

Building the Evidence Base for Effective Tutoring of Police Recruits

Phase 1 Report

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Phase 1 is a strategic landscape review of police tutoring in England and Wales conducted between October 2021 and March 2022

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Executive Summary

Policing is experiencing substantial change. New ways of articulating and delivering police knowledge and skills, combined with an ambitious programme of recruitment, have prompted a re-evaluation of the police tutoring role. There is a growing need to ensure that 'knowledge into competent practice' becomes a defining characteristic, and outcome, of the new educational framework of policing. Similarly, whilst police resources might be partially strengthened by the Police Uplift Programme, future challenges over retention and attrition remain. Furthermore, recent work into 'Police Onboarding' conducted by the Centre for Policing Research and Learning (2022) found that new recruits' expectations of policing as a profession might be increasingly at odds with certain cultural and structural elements of police work. Taken together, these developments highlight that police tutoring remains an overlooked but central aspect of the development journey of police officers.

To explore current tutoring practices in police forces in England and Wales the research utilised a mixed methods design incorporating interviews, a review of literature and data collection from 43 forces. The research suggests:

- Similar to previous research, the review of the data sources suggests that tutoring is more effective when supported by a close and mutually reinforcing relationship between three parties: the higher education qualification provider, the police organisation and the tutor.
- The review of the data sources suggests that creating a profile for police tutor roles is a challenging task. The review further suggests that general experience of policing might not be the central requirement of any such profile. Indeed, the research suggests that elements such as the ability to link knowledge and theory into practice, degree level educational experience and knowledge of/commitment to the PEQF might be considered in future discussions of tutor role profiles.
- The research suggests that there is a growing recognition, in policing, of the need to address diversity issues through the tutor role. In particular, there may be scope here for tutoring to play a positive role in supporting retention of officers recruited from under-represented groups. However, the apparent lack of locally held data identifying the characteristics of tutors and tutees might suggest that this issue may not be being discussed at the level of local Learning and Development (L & D) arrangements. This has implications for organisational learning in this area.

- The findings from the data request and the interviews all suggest that there has been a period of rapid change in the tutoring delivery model adopted by some forces. There is evidence to suggest that this has been driven by the adoption of the PEQF and that the influx of Uplift officers is having an effect. Fewer forces are planning on changing their models in the future. The evidence suggests that PDU models tend to have fewer issues in retaining tutors than other models, which may be an indication of success in that model. It was also noted that model is not a free choice and that different models will 'suit' the requirements of different forces. It was also suggested that the delivery model may not be the most important factor for deciding the effectiveness of a tutoring programme, but one of a number of factors including the qualities of the individuals taking on tutor roles.
- Our findings demonstrate that forces vary in the extent to which their tutors formally assess new recruits. In some the role is split, with a separate assessor coming into the process to undertake assessment. In others, the tutor is responsible for gathering and assessing the evidence. In all cases, tutors help students to build evidence for their portfolio towards IPS. In some limited cases, tutoring goes on past IPS towards FOC. The literature review and interview data suggest that there needs to be further consideration given to the possible tensions between the tutor and assessor role.
- There are a wide variety of recruitment practices for tutors, ranging from the informal to the formal. Some forces deployed officers to the role, whilst others sought volunteers. Similarly, a majority of forces reported that they did not utilise the College of Policing's tutor role profile for recruitment. Furthermore, over a quarter of forces stated that they view tutoring as a core capability rather than a particular skillset. This lack of consensus, whilst offering flexibility to local arrangements, may in some circumstances be a barrier to creating an effective strategy for recruiting tutors.
- Policing uses the term 'incentives' to describe those ways in which forces try and attract officers to becoming tutors. Whilst these are viewed positively, they do not necessarily result in improved retention. Incentivising tutoring through raising development and promotion opportunities, and by giving tutors space (time and support) to devote to the tutoring role, could be a positive solution. Forces need to be aware of the dangers in conflating incentives with the necessary support required to undertake key roles.
- From the data, structural issues concerning the demands of the tutoring role have an impact on retention. This is not a new phenomenon. Indeed, the recruitment, retention

and training of tutors are perennial issues that date back as far as the 1980s and were previously identified by HMIC (2002).

- Tutors receive a variety of different levels of initial training, CPD, review/oversight and support within their role depending on the force in which they are employed. Professional development, management and support of tutors is one of the areas where a marked divergence of practices occurs. Greater uniformity in these elements might have an incentivising effect for officers to take on tutoring roles.
- Evidently more research is required in order to investigate the overall quality of tutoring, but some of these responses are suggestive of a number of ongoing issues in tutoring with historical precedents and that link to other findings within this report. What is striking, however, is the apparent lack of systematic data, drawn from both tutors and tutees, to provide insight into challenges experienced by those engaged in tutoring processes.

Introduction

Policing is experiencing substantial change. New ways of articulating and delivering police knowledge and skills, combined with an ambitious programme of recruitment, have prompted a re-evaluation of the police tutoring role. There is a growing need to ensure that 'knowledge into competent practice' becomes a defining characteristic, and outcome, of the new educational framework of policing. Similarly, whilst police resources might be partially strengthened by the Police Uplift Programme, future challenges over retention and attrition remain. Furthermore, recent work into 'Police Onboarding' conducted by the Centre for Policing Research and Learning (2022) found that new recruits' expectations of policing as a profession might be increasingly at odds with certain cultural and structural elements of police work. Taken together, these developments highlight that police tutoring remains an overlooked but central aspect of the development journey of police officers.

Tutoring (often referred to as 'coaching' or 'mentoring'), in the policing context, refers to the ways in which organisations develop the professional identity and competency of new members. The key features typically include pairing of new members with more experienced members of staff and the use of practice-based learning.

The College of Policing (2020: 10) outlines the role of the tutor as to:

- *'Embed learning gained through classroom-based study*

- *Allow the student officer to see and experience real-life examples of what they have learned*
- *Provide context for the learning, developing an awareness of the wider environment*
- *Show how different 'pieces' of learning come together*
- *Provide support to the student officer to reflect on their experience, how they might have reacted differently, and consider the link between action and consequence*
- *Create an environment in which the student officer can question the expected norm, taking the theory they have learned into application in practice'*

Existing research addressing police tutoring (see, for example, HMIC, 2002) has identified concerns over inconsistencies in selection criteria and supervision, insufficient numbers of trained tutors and problems of tutor burnout. However, ongoing challenges in respect of tutoring arrangements are potentially exacerbated by contemporary developments in policing. The policy decisions to change the way police officers enter policing under PEQF (College of Policing, 2020a) and to recruit 20,000 new police officers over three years (2020-2023) under the national Police Uplift Programme represent fundamental changes to the landscape of policing.

Similarly, whilst much of the existing literature on tutoring within comparator professions (for example, nursing) has focused upon the tutor's role in achieving professional socialisation, broader areas of potential impact have been identified.

One such area is that of the space where tutoring intersects with issues of recruitment, retention, and attrition. After years of being unable to meet workforce diversity, the Uplift programme is being seen in policing as an opportunity to attract a more diverse and representative workforce thereby creating a 'diversity uplift' (Association of Police and Crime Commissioners, 2020, Hales, 2020). For example, the Metropolitan Police have set a target of 40% for recruitment diversity (Mayor's Office for Policing and Crime, 2020). Whilst recruiting a more diverse workforce may be seen as the way to address fundamental issues of diversity and legitimacy within policing (Alderden et al., 2017, Zempi, 2020), if it is to be effective organisations need to retain those underrepresented individuals it recruits.

This project offers insights into how police forces understand and position the role of the police tutor and explores the benefits and challenges of current tutoring arrangements.

Research Objectives

The research aims to describe and outline the current landscape of tutoring in England and Wales. In doing so, it addresses:

- The tutor role and the ways in which different forces understand this function.
- The extent to which tutoring is viewed as a core capability for the police officer role, or conversely, if it is seen as requiring a more specialised set of attributes.
- How tutors are recruited, trained, and developed.
- The processes, and content, of tutor performance review.
- The different models applied by forces and the implications of particular models.
- The extent to which greater standardisation of tutoring delivery models would or would not benefit the 43 Home Office funded forces in England and Wales.
- The ways in which tutoring processes can be used to drive improvements in officer retention, particularly in respect of developing a more diverse workforce.

In respect of all these dimensions, where possible, we will contextualise insights with reference to previous research in comparator professions.

Methodology

A mixed-methods approach was adopted with three substantive components to generate the data required to address the research objectives. The data was then synthesised, and the emerging themes identified.

1. Literature Review

A narrative literature review was conducted to add to the understanding of effective tutoring across a range of public sector professions – policing, nursing, social work, teaching and paramedicine. A total of 49 papers formed the basis of the review, identifying a number of themes. These themes (detailed in the separate Literature Review document) include experience of comparator professions, experiences of policing, organizational socialisation/knowledge into practice and police professionalisation. Details of the search strategy can also be found in Appendix 1.

2. Force Level Data Gathering Exercise

The largest source of data for this research was a data gathering exercise comprising 51 questions (see Appendix 2), covering the following thematic areas: the tutor role, tutoring models, recruitment, assessment, training, support, retention, diversity, and quality of tutoring experiences. All 43 Home Office forces submitted returns for this exercise which provides a strong base for the research findings.

3. Semi-structured Interviews

Semi-structured interviews were conducted with three high-level and strategically placed representatives from the College of Policing, the Police Federation and a police force which had recently changed their tutoring delivery model. These provided subjective perceptions and insights to provide some context to the descriptive data generated through the data request. Once transcribed, the data was subjected to thematic analysis.

Findings

Ten themes emerged from the analysis, and each will be discussed below.

Theme 1: Partnership with Higher Education Institutes

There exists a body of research literature pertaining to the importance of relationships with Higher Education Institutions (HEIs) when delivering tutoring. According to work by Sibson and Mursell (2010) and Finch (2015), good tutoring relies on tutors having the ability to link university education to practice. For this to happen, according to Foley et al (2013), tutors need to be informed about what students are learning at university and be kept up to date as the curriculum changes. Furthermore, it is argued that universities and workplace mentors should collaborate more closely in planning the curricula of professional programmes (Peiser et al, 2018, Ousey, 2009).

A potential challenge has been identified in the tutoring literature concerning situations where tutors were educated under different curricula or frameworks to those which their tutees study under. This can create, according to Foley et al (2013), a generational divide between tutors and tutees where tutors undermine the formal element of new recruits' education by disparaging it. Similarly, work by Givati et al (2017) and Devenish et al (2016) has shown how, in paramedicine, the introduction of a degree-based education framework has led to tensions between those educated under the old system and university graduates.

Research also suggests that some tutors have little knowledge of their tutees' curriculum (Bergman, 2017), while others suggest that tutors devalue academy training, perceiving it as inadequate and insufficiently focused upon practical skills (Chan et al, 2003). The final issue to consider here relates to a lack of mentoring pedagogy. Tyler and McKenzie's (2014) research identified a range of pedagogies or theories used by mentors that did not always correlate to the formal curriculum.

The data request showed that in just under half (49%) of police forces in England and Wales tutors did not engage with HEIs. Similarly, in over 40% of forces, tutors did not have access to the curriculum. Where engagement with HEIs or tutor access to curriculum does occur, it can take a variety of forms. For example, some tutors are directly trained by the HEI whereas, in others, tutors receive feedback from the HEI.

Interviews:

The interviews revealed a need for increased understanding by tutors of what the students are doing, not least in terms of the curriculum that shapes their learning and against which they are assessed. One suggested that the level of disconnect between universities, tutors and trainers meant that forces needed to collaborate more effectively with HEIs to deliver effective tutoring. Similarly, one interviewee noted the difference of the PEQF to previous initial police training, meaning that it was harder for tutors to engage with the former if they did not themselves possess a degree. Concern was also voiced that some tutors still do not understand the demands and function of the PEQF and that there is still considerable resistance to it from some officers, including tutors.

Key Message:

Similar to previous research, the review of the data sources suggests that tutoring is more effective when supported by a close and mutually reinforcing relationship between three parties: the higher education qualification provider, the police organisation, and the tutor.

Theme 2: Role Profiles

There are many terms used within professions and occupations which describe the act of supporting and socialising new members into effective work practices. These include 'helping', 'nurturing', 'coaching' and 'teaching-learning' (Peiser et al, 2018). Similarly, tutoring profiles in comparator professions to policing tend to be quite varied. For example, in nursing, whilst

there are guiding principles it is not mandatory that tutors have current and relevant knowledge and experience. In paramedicine, the Health and Care Professions Council sets out broad expectation in regard of knowledge, skills, and expectations. Tutors operating in a social work environment must be qualified, registered and have completed a post-graduate qualification. A recent report by Ofsted (2020) into tutoring in the teaching profession highlighted differing levels of training and competence amongst those undertaking the role.

Research literature from nursing highlights the importance of knowledge, enthusiasm, and mentoring training to tutors' effectiveness (Ousey, 2009, Tuomikoskioski et al, 2020). Research from teaching (Harrison et al., 2006, Crutcher and Naseem, 2016) has identified the important role that critical reflection plays in tutoring work. In paramedicine and social work, a good mentor has been described as having the ability to link theory (from university education) to practice (Sibson and Mursell, 2010, Finch, 2015). Whilst there exists little policing literature on this element of tutoring, Hoel (2020) suggests that effective learning of police work requires tutors to provide both professional and emotional support.

Policing research does highlight some challenges in the role of profiles in tutoring. Fielding (2018), for example, notes that selection criteria are often lacking. Similarly, research by Tyler and McKenzie (2014) and Bergman (2017) suggests that police tutoring is sometimes undermined by tutors having insufficient knowledge of appropriate pedagogies for the role. The work of Bergman also suggests that the role of a tutor might be incompatible with those elements of the role which include assessment. Finally, experience has often been seen as a necessary core characteristic of tutors in both policing and nursing (Bergman, 2017, Foley et al, 2013).

However, as shown in the previous section there are tensions in the identification of key characteristics of the tutor profile and whether to prioritise experience (in respect of years' service) or experience of (and sympathy to) the educational programme the tutor is undertaking.

The data request found a degree of consistency in how forces referred to the process by which new members were socialised into the profession. Over 85% (n=37) used 'tutoring' whilst two forces used 'coaching' and one 'mentoring'. In terms of use of the College of Policing's Professional Role Profile, whilst a significant percentage of forces reported using it (n=32), 11 did not, did not know or left the response blank.

In terms of role profiles, some forces use, or are developing, their own role profile with one stating *'[our] profiles are not an exact match to the College of Policing profiles but are similar in places. They were developed independently before the CoP profiles were known but do*

incorporate many features'. One was unaware of existing role descriptors, writing '*as lead for PEQF/Tutors, I was unaware that role descriptors existed, so we have written our own*'. Two responses stated that tutoring is not a distinct role in their forces. The data return also found that the majority of forces do not use the College of Policing Role Profile when recruiting tutors - 56% (n=24) said they did not, whilst a further seven forces did not provide an answer.

A significant majority of responding forces (84%) reported that they made no stipulations about prospective tutors being required to have a proscribed amount of post-probationary experience. There was a considerable variation in the responses for this question although there is a general trend towards mandating that tutors have achieved Full Occupational Competency.

Interviews:

The interview data also provided some commentary to these issues. Opinions were divided between interviewees in respect of whether or not an assessment function was incompatible with the tutor role. For example, one interviewee suggested that when tutors are coerced into taking the role there can be a reluctance to fail underperforming students because this may lead to them being required to work with them for longer. Similarly, concern was raised about tutors undertaking assessment functions when not fully knowledgeable of the curriculum. The most commented upon issue in the interviews was the tension between occupational experience and educational experience/training as a core characteristic of the tutor profile. A number of points were raised about the tutoring role needing to be driven by a principle of 'knowledge into practice', underpinned by knowledge of the curriculum and formed by adult learning theory. One interviewee also suggested that tutors without degrees might find it hard to understand the curriculum, understand the demands and function of the PEQF and that there is still considerable resistance to it from some tutors.

Key Message:

The review of the data sources suggests that creating a profile for police tutor roles is a challenging task. The review further suggests that general experience of policing might not be the central requirement of any such profile. Indeed, the research suggests that elements such as the ability to link knowledge and theory into practice, degree level educational experience and knowledge of/commitment to the PEQF might be considered in future discussions of tutor role profiles.

Theme 3: Diversity

The intersection of tutoring arrangements and the issue of diversity have received little coverage in literature pertaining to other public sector professions. However, there is some recognition of this issue in reports published by policing inspectorates within the United Kingdom. HMIC (2002) drew attention to the fact that many tutors, at the time of the publication, had not received diversity training. A more recent report, published by HMICFRS (2021), revisited this issue, and drew attention to the fact that tutors can impact negatively on their tutees if they fail to support them and make them feel included, thus potentially impacting retention. The report went on to suggest that Police Scotland should develop refresher diversity training for tutors and first line supervisors to ensure that “police officers and staff from under-represented groups feel welcome and included” (2021, p. 25).

The data request asked forces to supply two forms of data pertaining to diversity issues. First, forces were asked if they had local policies/guidelines addressing the role of tutors in facilitating retention of officers from under-represented groups. Second, to provide data pertaining to tutor and tutee age, gender, ethnicity, and sexual orientation.

In terms of the first request, many forces offered additional information to state that there is no policy specific regarding diversity in tutoring (i.e. they rely on wider organisational policies/guidelines). Others also used this option to mention that they included diversity-related content on tutor training courses. One force had a system where there are additional mentors for officers from BAME communities and another stated that, in their force, BAME student officers are mentored by a member of the Positive Engagement Action Team. One force noted that Equality, Diversity, and Inclusion Officers sit on the panel that decides placements. Another said that there was no such guidance, but there is a focus, and guidance, on neurodiversity issues. One force said that these policies are under review and others were not aware of any particular policies.

The second request resulted in returns, some partial or incomplete, from eight forces suggesting that this type of data was either not always kept or not always easy to access.

Key Message:

The research suggests that there is a growing recognition, in policing, of the need to address diversity issues through the tutor role. In particular, there may be scope here for tutoring to play a positive role in supporting retention of officers recruited from under-represented groups. However, the apparent lack of locally held data identifying the characteristics of tutors and tutees might suggest that this issue may not be being discussed at the level of local Learning and Development (L & D) arrangements. This has implications for organisational learning in this area.

Theme 4: Tutor delivery model

There was no literature found that was specific to the comparison between tutoring delivery models (broadly, the extent to which tutoring is driven by a professional development unit or more localised operational arrangements) either within policing or within comparator professions. The models identified by College of Policing (2020b) were:

- Professional Development Units (PDUs) where tutors are managed within a separate unit
- On-shift where tutors are members of a response team
- Hybrid approaches which combine PDU and on shift models

Both approaches have benefits and challenges. Tutoring arrangements led by a professional development unit may allow tutees to benefit from greater engagement with officers with pedagogical expertise but provide a less realistic experience of operational work. Arrangements based on an on-shift model often make reflection on practice difficult due to operational demands and have been associated with workload issues for those in tutoring roles.

Table 1 Current use of the three models across the 43 forces of England and Wales.

Tutor Delivery Model	Percentage of forces	Number of forces
Professional Development Unit	23	10
On-Shift	47	20
Hybrid	30	13

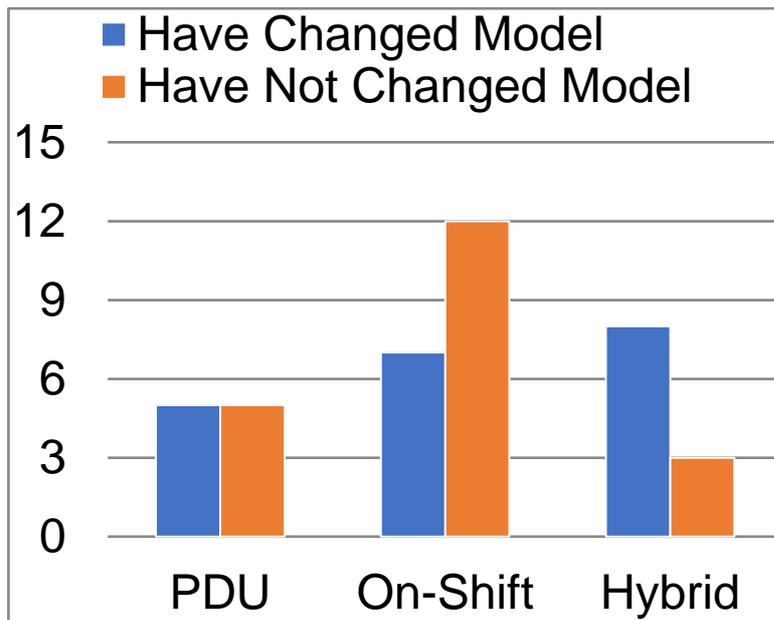
The strengths and weaknesses of these models are drawn from the force data request and from the semi-structured interviews.

As Table 1 demonstrates, there was variation in the adoption of the three tutoring delivery models identified by the College of Policing (2020b). The most popular model adopted by forces was the on-shift model (47%), followed by the hybrid model (30%) and, finally, the PDU (23%) model. There are also variations within the description of a model as ‘hybrid.’ The most common hybrid is separating assessors (a team based in another unit) from tutors on a response team (called ‘resilience tutors’ in some forces). Furthermore, some forces operate a combination of different models. Some have a flexible model due to differential demand, using for example, a PDU and an on-shift model at different phases in the tutoring process; for example, in West Midlands Police where officers move from a PDU to working with a ‘resilience tutor’ on a main response team if they are deemed to have progressed sufficiently.

Just under half of forces (47%, N=20) reported having changed their model over the previous two-year period. Of those, the majority mentioned capacity issues (not having enough tutors in their teams to handle recruitment levels), often linked to PEQF and PCDA, as the reason behind these changes. Others changed their model to deliberately remove assessment from the tutor role to make it more attractive to potential tutors. Standardisation and consistency issues were however mentioned when running more than one model in a force.

Figure 1 highlights the forces that have changed their tutor delivery model in the last two years against those forces who have not changed their model within the same time period.

Figure 1 Comparison of tutor delivery models across last two years



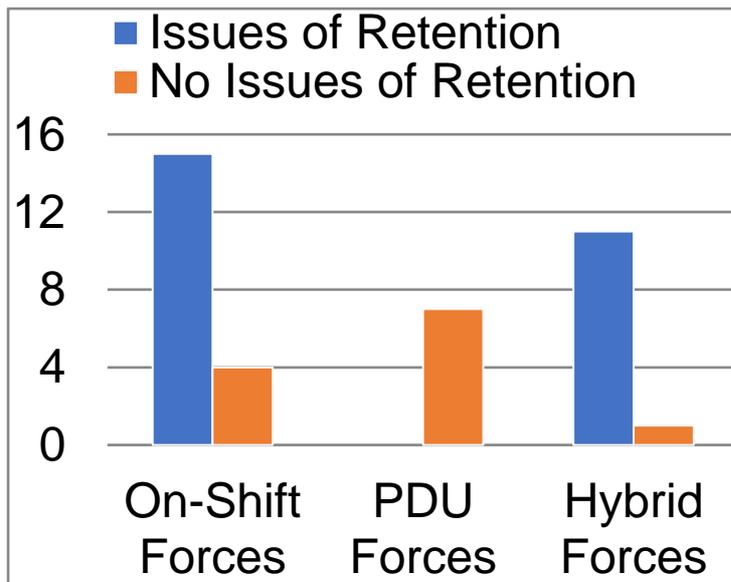
Of the 20 forces that have changed model in the last two years, 7 now use an on-shift model, 5 use a PDU model and 8 now operate a hybrid model. Of those 20 forces that have not changed model in the last 2 years, 12 have an on-shift model, 5 have a PDU model and 3 have a hybrid model. This suggests that there has been a move towards hybrid models.

In addition, of the 7 forces that state that they wish to change their model in the near future, 5 currently have an on-shift model, 2 have a hybrid model and none have a PDU model. This suggests a perceived strength in the PDU model.

Conversely whilst a substantial number of responding forces reported a change to the model during the last two years, a majority of responding forces stated that their force did not intend to change their model in the future (70% n=30) with only 16% (n=7) expressing a desire to change. A small but significant number of responding forces either failed to answer this question or replied that they did not know if their force planned to change their model in the future (14% n=6). Some forces were considering changes as a means of offering more student support or to give students protected time away from response duties. Changes were also being driven by issues around PEQF implementation and insufficient tutor numbers.

When reviewing the strengths and weaknesses of the models, we found that cross-tabulations of the data request and our semi-structured interviews provided some helpful insights.

Figure 2: Retention issues against tutor delivery models



In terms of the impact of adopting different tutoring models, of the 20 forces that operate an on-shift model, the majority (n=15) find it difficult to retain tutors, which we are using here as an approximate proxy of the sustainability of the tutoring model in use. Of the 10 forces that have a PDU model, no forces expressed issues retaining tutors. Of the 13 that have a hybrid model, 11 identified problems

retaining tutors. Hybrid and on-shift models seem to be associated with issues of retention. The PDU model seems to be associated with retention of tutors which is to be expected as tutors in PDUs occupy a specific role rather than taking on tutoring as an additional duty.

Interviews:

The interviews explored the complex relationship between the delivery model and the quality of the delivery. The choice of model was not seen as a free choice, rather that different models are more effective in different forces with different needs. The model is, for example, dependent on geography, or other factors such as resources, as dedicated PDUs are expensive to run. It was noted that, particularly for models based on shift deployment, tutors require some flexibility in respect of being able to decline certain jobs.

Respondents noted that the initial training element of a PDU stops functioning when recruitment of student officers stops and so PDUs may not be appropriate in forces where recruitment is irregular. Similarly, it was suggested that tutees, under an on-shift model, may find their experience of operational policing more limited than under a PDU model. On a PDU, tutors can request to attend a certain job in order to complete a student's portfolio. This

contrasts with response teams where tutors and tutees are having to respond to the (often similar) type of jobs that come in. Some forces, it transpired, exposed students to more than one tutor to give students a different experience, but it was not clear from the interviews if this was seen as a successful innovation. This would appear to go against one of the findings of the literature review which suggested that the most effective tutoring relationships are based on a specific pairing of tutor and tutee. One particularly interesting sentiment which arose from the interviews was that effective tutoring relies not so much on the model of delivery but on the suitability of the individuals taking on the tutoring role.

Key Message:

The findings from the data request and the interviews all suggest that there has been a period of rapid change in the tutoring delivery model adopted by some forces. There is evidence to suggest that this has been driven by the adoption of the PEQF and that the influx of Uplift officers is having an effect. Fewer forces are planning on changing their models in the future. The evidence suggests that PDU models tend to have fewer issues in retaining tutors than other models, which may be an indication of success in that model. It was also noted that model is not a free choice and that different models will 'suit' the requirements of different forces. It was also suggested that the delivery model may not be the most important factor for deciding the effectiveness of a tutoring programme, but one of a number of factors including the qualities of the individuals taking on tutor roles.

Theme 5: Assessment

As noted above, research into comparator professions has identified possible tensions between the mentoring and assessment functions of tutors (Peiser et al, 2018). For example, students may be reluctant to open up to a tutor who will also assess them, while tutors may not feel able to fail students that they have developed a relationship with (Peiser et al, 2018). In a policing context, Bergman (2017) raised the issue of tutors potentially failing students without a clear understanding of what to assess, stating that [a] 'probationer's future in the police force may depend on the opinions of an officer who has limited knowledge of what to assess and how to report it' (2017, p.83).

Our data request and interviews sought to find out how assessment functions across the forces and who undertakes the assessment role. The data revealed different arrangements across the forces.

In respect of describing the stage at which assessment occurs within a new entrant's professional development, a majority (72% n=31) described it occurring throughout officers' journey towards Independent Patrol Status (IPS) and Full Occupational Competency (FOC).

Responses revealed that some variation occurs in terms of who is responsible for the assessment. A significant number (47% n=20) stated that assessment is undertaken by an officer fitting both the tutor and assessor role descriptor. A smaller number (35% n=15) suggested that it was undertaken by someone meeting, solely, the assessor role descriptor. One force reported that this role was undertaken by someone meeting the tutor role descriptor and three described different arrangements altogether. Two general patterns were identified. Either, tutors will take students to IPS and assess them, then a separate group of trained assessors will take over towards FOC, or tutors do not assess and there is an assessment team that takes over at the end of the tutoring process and assesses students for their IPS.

Free text responses show that assessment responsibilities of tutors fall into one of three categories:

1. Tutors have no formal assessment role.
2. Most commonly, tutors assess for IPS based upon the College of Policing's 10 Occupational Standards.
3. On occasion, tutors have a role after IPS as the tutee moves towards FOC (although tutoring after IPS tends to be conducted by specialist trained assessor/tutors called mentors or with some other title).

Free text responses about the ways in which tutees are assessed revealed that those with assessment roles will collect a range of evidence. These can include tutor observations, conversations, body worn camera footage, interviews, and witness statements. One response summarised this as '*a range of naturally occurring evidence*'. Another referred to the use of a '*professional discussion*' to fill gaps in portfolio evidence, which one interviewee stated had resulted in some evaluation of students by tutors being a '*tick box exercise*' rather than really testing students' competencies.

Responses from nearly two-thirds of forces (65% n=28) indicated that tutor evidence can lead to the termination of a recruit's employment, although in nine forces (21% n=9) respondents suggested that this would not happen.

Interviews:

The research attempted to explore if the mentoring and assessment functions of tutors ever came into conflict. Two of the interviewees spoke about the tensions in the assessment part

of the tutoring role which works against the supportive element of tutoring. One noted that when tutors are coerced into taking the role there can be a reluctance not to sign off underperforming students because they will be required to work with them for longer. The other suggested that, ideally, someone different to the tutor would assess students.

Key Message:

Our findings demonstrate that forces vary in the extent to which their tutors formally assess new recruits. In some the role is split, with a separate assessor coming into the process to undertake assessment. In others, the tutor is responsible for gathering and assessing this evidence. In all cases, tutors help students to build evidence for their portfolio towards IPS. In some limited cases, tutoring goes on past IPS towards FOC. The literature review and interview data suggest that there needs to be further consideration given to the possible tensions between the tutor and assessor role.

Theme 6: The tutor recruitment process

The literature review identified that resourcing issues (such as time and training) were associated with difficulties in recruiting tutors in other public sector professions. For example, Smith and Gray (2001) note that, in nursing, there is a cost to mentors, not only in terms of time but also in respect of the 'emotional labour' which is integral to tutoring relationships. In paramedicine, resource issues have been identified, resulting in newly qualified paramedics taking on the role of mentor (Thompson, 2015) but feeling ill-equipped to do so (Devenish et al, 2016). These issues feed into a significant concern regarding recruitment and retention of mentors. The review also found that, within policing, the recruitment, retention, and training of tutors are perennial issues that date back as far as the 1980s. The majority of issues associated with the delivery of effective tutoring are the same as those identified by HMIC in 2002.

We used the data request to forces to ascertain how UK forces recruit new tutors. When asked about the formality of recruitment processes, the most common responses were:

- 42% (n=18) stated 'It varies'
- 30% (n=13) that tutors volunteer for tutoring roles
- 23% (n=10) formal application processes are used

One force stated that they deployed tutors to the role and another that they recruited from expressions of interest.

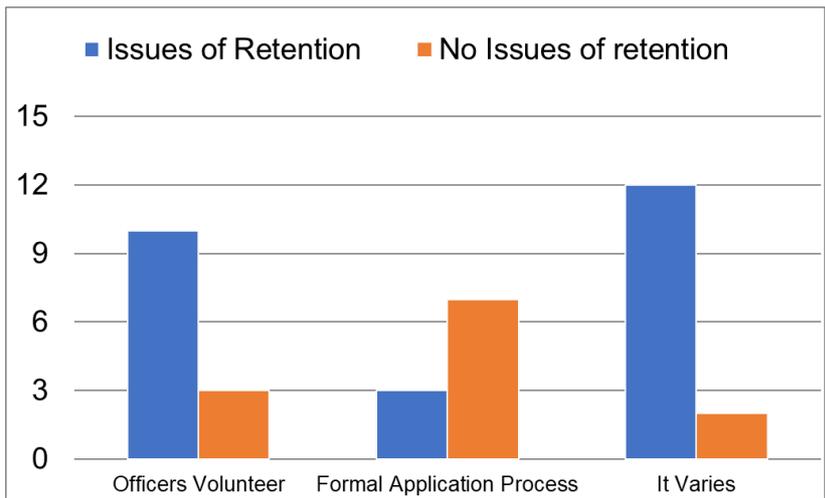
A substantial amount of variation in practice is recorded. Some forces actively deploy, others approach officers directly after they have been identified as possible tutors, whilst others look for volunteers. Whilst volunteering for the tutor role is viewed as the ideal, this is perceived as difficult, due to a lack of interest and high tutee numbers caused by Uplift. One force that deployed tutors into the role, rather than seeking volunteers, stated '*the reality is that we have a lack of mentors force wide... and a process would prove more challenging to the current situation*'. Another stated that there is, in theory, a formal application, but that in busy periods officers who have volunteered or been deemed suitable are '*borrowed*'.

When asked to describe the process whereby tutors are assessed for the required skills for the role, responses from forces varied from having no process to a reliance on the selection criteria or an interview process. Some responses stated that, in their force, tutors must be confirmed in role and have no outstanding disciplinary actions against them. Others rely on the tutoring course/training to ensure competence (sometimes with additional CPD) whilst others use line manager feedback. One force reported having a tutor academy which provides ongoing support through a Practice Educator (PE).

Of interest was that the majority of forces (56% n=24) replied that they did not use the College of Policing's Tutoring Role Profile when recruiting tutors, and just over a quarter stated that they did use the profile (28% n=12). Significantly, some forces that reported that they use the role profile do not use it in the context of recruitment, drawing into question how the profile is used in practice.

We explored the relationships between the three recruitment processes and the retention of tutors (seen to be a rough proxy of the success of a tutoring program) and the results are presented in Figure 3.

Figure 3: Relationship between recruitment process and retention levels for tutors

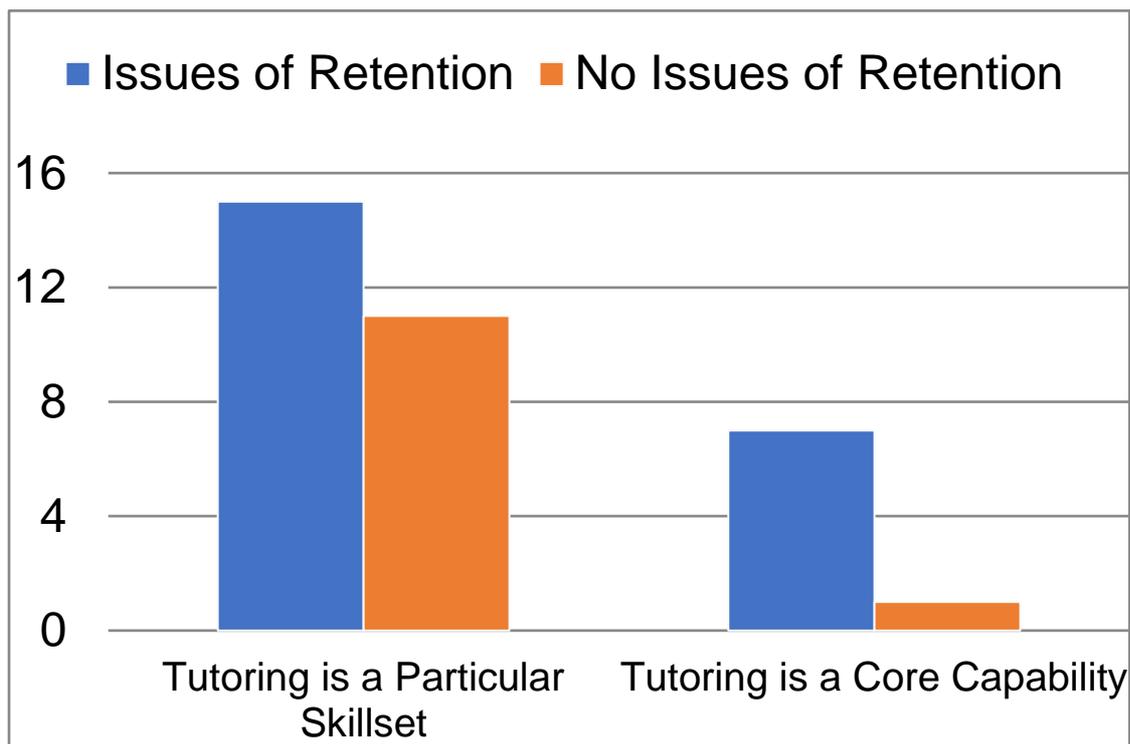


Of the 13 forces that answered that officers volunteer or self-select as tutors, 10 reported that they find it hard to retain tutors with only 3 feeling that they do not have retention challenges. However, of the 10 forces that have a formal application process, only 3

stated that they have a problem retaining tutors. Of the 18 forces that reported a variety of recruitment processes for tutors, 12 said that they found it hard to retain tutors, 2 said they do not experience such difficulties and 4 said they do not know whether this was an issue or not. Having a formal application process, therefore, seems to relate closely with successful retention.

To explore how selective forces are in their selection of tutors, we asked whether tutoring was considered a core capability, or as a role that requires a particular skillset that not all officers will possess. Almost two-thirds of responding forces (65% n=28) stated that they view tutoring as a particular skillset. However, over a quarter stated that they view tutoring as a core capability (26% n=11). Of interest here is that one force stated that tutoring is currently considered a particular skillset but that, ideally, it would become a core capability. There is a general recognition, throughout the free text responses, that tutoring should, ideally, be considered a particular skillset, but that there are substantial caveats to this based on demand. One response noted that high demand for tutors negates any expectation that tutors will have a particular skillset. Another noted the desirability of a particular skillset, but that demand meant that this was impossible in practice. Further analysis of the data, as shown in Figure 4 below.

Figure 4: Relationship between retention levels and perceptions of tutoring as a core capability or skillset



Of the 28 forces that considered tutoring as a particular skillset, 15 said they have difficulties retaining tutors, 11 said that they do not have such difficulties (1 did not know, 1 stated that the question was not applicable). Of the 11 that saw it as a core capability, 7 said that they have difficulty retaining tutors, 1 said that they do not and 3 did not know. There seems to be a relationship, therefore, between seeing tutoring as a core capability and experiencing difficulty in retaining tutors.

Interviews:

Interviewees highlighted the importance of recruiting processes in assuring quality tutoring. In this context, it was noted by one interviewee that selection, training, assessment, and motivation of tutors is a more important factor than the model utilised to deliver the tutoring.

All interviewees said that finding and keeping suitable people, who want to do the job, was the key to effective tutoring.

Key Message:

There are a wide variety of recruitment practices for tutors, ranging from the informal to the formal. Some forces deployed officers to the role, whilst others sought volunteers. Similarly, a majority of forces reported that they did not utilise the College of Policing's tutor role profile for recruitment. Furthermore, over a quarter of forces stated that they view tutoring as a core capability rather than a particular skillset. This lack of consensus, whilst offering flexibility to local arrangements, may in some circumstances be a barrier to creating an effective strategy for recruiting tutors.

Theme 7: Incentives offered to tutors

There was evidence from comparator professions that incentives are effective in the recruitment and retention of tutors. For example, financial recognition (Webb et al, 2015) and access to educational programmes (Renda et al, 2022) have been identified as key incentives in nursing.

The general pattern for incentivisation was to communicate that tutoring is a development opportunity, a chance to contribute positively to the force and to develop a new generation of officers. For some forces, incentives (e.g. desirable shift patterns and linking tutoring to promotion) are used. Some noted that tutoring should be a development opportunity, but that it is increasingly becoming a requirement for all officers. One force stated that they present the tutoring role as an extra responsibility and that, as there is no financial incentive, they need to ensure that tutors undertake the role for appropriate reasons. Another noted the challenges, saying that whilst the force articulates tutoring as an opportunity, high demand means that it has become, essentially, a responsibility and another that '*suitable staff are asked to do it because of a deficit, rather than because they have been identified for their skillset*' when justifying why they do not offer incentives.

We followed up by asking how many forces offer incentives to tutors. Over half of forces (58% n=25) reported to offering incentives to those undertaking tutoring roles, although over a third (37% n=16) stated that they did not.

Many forces volunteered additional information stating that they incentivise the tutor role with money whilst other forces use non-financial incentives.

FINANCIAL INCENTIVES	NON-FINANCIAL INCENTIVES
These range from £5 a day to £500 a student	'2 days off/student'
	'Day off for back-to-back tutoring'
	'1 day off'
	'Protected time for assessment'
	'6 weeks personal development'
	'Do not work nights, do not carry a workload'
	'Slight ability to pick incidents'
	'Not treated as a resource for deployment'
	Accreditation (title and role)

	Qualifications via the HEI provider
	CPD opportunities
	Linking the role to promotion to sergeant.

A wide range of incentives were identified, and, when we asked which incentives seemed to work best, these were associated with varying perceptions of effectiveness. Financial incentives were viewed as probably the most effective. Other incentives are mentioned as effective, such as protected time and links to promotion. Some of the incentives identified by forces could also potentially be considered as necessary basic support for officers undertaking a significant role.

Interviews:

Incentives and support for the role were considered important by the interviewees. One noted that breaks between students and rest days are helpful and that where tutoring is viewed as a pathway to leadership, it will be viewed positively. One interviewee suggested that financial incentives seem to be a low priority for tutors, with some officers taking on the role because of their own experience of being tutored (positive and negative). It was also suggested that being given priority for training and CPD opportunities is viewed positively by officers. One

interviewee noted that whilst financial incentives were always going to be viewed positively, more important was the need for the role to be understood, respected, and resourced.

Theme 8: Retention of tutors

Key Message:

Policing uses the term ‘incentives’ to describe those ways in which forces try and attract officers to becoming tutors. Whilst these are viewed positively, they do not necessary result in improved retention. Incentivising tutoring through raising development and promotion opportunities, and by giving tutors space (time and support) to devote to the tutoring role, could be a positive solution. Forces need to be aware of the dangers in conflating incentives with the necessary support required to undertake key roles.

Whilst the literature review did identify some limited coverage of the issue of retention in nursing, this was mostly contextualized in terms of role incentivisation (Webb et al., 2015, Renda et al., 2022). Similarly, in the international policing literature, we identified no mention of tutor retention issues. The literature suggests that retention appears to be predominantly an issue in policing in England and Wales (HMIC, 2002, Chandler, 2021). Over half of the forces who submitted returns indicated that they experience challenges in retaining tutors (60% n=26). That said, over a quarter stated that they did not experience any such difficulties (28% n=12). Four forces were unable to articulate whether they considered this subject an issue or not. One force suggested that this issue did not apply to them.

A list of common or repeated themes emerged in response to the challenge of retention.

These are presented below:

INDIVIDUAL ISSUES	ORGANISATIONAL ISSUES	EXTERNAL ISSUES
Burnout	Tutors identified as displaying leadership behaviours	Covid
Workload issues	Lack of support from operational supervisors	Increased complexity of tutor role

Back-to-back tutoring	Career moves	Uplift
Lack of understanding of the tutor role	Double-crewing	
Perceived lowering of recruit standards	Amount of paperwork	
Lack of contact with tutees after tutoring	Too few officers out of probationary period	
Unsuitability of some officers for the role	Problematic students/Students with learning difficulties/Students with developmental issues	
Unsatisfactory performance of some tutors	Internal moves	
Tutors wanting to give up	No incentives	
Role not attractive	Promotion	

When we asked forces to describe the main reasons given by tutors for stepping down, or wishing to step down, from the role we received a similar set of answers, presented below.

INDIVIDUAL ISSUES	ORGANISATIONAL ISSUES	EXTERNAL ISSUES
Feeling unsupported by supervisors	Promotion	PEQF
Feeling they are letting students down	Internal moves	
The role not being attractive	Workload	
Inability to volunteer	Back-to-back tutoring	
Stress levels	Student numbers	
Unsuited to role	Difficulties in working under the hybrid model	
Lack of time to tutor	Workplace pressure	
The role being too demanding	Paperwork	
Feeling detached from the team	Lack of recognition	

Burnout	No incentives	
Low morale	Additional responsibility	
Leaving the police	Tutors getting lower end jobs	
<i>'poor recognition of role, poor reward, excessive workload, constant demand from control room with reduced time for briefing and de-briefing'</i>	Problematic students (and a lack of experience in dealing with problematic students)	
Perception that it is not their responsibility to tutor		

Interviews:

These responses were supported in our interviews. All of our interviewees noted that tutors have additional responsibilities that are over and above their standard policing roles, for example, ensuring the safety of the tutee. This was often linked to the pressure of tutoring, burnout of tutors and issues in the retention of tutors. Further sources of pressure for tutors included tutors tutoring back-to-back, a misconception – organisationally - about the pressures of tutoring, workload pressures, the lack of resources for tutoring, and the complexity of challenging students. It was noted that part of this pressure comes from a tutor and their

student being counted as a double crew and that this was viewed as problematic. This is because tutors often do not feel able to turn down jobs that are not helpful in extending their tutees' learning when they are being counted as a response crew. One interviewee suggested that the push to increase the number of frontline officers is causing some forces to take tutors out of PDUs to count them in frontline numbers.

Interviewees suggested that retention of tutors would be enhanced by tutors being offered some flexibility in operational deployment, greater recognition of the importance of the role within the organisation, more value being accorded to those in tutoring roles, greater understanding that tutoring is a role with a skillset that is not universal amongst officers, and the acknowledgement that tutoring requires substantial support through time, training and CPD.

Key Message:

From the data, structural issues concerning the demands of the tutoring role have an impact on retention. This is not a new phenomenon. Indeed, the recruitment, retention and training of tutors are perennial issues that date back as far as the 1980s and were previously identified by HMIC (2002).

Theme 9: Professional development and the management of tutors

Oversight and Management

The literature review identified no prior research on this element of tutoring. The research generated free text responses on how tutors are managed and assessed in their role.

Responses showed that tutors on shift typically have their own sergeants as line managers. Assessors tend to be line managed in the PDU or centrally. The number of meetings with assessors/CPD opportunities varies considerably. For some, meetings are held every 5 or 6 weeks or quarterly, whilst others have annual meetings tied to their PDR. In other areas, ad hoc meetings are held at times of lower demand. One force reported that there is little, if any, formal development for tutors (post initial training) and that all further development is informal and 'on the job'. PDU support is, in many forces, available for on shift tutors, but it is not clear how frequently these opportunities are taken up.

When asked if the tutor role was part of tutors' Performance and Development Review (PDR), just over a half of respondents (56%, n=24) replied that tutoring activity is addressed in PDR processes, and over a quarter (26%, n=11) stated that, in their force, it was not. Respondents

from seven forces did not know whether it was, or not, and one force did not offer a response to this question.

There was also great variation in responses when we asked how tutors are assessed for competency. Across forces, a mixture of informal and formal assessment of quality takes place, differing a great deal - both in frequency and nature. It is noted that, often, tutors are monitored by assessors, as well as students, who can flag underperforming tutors. Some forces state that they do not assess competence of tutors beyond the stage at which they are recruited. More formalised assessment of tutors is undertaken through performance review, tutor courses and CPD events, student feedback and performance review, or quarterly RAG grading. Some forces also 'dip check' assessments and score them. More informally, examples of quality processes include the tutors of students who do not achieve occupational competency status being subject to assessment. In other forces, there is no review process with one force suggesting the reason for this was that tutoring had the status of '*additional responsibility*'. Likewise, another stated '*There is no consistency or formal process*' in respect of reviewing tutors.

Training, CPD and Support

The training of tutors came up as an important consideration in our literature search. For example, Tyler and McKenzie's (2014) research identified a range of pedagogies or theories used by tutors that did not always correlate to the formal curriculum. Bergman (2017) suggests that more education on training pedagogies could enhance the educational competence of tutors. More formal pedagogical instruction of tutors (that is, instruction in learning and teaching) is linked in this literature with better outcomes for tutors and students.

Almost half of the respondents (49% n=21) suggested that their forces required tutors to undertake the College of Policing's (CoP) three-day training programme. A similar number (47% n=20) stated that their tutors did not undertake this training programme. One respondent replied that they did not know, and another failed to provide a response. Of those that do not undertake the CoP's training, most have created a longer programme, locally, often due to specific local systems, based on tutor preference and often with extra scenarios or practical components. The variation is from 2 days to 1 week and, in some cases, is based around the CoP training and expands upon it. In some cases, it takes a shorter and more simplified form due to specific requirements and constraints. One interviewee contextualised this variation by stating that, in their opinion, the three days training programme offered by the College of Policing is not sufficient, on its own, to train a tutor.

CPD opportunities for tutors vary from there being no development time and opportunities, other than general (non-tutor specific) provision, or the original tutor course, through to an

amount of bespoke and regular CPD. In one force, there were more CPD opportunities at quieter times in the PDU. Many CPD opportunities are currently being developed, with Uplift mentioned as a factor that is driving change. One force stated that *'tutors are offered the opportunity to attend additional training courses not offered to their colleagues to ensure that the level of training given to each student is up to date'*. In interviews the consistency of tutoring as experienced by new officers across forces was considered important as a means of guaranteeing a broad parity of skill and experience levels amongst the workforce.

In addition, many forces noted that no additional tutor specific support is provided. Another suggested that no additional tutor specific support is provided but that *'burnt out'* officers are removed. Some noted additional support from advisors/assessors, and another force provided a mentoring/buddy system. Other forces referred to one-to-one informal meetings with line managers and protected learning time as forms of wellbeing support. One force provided a dedicated wellbeing team (for all officers) and a Student Management Team who provide support to tutors.

Key Message:

Tutors receive a variety of different levels of initial training, CPD, review/oversight and support within their role depending on the force in which they are employed. Professional development, management and support of tutors is one of the areas where a marked divergence of practices occurs. Greater uniformity in these elements might have an incentivising effect for officers to take on tutoring roles.

Theme 10: Tutees' Experiences

There are a number of existing reports that suggest that tutoring in the policing context in the UK has a number of significant challenges. Some of the most striking findings, when preparing this literature review, were from the HMIC 'Training Matters' report published in 2002. Despite being written twenty years ago, most of the issues appear, at present, to be significantly entrenched. As Fielding (2018, p.106) summarises:

'The tutor constable system was 'fragile': supervision was ineffective, selection criteria were lacking, and some were 'coerced' into taking the role (ibid: 80). Training varied from ten days to three, many tutors lacked investigative interview or diversity training, and the Centrex tutors course went unused. Probationers themselves sometimes 'trained' their tutor constable in new procedures (ibid: 81). Shortages were common, causing burn-out from taking probationers consecutively. Tutors and probationers were dragooned to frontline deployments,

undermining learning from attachments and public safety when probationers worked unsupervised. Supervisors seldom received training for supervising and assessing probationers, leaving supervisor entries blank in Personal Development Plans and supervisor/probationer tutorials non-existent.

At the time of the 2002 report there had been an increase in funding for police officers, with 10,000 new recruits going through the training system (HMIC, 2002), creating similar pressures to those now caused by Uplift. It is not unreasonable to suggest that such issues with tutoring systems may impact tutees' experience of tutoring arrangements.

We asked forces for examples of the feedback received concerning tutoring experiences. Examples of positive feedback included references to tutors being helpful, supportive, and enthusiastic. Similarly, tutees appreciated tutors' efforts in terms of planning, working at an appropriate speed to facilitate learning, and dealing with student difficulties.

Examples of negative feedback included:

TUTORING ISSUES	ORGANISATIONAL ISSUES
Tutor expected too much in dealing with paperwork, conflict etc.	Inconsistency of tutoring arrangements due to staffing
Insufficient feedback	Workload demands on tutor
Students felt belittled	Lack of traffic related exposure

Unsuitability of tutor	Not enough time to deal with incidents/balancing tutoring with operational demands
Personality clash	Lack of consistency. Transition from training environment to operational environment is a shock
Lack of planning by tutor	
Inexperienced tutors	
Lack of tutor engagement	

Avoidance of difficult conversation in respect of student difficulties	
Tutors too tough with assessment decisions	
Unrealistic expectations	
<i>'Tutors are continuing to advocate practices that they received as a student and not necessarily the new or modern way, e.g. statement writing'</i>	

The extent of these issues is hard to ascertain from this data. When we asked about exit interviews being conducted with officers leaving policing, an overwhelming majority of forces (93% n=40) stated that exit interviews were held with probationers who did not successfully complete their probationary period. Only two forces reported that such interviews were not held, and one submitted information saying that the respondent was unsure of whether such interviews were held or not.

However, when asked if the students mention tutoring in their reasons for leaving, over half of the forces (65% n=28) who responded to this question claimed that exit interviews did not identify issues pertaining to tutoring. A small number of forces, eight in total (19%), stated that such interviews did, on occasion, identify issues around tutoring. A further five responses felt unable to answer that question and two returns left this answer field blank.

Some forces stated that there were very few references to tutoring (that is, it did not emerge as a theme) or that personal reasons (not tutoring) are the reasons for tutees leaving. Others suggested that tutoring was sometimes mentioned as a partial reason (in the context of a range of other issues). Other reasons for leaving, given by the forces, were that the reality of policing is different to recruits' expectation, family life/caring responsibilities made them leave, they experienced difficulties in adapting to professional standards, or were challenged by the volume of work. One force noted that this data was held by HR and was therefore difficult to access. Where tutoring was mentioned as reason for people leaving, one force suggested that subsequent investigation found that allegations of poor-quality tutoring were unfounded. For example, they reported that performance outcomes were the same even when individuals were allocated to different tutors.

Key Message:

Evidently more research is required in order to investigate the overall quality of tutoring, but some of these responses are suggestive of a number of ongoing issues in tutoring with historical precedents and that link to other findings within this report. What is striking, however, is the apparent lack of systematic data, drawn from both tutors and tutees, to provide insight into challenges experienced by those engaged in tutoring processes.

Considerations for Practice

There is evidence to suggest that the models used to describe tutoring (PDU, hybrid, tutors on-shift), whilst significant, are not the sole, or even the most important, determinant of tutoring practices in police forces. Data suggests that, for forces that had changed their model in the last 2 years or that planned to do so in the future, there was no discernible pattern that would suggest a favoured model. The research found no evidence, to support the introduction of a standardised model of delivery. Models of delivery may have less positive impact on tutoring than factors such as formality of tutor recruitment processes, meaningful tutor engagement with HEIs and force decisions to position tutoring as a specialised skillset. These issues tend to draw attention away from the *delivery* of tutoring to the *meaningful articulation* of what

tutoring is, the value it is perceived as having and the ways in which actors in the process are supported.

Whilst a PDU led model can, at a superficial level, overcome some of the challenges associated with an on-shift model (through having, essentially, full time tutoring staff), there remain barriers to its universal adoption based on local factors (such as population density, consistency of recruitment and the number of recruits). Furthermore, existing research suggests that tutoring is not merely a process of learning but also of occupational socialisation and there is evidence to suggest that the latter is more ably served by an on-shift model.

HMIC (2002) referred to the '*fragility of the tutor constable system*' (p. 17). It is evident that this weakness has not been meaningfully addressed and, as such, represents a continued risk to effective police education and organisational socialisation. One of the challenges here is that the lack of a robust tutoring system may prevent the full potential benefit of the Uplift programme being realised. Furthermore, this might feasibly exacerbate potential retention amongst newly recruited officers.

The development of a robust tutoring system relies, not on the identification of a preferred delivery model, but on the articulation of the value of the tutor role to the L & D function of forces. The recognition of the particular skillsets and enthusiasm required to successfully undertake this role coupled with an understanding of the unique challenges for those who undertake it, especially when they have to manage this role alongside other operational commitments, should be central to the planning of a tutoring strategy. Serious consideration needs to be paid to the support required for tutors and tutees, and that the process allows for the space to get this support. Those undertaking tutor roles should find this role reflected in PDR discussions, both as a means of reviewing performance but also of accessing CPD and other forms of support.

Recruitment to tutor roles requires some degree of formalised recruitment procedure which recognises that tutoring within professions demands skills and knowledge which exceed that of a core officer capability.

Literature from other professions suggest that access to education/qualifications can act as an effective incentive for those considering a tutoring role. Whilst the College of Policing's Tutor Learning Curriculum is a helpful resource, it does not meet the required needs of all forces with a substantial number expanding upon its suggested provision. It is worth considering that a curriculum that meets the needs of all forces, supported by a recognised qualification, would serve as a means of both enhancing the status of the role and incentivising officers to undertake tutoring.

Consideration, therefore, should be paid to the support which tutoring requires as a role within the L & D function, but also as a unique role which incorporates both professional and emotional support. Recent research points to the changing expectations held by new police recruits in respect of flattened organisational hierarchies and an increased concerned work/life balance and wellbeing. These represent a probable shift from the more transactional relationships which we may have expected to witness previously.

The issue of incentivisation is important and can take different forms. Some forces, for example, offer financial incentives to tutors. This is not, in itself, problematic. However, we believe that financial incentives should not be offered as an alternative to increasing either the status of the role or the support offered to those that undertake it. Likewise, some forces identified protected time, CPD opportunities, days off for back-to-back tutoring, and a linking of tutoring to promotion as examples of effective incentives. We would suggest that such support and development opportunities are not actually incentives but implicit requirements of an effective tutoring system.

We recognise that officers with effective tutoring skills might be found throughout police forces and across a variety of lengths of service. However, the PEQF represents a significant development in police learning and development that will necessitate parallel developments within tutoring arrangements. As a result, whilst a tutor's substantial organisational experience can enhance a tutee's development, we would suggest that this experience alone is insufficient. We would therefore recommend that it is crucial for tutors not only to have access to the tutee's curriculum but to understand the values behind it and to be sympathetic to its principles. This should be assessed on a tutor-by-tutor basis but could involve a number of measures including, for example, liaison with L & D or HEI staff. Effective tutoring needs to be defined by its ability to facilitate the application of knowledge to practice through those in the role being knowledgeable of, and sympathetic to, the PEQF.

At present, little consideration appears to have been paid to the ways in which tutoring intersects with issues of recruit attrition and retention. In particular, we believe that this is an important consideration in respect of police organisations' aspiration to reflect the diversity of the communities which they serve. The research showed that relatively few L & D units routinely hold data pertaining to the personal characteristics of tutors and tutees alike. Likewise, we are aware that some recent commentary has suggested that tutoring should be a priority area for consideration of issues of diversity. There is some merit, therefore, to prioritising diversity training for those working as, and with, tutors and for using locally held information regarding personal characteristics as a basis for ongoing discussions about tutoring arrangements.

It is currently difficult to generate reliable and ongoing data regarding tutor and tutee experiences of the tutoring process. Both tutors and tutees experience difficulties evidenced by tutor 'burnout' and by tutee attrition. Regular anonymised surveys to both groups, accompanied by regular opportunities to review tutor systems and identify good practice, will allow for ongoing discussions about local arrangements, support, and performance.

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Literature Review Methodology

The overview of the literature review (separate document) situates the role of tutor constables (TCs) in the wider context of professional socialisation, drawing on research with comparable professions, as well as international literature in a policing context. The review begins by considering the purpose of tutoring in terms of the benefits to organisations of good socialisation, and the risks of not doing it well. The review then considers key messages from research in professions such as nursing, paramedicine, teaching and social work to identify what has worked well in these sectors as well as similar challenges currently faced in policing. Finally, the review turns to domestic and international research in a policing context to highlight challenges and promising practices.

It is important to note that in other professions the term most often used is mentoring (as opposed to tutoring). In this review, reference to mentoring relates specifically to the relationship between students and experienced staff members in a practice setting as part of their degree qualification (and is therefore comparable to the tutor constable role in policing).

The search strategy involved the retrieval of peer-reviewed and grey literature (for example, policy documents, Government reports and College of Policing research) from the OU library, Google Scholar and Google. As the focus of the literature review covered a range of professions, each using different terminology, the search terms were necessarily varied (see below). There were no exclusion criteria regarding date of publication, with the oldest output dating to 1997 and the most recent, 2022, and only documents published in English were included in the study.

Search terms
Professional socialisation + police/nursing/probation/social workers/paramedics
Organisational socialisation + police/nursing/probation/social workers/paramedics
Mentoring + police/social workers/nursing/probation/paramedics

Tutoring + police/social workers/nursing/probation/paramedics Police tutor constables
Placement practice tutoring
Probation period + police/social workers/nurses etc.
Preceptors + nursing/paramedics
New police recruits
New police officers/new social workers/new paramedics
Retention + police officers/social workers/paramedics etc.

The initial search identified 52 outputs for consideration in the review. All 52 were read, summarised, and categorised into themes (see below table) by the research team and given a rating for relevance to the study of high, medium, or low. Those deemed 'low' (10) were excluded from this review. A further 6 relevant outputs were identified as a result of the rating exercise and added to the spreadsheet. In addition, as the analysis progressed, further literature was sourced in order to contextualise the research findings. For example, while incentives and remuneration were not identified in the initial review as particularly salient issues in the comparator professions, they emerged as important during our analysis and so we went back to the literature to identify relevant studies.

Literature review themes

Theme	Number of studies
Best practice in tutoring	3

Comparator professions (nursing, paramedicine, teaching and social work)	24
Equality and diversity in tutoring	1
Organisational socialisation/knowledge into practice (policing)	13
Organisational socialisation	4
Police education	1
Police tutoring/mentoring	8
Police professionalisation	4

Appendix 2

Quantitative Data from Data Request

1. Do you use the role profile for tutors developed by the College of Policing?

Yes	28	65.11%
No	14	32.55%
Blank	1	2.32%

2. Which term is used, in your force, to refer to the process whereby officers are tutored?

Tutoring	37	86.04%
Coaching	2	4.65%
Mentoring	1	2.32%
Something Else	2	4.65%
Blank	1	2.32%

3. Which tutoring model do you use: - 'Professional Development Unit', 'Tutor and Student on-shift' or 'Hybrid'?

Professional Development Unit	10	23.25%
Tutor and Student on-shift	20	46.51%
Hybrid	13	30.23%

4. Have you changed the model you used in the last two years?

Yes	20	46.51%
No	20	46.51%
Blank	3	6.97%

5. Does your force plan to change the model it uses in the future?

Yes	7	16.27%
No	30	69.76%
Don't Know	3	6.97%
Blank	3	6.97%

6. Do you use the Professional Profile (for tutor and/or tutor assessor) circulated by the College of Policing?

Yes	32	74.41%
No	7	16.27%
Don't Know	2	4.65%
Blank	2	4.65%

7. Do tutors engage with HEIs delivering PCDA?

Yes	19	44.18%
No	21	48.83%
Blank	3	6.97%

8. Do tutors have access to the recruits' curriculum?

Yes	24	55.81%
No	18	41.86%
Blank	1	2.32%

9. Does your force stipulate that a prospective tutor must have a certain amount of post-probationary experience to be eligible for the role?

Yes	7	16.27%
No	36	83.72%

10. Where in officers' development does assessment occur in your force?

Throughout their development towards both IPS and FOC	31	72.09%
Prior to IPS	5	11.62%
Following IPS but before FOC	4	9.30%
Blank	3	6.97%

11. Who undertakes this assessment?

Someone fitting both the tutor and the assessor role descriptor	20	46.51%
Someone fitting the tutor role descriptor	1	2.32%
Someone fitting the assessor role descriptor	15	34.88%
Some other arrangement	3	6.97%
Blank	4	9.30%

12. Where in officers' development does tutoring occur in your force?

Throughout their development towards both IPS and FOC	6	13.95%
Prior to IPS	34	79.06%
Blank	3	6.97%

13. Who undertakes this tutoring?

Someone fitting both the tutor and the assessor role descriptor	12	27.90%
Someone fitting the tutor role descriptor	27	62.79%
Some other arrangement	1	2.32%
Blank	3	6.97%

14. If tutoring occurs at both stages (prior to Independent Patrol Status and prior to Full Occupational Competency), does it occur in the same way and have the same purpose at both stages?

Yes	3	6.97%
No	19	44.18%
Don't Know	2	4.65%
Blank	19	44.18%

15. Do you have a formal recruitment process for tutors to which they apply, do they volunteer, or are they deployed into the role?

Tutors are deployed into the role	1	2.32%
Tutors volunteer or self-select	13	30.23%
It varies	18	41.86%
Tutors formally apply	10	23.25%
Expressions of interest are submitted	1	2.32%

16. Are prospective tutors interviewed for the role?

There is an informal conversation	11	25.58%
There is a formal conversation	5	11.62%
Formally interviewed	5	11.62%
They are deployed into the role	8	18.60%
It varies	11	25.58%
Don't Know	1	2.32%
Blank	2	4.65%

17. During the recruitment process, are prospective tutors judged against the College of Policing's Tutoring Role Profile?

Yes	12	27.90%
No	24	55.81%
Don't Know	4	9.30%
Blanks	3	6.97%

18. Are incentives offered to those taking tutor roles?

Yes	25	58.13%
No	16	37.20%
Don't Know	1	2.32%
Blank	1	2.32%

19. Does your force view tutoring as a core capability, or something that requires a particular skillset that not every officer will possess?

Core Capability	11	25.58%
Particular Skillset	28	65.11%
Other	4	9.30%

20. Is the tutor role made part of an officer's Performance and Development Review (PDR) process and discussions?

Yes	24	55.81%
No	11	25.58%
Don't Know	7	16.27%
Blank	1	2.32%

21. Are recruits ever required to leave the force as a result of tutor evidence?

Yes	28	65.11%
No	9	20.93%
Don't Know	2	4.65%
Blanks	4	9.30%

22. Do tutors in your force undertake the College of Policing three-day training programme?

Yes	21	48.83%
No	20	46.51%
Don't Know	1	2.32%
Blank	1	2.32%

23. Do you find it hard to retain tutors?

Yes	26	60.46%
No	12	27.90%
Don't Know	4	9.30%
Not applicable	1	2.32%

24. Do you ever receive feedback concerning tutors or the quality of the tutoring experience?

Yes	37	86.04%
No	3	6.97%
Don't know	3	6.97%

25. Are exit interviews conducted with recruits who leave prior to completing their probationary period?

Yes	40	93.02%
No	2	4.65%
Don't Know	1	2.32%

26. If you answered 'yes' to the above, are any reasons given by these recruits which concern tutoring experiences

Yes	8	18.60%
No	28	65.11%
Don't Know	5	11.62%
Blank	2	4.65%

Appendix 3

Data Request Questions

What police force do you work in?

Do you use the role profile for Tutors developed by the College of Policing?

Which term is used, in your force, to refer to the process whereby officers are tutored?

Which tutoring model do you use: - 'Professional Development Unit', 'Tutor and Student on-shift' or 'Hybrid'?

If you answered 'hybrid' to the above, please provide a brief description.

Have you changed the model you used in the last two years?

If you answered 'yes' to the above, please state the reason for change of model.

Does your force plan to change the model it uses in the future?

Reason for proposed future change of model (if applicable).

Please describe the length and pattern of time that tutees spend in the tutoring process.

How much time does each Tutor typically have, after a cohort of tutees finish, before receiving their next cohort?

Do you use the Professional Profile (for Tutor and/or Tutor Assessor) circulated by the College of Policing?

If you answered 'no' to the above, please provide an explanation

Do Tutor's engage with HEIs delivering PCDA?

If you answered 'yes' to the above, please provide a description

Do Tutors have access to the recruits' curriculum?

If you answered 'yes' to the above question, please describe what form this access takes.

Does your force stipulate that a prospective Tutor must have a certain amount of post-probationary experience to be eligible for the role?

If you answered 'yes' to the above, could you state the length of experience required?

Where in officers' development does assessment occur in your force?

Who undertakes this assessment?

Where in officers' development does tutoring occur in your force?

Who undertakes this tutoring?

If tutoring occurs at both stages (prior to Independent Patrol Status and prior to Full Occupational Competency), does it occur in the same way and have the same purpose at both stages?

Do you have a formal recruitment process for Tutors to which they apply, do they volunteer, or are they deployed into the role?

Could you describe how the Tutor role is articulated to potential Tutors?

Are prospective Tutors interviewed for the role?

During the recruitment process, are prospective Tutors judged against the College of Policing's Tutoring role profile?

Could you describe the process whereby you ensure that Tutors have the required skills for the role?

Are incentives offered to those taking tutor roles?

If you answered 'yes' to the above, please describe the incentives used.

If you identified more than one incentive, which is the most effective incentive you offer?

Does your force view tutoring as a core capability, or something that requires a particular skillset that not every officer will possess?

Is the Tutor role made part of an officer's Performance and Development Review (PDR) process and discussions?

Could you describe how Tutors are line managed within their role?

Could you describe how Tutors are assessed for competency within their role and how often this takes place?

Could you describe the assessment responsibilities that Tutors undertake in their role in your force?

Could you describe how recruits are assessed in your force, in respect of the practice-based element of their tutoring?

Are recruits ever required to leave the force as a result of Tutor Constable evidence?

Do Tutors in your force undertake the College of Policing three-day training programme?

If you answered 'no' to the above question, please describe the training that Tutors undertake, details of the provider and the reasons why this approach was adopted.

Please describe CPD development time/opportunities received by Tutors in their role.

Please describe any wellbeing support made available to Tutors.

Do you find it hard to retain tutors?

If you answered 'yes' to the above, please describe these challenges.

Could you describe the main reasons (if you are aware of any) given by Tutors for stepping down, or wishing to step down, from the role.

Could you describe any local policies/guidelines addressing the role of tutors in facilitating retention of student officers with a focus on inclusion and diversity?

Do you ever receive feedback concerning Tutors or the quality of the tutoring experience?

If you answered 'yes' to the above, please provide a description of the kind of feedback given.

Are exit interviews conducted with recruits who leave prior to completing their probationary period?

If you answered 'yes' to the above, are any reasons given by these recruits which concern tutoring experiences?

If you answered 'yes' to the above, please describe these reasons

Please provide a breakdown of Tutors by age category.

Please provide a breakdown of tutees by age category.

Please provide a breakdown of Tutors by gender.

Please provide a breakdown of tutees by gender.

Please provide a breakdown of Tutors by ethnicity.

Please provide a breakdown of tutees by ethnicity.

Please provide a breakdown of Tutors by sexual orientation.

Please provide a breakdown of tutees by sexual orientation.

Please provide a breakdown of Tutors by years of service.

What is your total number of active Tutors?

What is the average number of tutees that each Tutor is assigned?