSESSMENT METHODS

The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Wordcount (indicative only)	Category of assessment	Learning Outcomes being assessed
1	Multiple choice and short notes questions	50%	2 hours	Examination	2, 3, 4
1	Witness Interview and statement taking exercise	25%	2 hours	Practical Assessment	1, 3
1	Suspect Interview and case file preparation (working in pairs)	25%	2 hours	Practical Assessment	1, 4, 5

MODULE PASS REQUIREMENTS

To pass the module students must achieve an overall grade of at least 40% and a score of at least 35% in each assessed element. The final module mark is a weighted average of the individual assignments.

APPENDIX

MODULE CODE: FZ2104 MODULE TITLE: INVESTIGATIVE SKILLS AND JUSTICE
AND CRIMINAL
LOCATION OF STUDY:

MODULE TUTOR(S)	
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MODULE DELIVERY	Semester Long	Semester 1		Semester 2		Semester 3	
	Year long	Semester 1 & 2		✓	Semester 2 & 3		
	Other (please indicate pattern of delivery)						

MODULE LEARNING PLAN

LEARNING, TEACHING AND ASSESSMENT STRATEGY

The module will be delivered through lectures, tutorials, seminars and practical exercises delivered by school staff and guest speakers.
 All of the elements contribute to an understanding of police ethics and integrity as well as team work, leadership, communication, personal development, resilience and diversity.

SCHEDULED TEACHING AND LEARNING ACTIVITY	No of hours
Lectures	32
Tutorials	16
Practical Exercises	12
TOTAL SCHEDULED LEARNING HOURS	60
GUIDED INDEPENDENT STUDY	
Library Work	20
Directed Reading	20
Reflection on feedback on assessments and role-play performances.	20
Preparation for lectures and tutorials	40
Preparation for assessments and examination,	40
TOTAL GUIDED INDEPENDANT STUDY HOURS	140
TOTAL STUDENT LEARNING HOURS	200

BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

Fraser Sampson, Blackstone's Police Operational Handbook Police National Legal Database latest edition (Oxford University Press)
Paul Ozin, Heather Norton and Perry Spivey, PACE A Practical Guide to the Police and Criminal Evidence and Act 1984 (OUP) ISBN 0-19-928923
Yvonne Moreno, Hughes Paul, Effective Prosecution (Oxford University Press) 2008 ISBN 978-0-19-923774-6
Dr. Robin Bryant & others, Blackstone's Handbook for Policing Students, latest edition (Oxford University Press)
David Johnston & Glenn Hutton, Blackstone's Police Manual, latest edition Vol. 2 Evidence and Procedure (Oxford University Press)
Manual of Guidance for the Preparation, Processing and Submission of Files, Home Office www.homeoffice.gov.uk/justice/legalprocess/courts/guidance.html
B Ord and G Shaw Investigative Interviewing Explained (The New Police Bookshop, Surrey 1999)
Dr. Eric Shepherd Investigative Interviewing – The Conversation management Approach (OUP, Oxford 2008)
Practice Advice on Core Investigative Doctrine 2005 Centrex (Will be available on Web-CT)

MODULE DESCRIPTOR

MODULE TITLE	Road Policing		
MODULE CODE	FZ2105 (L5)	CREDIT VALUE	20
DATE OF APPROVAL	April 2012	VERSION NUMBER	
SCHOOL		PARTNER INSTITUTION	

RELATIONSHIP WITH OTHER MODULES

Co-requisites	None	Pre-requisites	None	Excluded Combinations	None
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MODULE AIMS

This module aims to provide students with an understanding of the legislation, policies and procedures relating to policing the roads. It will cover the initial police response at the scene of collisions in detail and exposure to the specialist road policing units engaged in accident investigation, vehicle pursuits and motorways, Students will learn traffic law and deal with offences and the issue of documents in a practical setting. This will include the interview of a driver.

MODULE CONTENT

- Introduction to Road Policing
- Offences
- HORT10
- Notices- VDR CLE2/6 FPN
- Scene Management
- RTC's Interviewing the driver
- Accident Investigation
- Pursuit Policy
- Motorway / Helicopter
- Drink/drugs driving

LEARNING OUTCOMES

On successful completion of this module a student will be able to:

1.	Apply relevant Road Traffic legislation
2.	Evaluate pursuit policy
3.	Issue appropriate notices in respect of driver behaviour and vehicles in simulations
4.	Explain road scene management and accident investigation procedures
5.	Evaluate the use of the Police Helicopter in policing operations on the Motorway

ASSESSMENT METHODS

The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Word count (indicative)	Category of assessment	Learning Outcomes being assessed
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Police Culture and Socialisation within a UK University

			only)		
1	Practical, Role Play	50%	2 hours	Practical Assessment	3
1	Essay	25%	1500 words	Coursework	2 and 5
1	Examination	25%	2 hours, Multiple choice and short notes questions	Examination	1 and 5

MODULE PASS REQUIREMENTS

To pass the module students must achieve an overall grade of at least 40% and a score of at least 35% in each assessed element. The final module mark is a weighted average of the individual assignments.

APPENDIX

MODULE CODE: FZ2105

MODULE TITLE: ROAD POLICING

LOCATION OF STUDY:

MODULE TUTOR(S)	
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MODULE DELIVERY	Semester Long	Semester 1		Semester 2		Semester 3	
	Year long	Semester 1 & 2		✓	Semester 2 & 3		
	Other (please indicate pattern of delivery)						

MODULE LEARNING PLAN

LEARNING, TEACHING AND ASSESSMENT STRATEGY

The module will be delivered through lectures, tutorials, seminars and practical exercises delivered by school staff and guest speakers.

All of the elements contribute to an understanding of police ethics and integrity as well as team work, leadership, communication, personal development, resilience and diversity.

SCHEDULED TEACHING AND LEARNING ACTIVITY	No of hours
Lectures	32
Tutorials	16
Practical Exercises	12
TOTAL SCHEDULED LEARNING HOURS	60
GUIDED INDEPENDENT STUDY	
Library Work	20
Directed Reading	20
Reflection on feedback on assessments and role-play performances.	20
Preparation for lectures and tutorials	40
Preparation for assessments and examination,	40
TOTAL GUIDED INDEPENDANT STUDY HOURS	140
TOTAL STUDENT LEARNING HOURS	200

BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

Fraser Sampson, Blackstone's Police Operational Handbook Police National Legal Database latest edition (Oxford University Press)

Paul Ozin, Heather Norton and Perry Spivey, PACE A Practical Guide to the Police and Criminal Evidence and Act 1984 (OUP) ISBN 0-19-928923

Merritt Jonathan, Law for the Student Police Officers Second Edition (Learning Matters) 2009 ISBN 978184445 250-7

Yvonne Moreno, Hughes Paul, Effective Prosecution (Oxford University Press) 2008 ISBN 978-0-19-9237746

Dr. Robin Bryant & others, Blackstone's Handbook for Policing Students, latest edition (Oxford University Press)

David Johnston & Glenn Hutton, Blackstone's Police Manual, latest edition Vol. 2 Evidence and Procedure (Oxford University Press)

Glenn Hutton & Gavin Mckinnon, Blackstone's Police Manual, latest edition Vol.4 General Police Duties (Oxford University Press) Simon Cooper and Michael Orme,

Simon Cooper, Michael Orme, Blackstone's Police Manual, latest edition Vol. 3 Road Policing (Oxford University Press)

Eric Shepherd, Investigative Interviewing 2007, The Conversation Management Approach (Oxford University Press) - ISBN 978-0-19-921409-9

MODULE DESCRIPTOR

MODULE TITLE	Operational Policing			
MODULE CODE	FZ2106 (L5)	CREDIT VALUE	40	
DATE OF APPROVAL	April 2012		VERSION NUMBER	4
SCHOOL			PARTNER INSTITUTION	

RELATIONSHIP WITH OTHER MODULES

Co-requisites	None	Pre-requisites	None	Excluded Combinations	None
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MODULE AIMS

This module aims to provide students with operational skills sufficient enough to ensure an appropriate initial police response to incidents. The module will cover a variety of incidents and students will learn how to deal with these by gathering information e.g. history, dangers and witness information and thereafter establish the nature of the incident, and plan actions accordingly. In addition students will be introduced to the principles of operational planning and finalising investigations through the custody process. Students will work towards the completion of the requirements of the Police competencies.

MODULE CONTENT

This module will cover the practical aspects of patrol, search, investigation, interview disposal, custody office procedures, finalise investigations, road policing and deal with property.

LEARNING OUTCOMES

On successful completion of this module a student will be able to:

1.	Explain methods of incident scene protection preservation of evidence
2.	Explain the need for evidence fairness and demonstrate knowledge of how to present evidence in court
3.	Describe current, relevant legislation, policies, procedures, codes of practice and guidelines in relation to gathering, submitting, retaining, recording and disseminating information
4.	Explain current policies and procedures for dealing with Sudden death incidents
5.	Demonstrate an understanding of crime recording and a critical incident

ASSESSMENT METHODS

The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed
1	Portfolio of evidence	100%	SOLAP	Coursework	1 - 5

MODULE PASS REQUIREMENTS

To pass the module students must pass the portfolio with mark of $\geq 40\%$.

APPENDIX

**MODULE CODE: FZ2106
POLICING**

MODULE TITLE: OPERATIONAL

LOCATION OF STUDY:

MODULE TUTOR(S)	
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MODULE DELIVERY	Semester Long	Semester 1		Semester 2	<input checked="" type="checkbox"/>	Semester 3	
	Year long	Semester 1 & 2			Semester 2 & 3		
	Other (please indicate pattern of delivery)						

MODULE LEARNING PLAN

LEARNING, TEACHING AND ASSESSMENT STRATEGY The module will be delivered in an operational environment by experienced practitioners.	
SCHEDULED LEARNING AND TEACHING ACTIVITY	No of hours
TOTAL SCHEDULED LEARNING HOURS	0
GUIDED INDEPENDENT STUDY	0
TOTAL GUIDED INDEPENDENT STUDY HOURS	0
PLACEMENT/YEAR ABROAD MODULES 10 Week work placement - full shifts with an operational police officer	400
TOTAL PLACEMENT OR YEAR ABROAD HOURS	400
TOTAL STUDENT LEARNING HOURS	400

BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

Fraser Sampson, *Blackstone's Police Operational Handbook Police National Legal Database* (OUP) ISBN 978-0-19-928924-7
 Paul Ozin, Heather Norton and Perry Spivey, *PACE A Practical Guide to the Police and Criminal Evidence and Act 1984* (OUP) ISBN 0-19-928923
 Merritt Jonathan, *Law for the Student Police Officers* Second Edition (Learning Matters) 2009 ISBN 978184445 250-7
 Yvonne Moreno, Hughes Paul, *Effective Prosecution* (Oxford University Press) 2008 ISBN 978-0-19-923774-6
 Dr. Robin Bryant & others, *Blackstone's Handbook for Policing Students, latest edition* (Oxford University Press)
 David Johnston & Glenn Hutton, *Blackstone's Police Manual, latest edition Vol. 2 Evidence and Procedure* (Oxford University Press)
 Glenn Hutton & Gavin Mckinnon, *Blackstone's Police Manual, latest edition Vol.4 General Police Duties* (Oxford University Press) Simon Cooper and Michael Orme,
 Simon Cooper, Michael Orme, *Blackstone's Police Manual, latest edition Vol. 3 Road Policing* (Oxford University Press)

MODULE DESCRIPTOR

MODULE TITLE	Police Performance and Planning		
MODULE CODE	FZ2107 (L5)	CREDIT VALUE	40
DATE OF APPROVAL	June 2012	VERSION NUMBER	4
SCHOOL		PARTNER INSTITUTION	N/A

RELATIONSHIP WITH OTHER MODULES

Co-requisites	None	Pre-requisites	None	Excluded Combinations	None
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MODULE AIMS

This module aims to challenge students to evaluate the strategic issues affecting the police service and to study police performance models and structures of accountability through to local level and delivery. They will be provided with the necessary skills to compile a simulated policing plan for the fictitious town of Ashbridge.

MODULE CONTENT

- Performance Analysis
- British Crime Survey
- Home Office Counting rules
- Crime and Disorder Reduction Partnership Audit
- Police Performance assessment framework
- HMIC and other Inspections
- National Police Improvement Agency
- Application of NIM
- Analytical Products
- Crime Pattern/Comparative Case Analysis
- Tasking/Resource Deployment
- Chairing meetings
- Minute Taking
- Stakeholders and public engagement

LEARNING OUTCOMES

On successful completion of this module a student will be able to:

1.	Describe and evaluate the methods used to gather information that has the potential to support policing objectives, including theory of public consultation
2.	Evaluate the effectiveness of the police management model
3.	Explain and evidence the need for accuracy when recording and storing sensitive data
4.	Describe the accountability regime of contemporary policing
5.	Critically evaluate the deployment of policing resources
6.	Demonstrate their skills in chairing and minute taking

ASSESSMENT METHODS

The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

Number of Assessments	Form of Assessment	% weighting	Size of Assessment/Duration/ Word count (indicative only)	Category of assessment	Learning Outcomes being assessed
1	Examination	50%	2 hours.	Multiple choice and short notes	1 - 6
1	Coursework	25%	3,000 words	Portfolio of work	1 - 6
1	Coursework	25%	Group prepared Policing Plan and marketing strategy	Group prepared Policing Plan and marketing strategy	1 - 6

MODULE PASS REQUIREMENTS

To pass the module students must achieve an overall grade of at least 40% and a score of at least 35% in each assessed element. The final module mark is a weighted average of the individual assignments.

APPENDIX

MODULE CODE: FZ2107 MODULE TITLE: POLICE PERFORMANCE AND PLANNING

LOCATION OF STUDY:

MODULE TUTOR(S)	
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MODULE DELIVERY	Semester Long	Semester 1		Semester 2		Semester 3	
	Year long	Semester 1 & 2		Semester 2 & 3		X	
	Other (please indicate pattern of delivery)						

MODULE LEARNING PLAN

LEARNING, TEACHING AND ASSESSMENT STRATEGY

The module will be delivered through lectures delivered by school staff, visits, practicals and guest speakers. All of the practical exercises contribute to team work, leadership, communication, personal development and resilience.

SCHEDULED TEACHING AND LEARNING ACTIVITY	No of hours
Lectures	40
Tutorials	40
Practical Exercises	20
Visits	20
TOTAL SCHEDULED LEARNING HOURS	120
GUIDED INDEPENDENT STUDY	
Library Work	60
Directed Reading	50
Reflection on feedback on assessments and role-play performances.	50
Preparation for lectures and tutorials	60
Preparation for assessments and examination,	60
TOTAL GUIDED INDEPENDANT STUDY HOURS	280
TOTAL STUDENT LEARNING HOURS	400

BIBLIOGRAPHY AND LEARNING SUPPORT MATERIAL

Relevant Home Office, ACPO and Audit Commission documents
National Intelligence Model

Appendix I: Interview with Fielding

Interview with Nigel Fielding

21st March 2011

Introduction

Brief overview of my study

What sort of methodologies did you use in your study and why?

Multi method approach over 3 years using:-

- Reason for joining essay
- Interview over various time scales
- Interview of trainers and tutors
- Paper and pencil rep. Grid
- Questionnaire measuring social attitudes (designed self, using various current instruments)
- Observational of officers on Patrol

Are there are researchers in the field within the UK at the moment?

Stated this is a very under researched area in the UK. Mr Fielding had contacts in America with Manning and Van Maneen, when he carried out his research.

Conversation continued around the different methods of policing, how attitudes are not always predictors of behaviour and the benefits of a multi method approach. Mr Fielding also stated that a lot of changes have occurred within the police service, but that culture was still a powerful influence on officers.

Interview concluded.