New recruits survey 2022: Views of student officers

December 2022

Summary

This pack presents headline findings from the 2022 New Recruits Survey, supplemented with findings from qualitative interviews with 22 PCDA student officers from six early adopter forces. The survey measures officers' experiences and attitudes towards their education and training, support, workload and wellbeing. The analysis is mainly focused on comparisons between those on the new entry routes for policing established by the College – the Police Constable Degree Apprenticeship (PCDA) and Degree Holder Entry Programmes (DHEP) – and the traditional Initial Police Learning and Development Programme (IPLDP) route.

Strengths – education and training

- Survey respondents on the new entry routes were more satisfied and saw greater value in the education and training they received from their force than those on IPLDP.

- A greater proportion of respondents on the new entry routes said that the education and training from their force had prepared them and provided confidence for the role, compared to those on IPLDP.

- Understanding and awareness of evidence-based policing and problem solving was generally high across all entry routes – but was highest amongst those on the new routes and higher over each year of service.

- College DHEP respondents held more positive attitudes associated with a procedurally just approach to policing, including on how they view victims, quality of service and fair treatment of the public.

Strengths – support

- Satisfaction with support from tutor constables, force trainers and line managers is high on all entry routes but was highest on the PCDA, with a greater proportion being very satisfied with the support they receive.

Summary

Areas to consider – education and training

- In contrast to how force learning was perceived, respondents on the new entry routes had lower satisfaction and less positive attitudes towards the education and training they received from their university. Satisfaction was low last year and lower still in this year's survey.

- Generally, respondents in years 2 and 3+ were less satisfied with their force and university learning compared to those in their first year.

- Satisfaction with force education and training was most strongly correlated with – but not necessarily driven by – satisfaction with support from force trainers, and to a lesser extent, line managers and tutor constables.

- Satisfaction with university education and training was most strongly correlated with satisfaction with support from university staff, online learning, the amount of study being clearly explained during recruitment and, for PCDA respondents, the opportunity to gain a degree having been influential in them joining the police.

Areas to consider – mental wellbeing, work-life balance and workload

- Overall, mental wellbeing and work-life balance are experienced similarly across IPLDP and the new entry routes. PCDA respondents had slightly better mental wellbeing, and DHEP slightly better work-life balance, than those on IPLDP.

- On all routes, respondents in years 2 and 3+ typically have worse mental wellbeing and work-life balance than those in year 1.

- The longer PCDA and College DHEP respondents spent on their programmes, the more likely they were to report that their protected learning time had been cancelled or postponed and that they were using their rest days for study or off the job learning.

- The amount of study required for the PCDA and College DHEP was reported by respondents as not being clearly explained during the recruitment process, again most keenly felt by PCDA respondents in year 3+.

- All of these issues correlate with mental wellbeing and workload. On all routes, worse mental wellbeing and work-life balance were also most strongly correlated with dissatisfaction with support from tutor constables, force trainers and line managers.

Summary

Education and training – interviews

- Examples of impactful learning within the PCDA were identified by interviewees but they felt the curriculum could be more tailored to the practical needs of the role.

- Delivery was felt to be hampered by the introduction of online learning, perceptions of poor communication and disjointed working between the force and university.

- Views of the programme were often informed by the value individuals attached to university or academic learning and the importance they placed on the degree-level qualification.

Mental wellbeing, work-life balance and workload – interviews

- The PCDA was consistently viewed as a demanding programme by interviewees, involving multiple and competing commitments.

- Managing study, police work and family life (for those with caring responsibilities) was widely considered by interviewees as a substantial challenge, which increased in the final year, and in a few cases had serious implications for wellbeing.

- Interviewees typically felt the protected learning time (PLT) provision was insufficient. Managing programme workload was reportedly made more difficult by cancellations or changes to their allocated study time, usually introduced so operational policing could be prioritised.

- Planning ahead, managing deadlines, making an early start to assignments and using PLT effectively were felt to be effective strategies for managing workload by those interviewees who felt they were coping better.

Introduction

- This pack presents headline findings from the 2022 New Recruits Survey and is supplemented by findings from qualitative interviews with 22 PCDA student officers from six early adopter forces.

- Between March and May 2022, the College worked with the Home Office to deliver a survey that would support both the College evaluation of the Police Constable Degree Apprenticeship and Project Uplift Programme.

- The survey was sent to:

  - All new recruits, on any entry route, that joined between **1 February 2020** and **30 November 2021**

  - All recruits on the PCDA and College DHEP (i.e. not Police Now) that joined before **1 February 2020**

- Data on those who joined last year between **1 February 2021** and **November 2021** has been shared with the Home Office. These respondents all completed a set of shared questions and were then evenly split to either complete:

  - A College set of questions on evidence-based policing, problem solving and procedural justice

  - A Home Office module focused on attraction and retention

- Respondents that joined before **1 February 2021** were not asked to complete the Home Office questions and only completed the College and standard questions.

- The survey analysis in this pack is mainly focused on the differences between respondents on the new entry routes and Initial Police Learning and Development Programme.

- Analysis is also presented on the different experiences of those within each entry route based on the length of time in the force, sex and ethnicity.

- Further detail on the approach to survey analysis is covered in **appendix 1**. Data tables to accompany the charts and narrative are included in **appendix 2**.
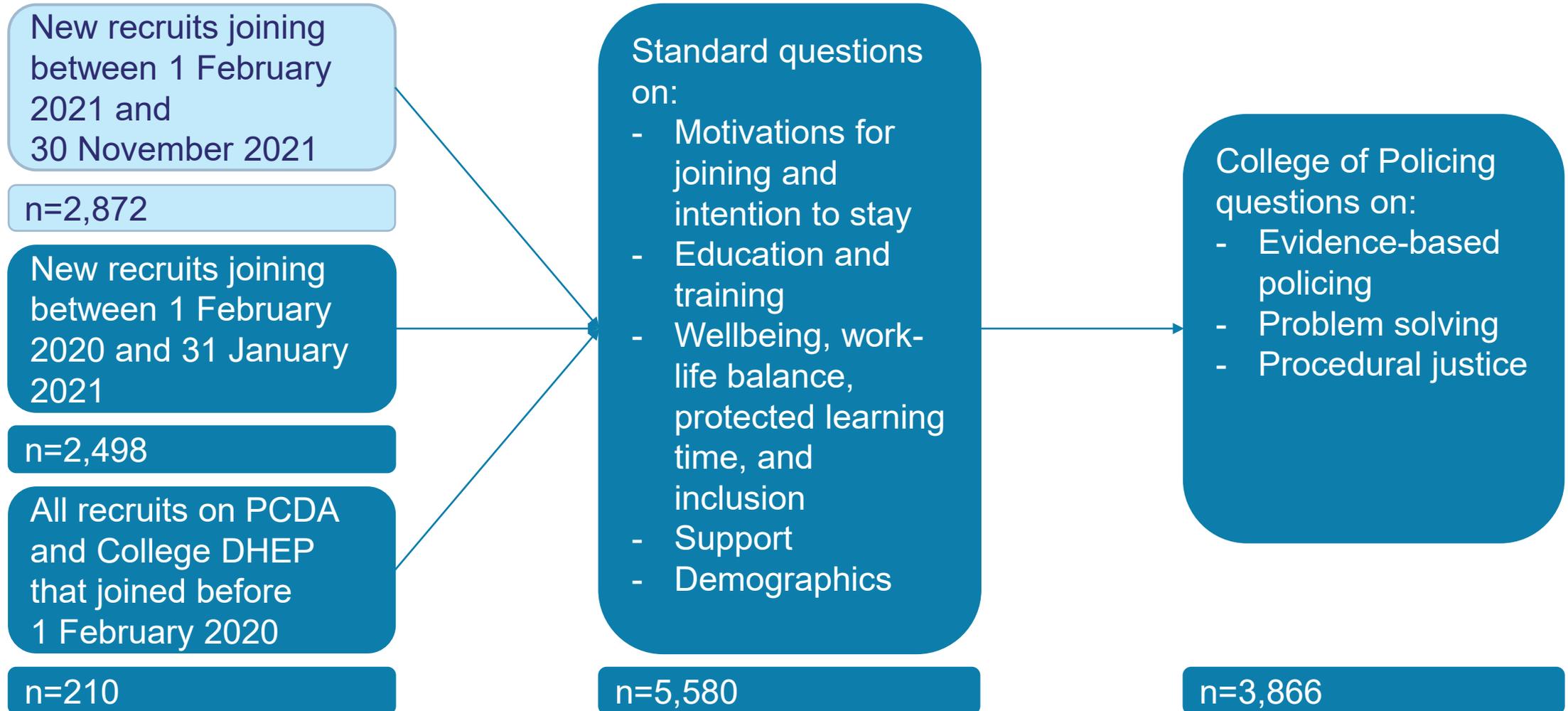
Introduction

- In total 5,580 new recruits completed the survey (a response rate of 26%).

Table 1. Number of respondents by entry route and length of time in force				
	Year 1	Year 2	Year 3+	Total
PCDA	749	1,054	349	2,152
College DHEP	760	738	115	1,613
Police Now DHEP	91	116	6	213
IPLDP	375	661	323	1,359
Other DC	55	68	20	143
Other	21	58	21	100
Total	**2,051**	**2,695**	**834**	**5,580**

College sample and questionnaire design

New recruits joining between 1 February 2021 and 30 November 2021

n=2,872

New recruits joining between 1 February 2020 and 31 January 2021

n=2,498

All recruits on PCDA and College DHEP that joined before 1 February 2020

n=210

Standard questions on:
- Motivations for joining and intention to stay
- Education and training
- Wellbeing, work-life balance, protected learning time, and inclusion
- Support
- Demographics

n=5,580

College of Policing questions on:
- Evidence-based policing
- Problem solving
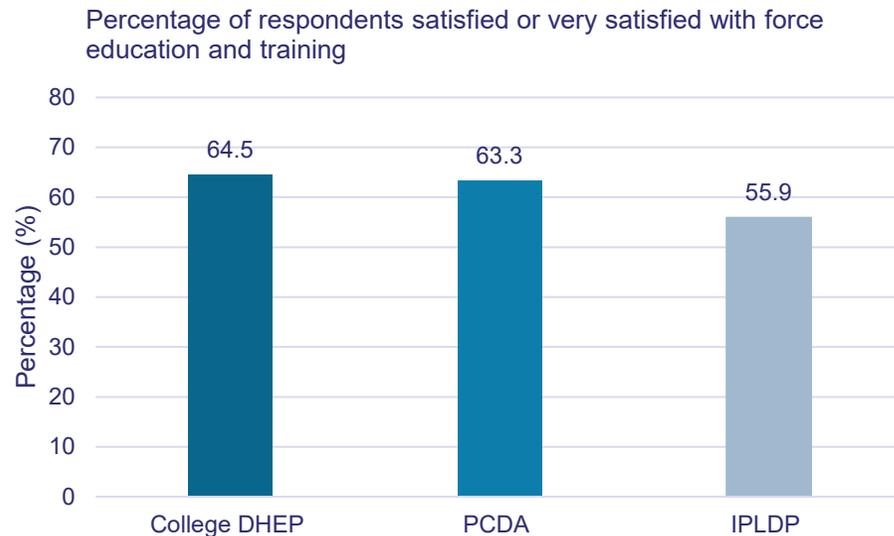- Procedural justice

n=3,866

Force education and training

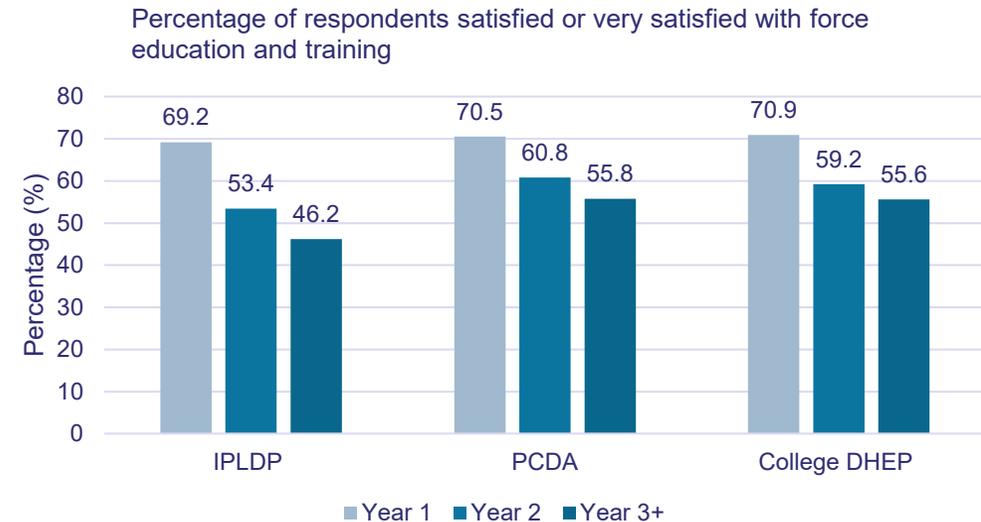# Overall satisfaction with force education and training

Entry routes

- Respondents on the PCDA and College DHEP were significantly more satisfied with their force education and training than those on IPLDP.

Percentage of respondents satisfied or very satisfied with force education and training


Length of service

- On all entry routes there was a significant difference in satisfaction between respondents in year 1 and year 2, with those in year 2 being less satisfied.

- For IPLDP respondents only, there was also a significant difference in satisfaction between years 2 and 3+; IPLDP respondents in year 3+ were the most dissatisfied.

Percentage of respondents satisfied or very satisfied with force education and training

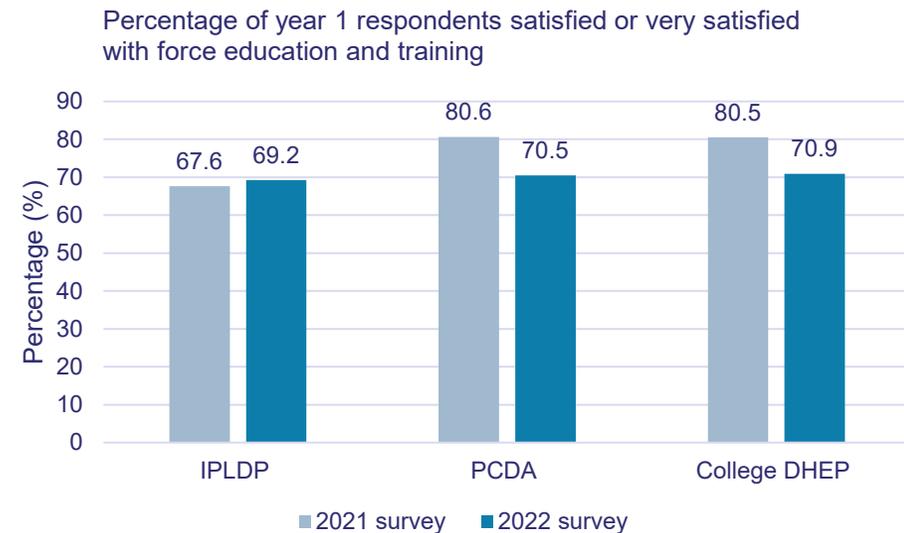# Overall satisfaction with force education and training

Comparison with 2021 survey overall

- Overall, satisfaction with force education and training on all entry routes was lower than in the 2021 survey of new recruits. This is partly explained by there being a greater proportion of respondents with longer service in the 2022 sample, who tend to be more dissatisfied.

Percentage of total respondents satisfied or satisfied with force education and training
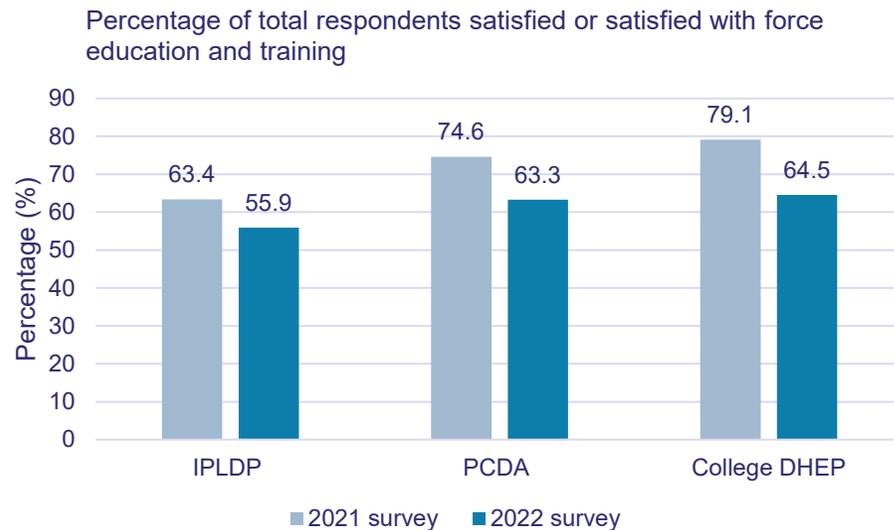
Comparison of respondents in year 1 in 2021 and 2022 surveys

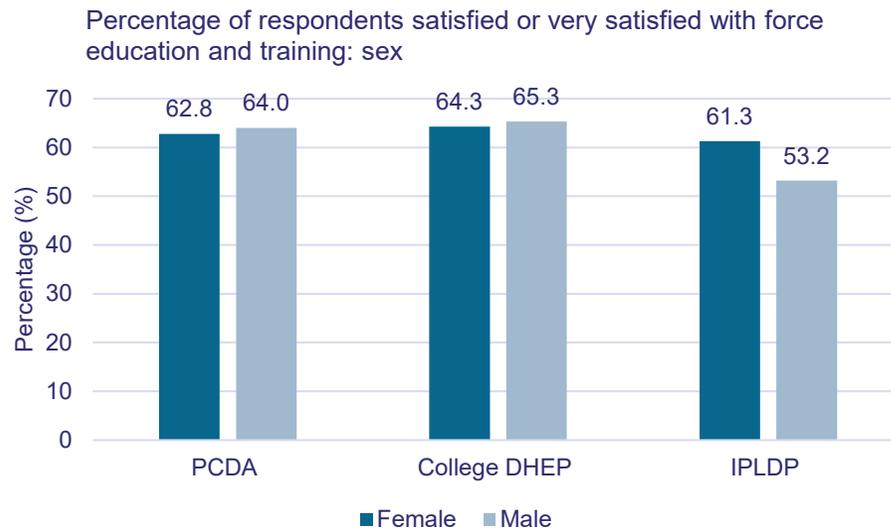- Satisfaction with force education and training amongst year 1 PCDA and College DHEP respondents was 10 percentage points lower in the 2022 survey than in 2021.

- The percentage of satisfied IPLDP respondents in year 1 remained consistent, though satisfaction was lower than on the two new entry routes.

Percentage of year 1 respondents satisfied or very satisfied with force education and training

# Overall satisfaction with force education and training

Sex

- There were no statistically significant differences in satisfaction with force education and training between male and female respondents on the new entry routes. On IPLDP male respondents were significantly less satisfied than female respondents.

Percentage of respondents satisfied or very satisfied with force education and training: sex

Ethnicity

- Ethnic minorities (including White minorities) on College DHEP were less satisfied than White British respondents. There were no statistically significant differences in satisfaction with force education and training by ethnicity on PCDA or IPLDP.
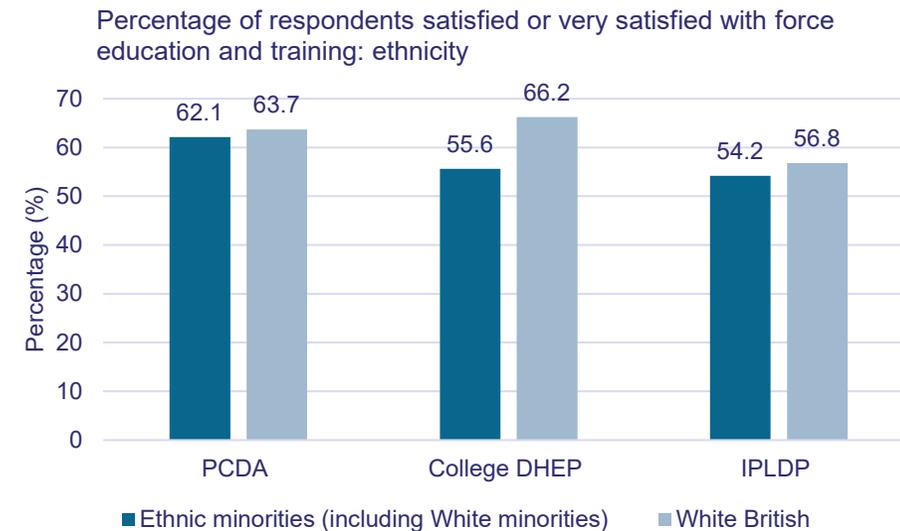
Percentage of respondents satisfied or very satisfied with force education and training: ethnicity

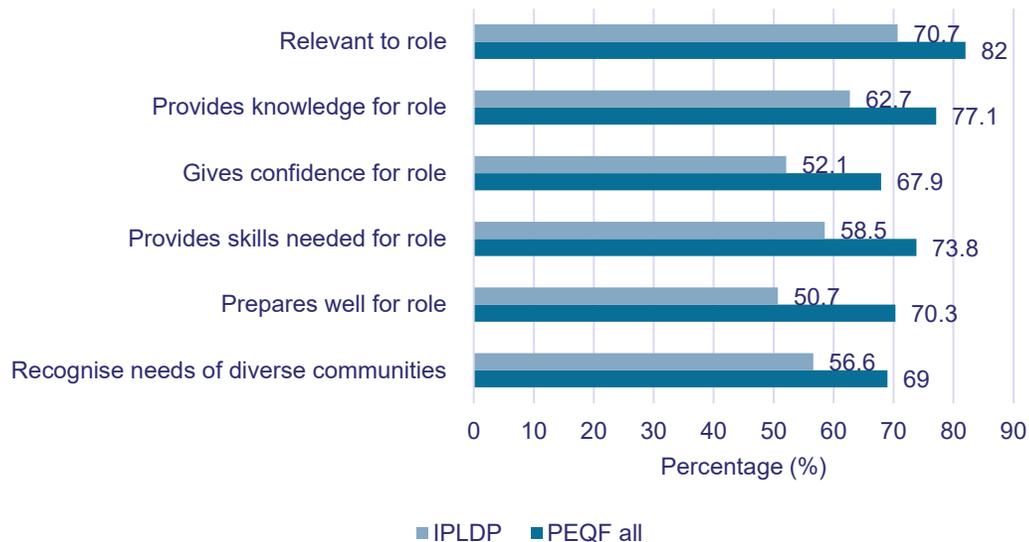# Attitudes towards force education and training

Entry routes

- Respondents on the new entry routes were more likely than those on IPLDP to see value in their force education and training, with a significantly larger proportion holding more positive views on the statements below.

Percentage of respondents who agree or strongly agree with the following statements about force education and training

Relevant to role — 70.7 (IPLDP), 82 (PEQF all)
Provides knowledge for role — 62.7 (IPLDP), 77.1 (PEQF all)
Gives confidence for role — 52.1 (IPLDP), 67.9 (PEQF all)
Provides skills needed for role — 58.5 (IPLDP), 73.8 (PEQF all)
Prepares well for role — 50.7 (IPLDP), 70.3 (PEQF all)
Recognise needs of diverse communities — 56.6 (IPLDP), 69 (PEQF all)

Percentage (%)

■ IPLDP ■ PEQF all

Length of service

- Respondents in years 2 and 3+ on all entry routes were less positive about their force learning than those in year 1, based on a scale combining the six statements* (see **appendix 1**).

Mean attitudes to force learning scores for each entry route

Attitudes to force learning score (scale 6-30)

IPLDP — 13.8 (Year 1), 16 (Year 2), 16.1 (Year 3+)
PCDA — 11.8 (Year 1), 13 (Year 2), 13.5 (Year 3+)
College DHEP — 12.6 (Year 1), 14.3 (Year 2), 14.6 (Year 3+)

■ Year 1 ■ Year 2 ■ Year 3+

* Scale from 6 to 30 where lower values are more positive

Understanding satisfaction with force education and training

Relationships with force support

- On all entry routes, satisfaction with force education and training was most strongly correlated with, but not necessarily driven by, satisfaction with support from force trainers.

- On College DHEP and IPLDP, satisfaction with force education and training was also most strongly correlated with satisfaction with support from line managers.

- On all routes, satisfaction with force education and training was also correlated, to a lesser extent, with satisfaction with support from tutor constables
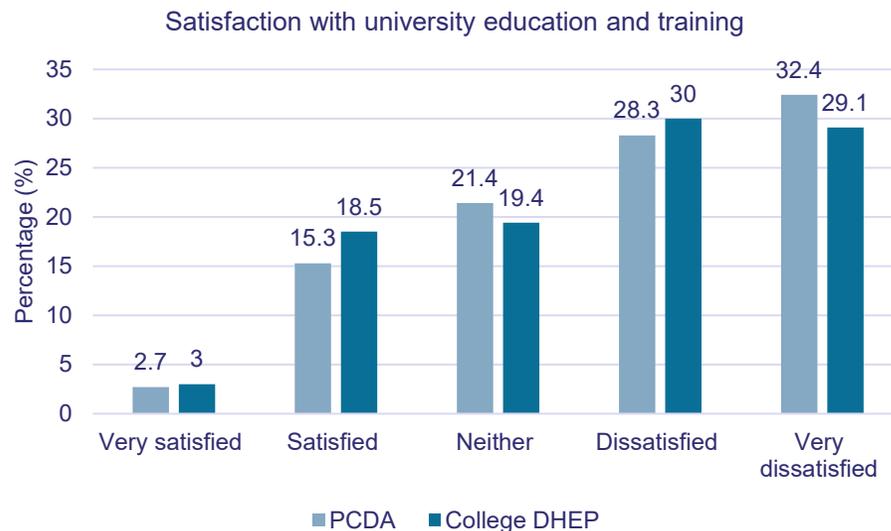
University education and training
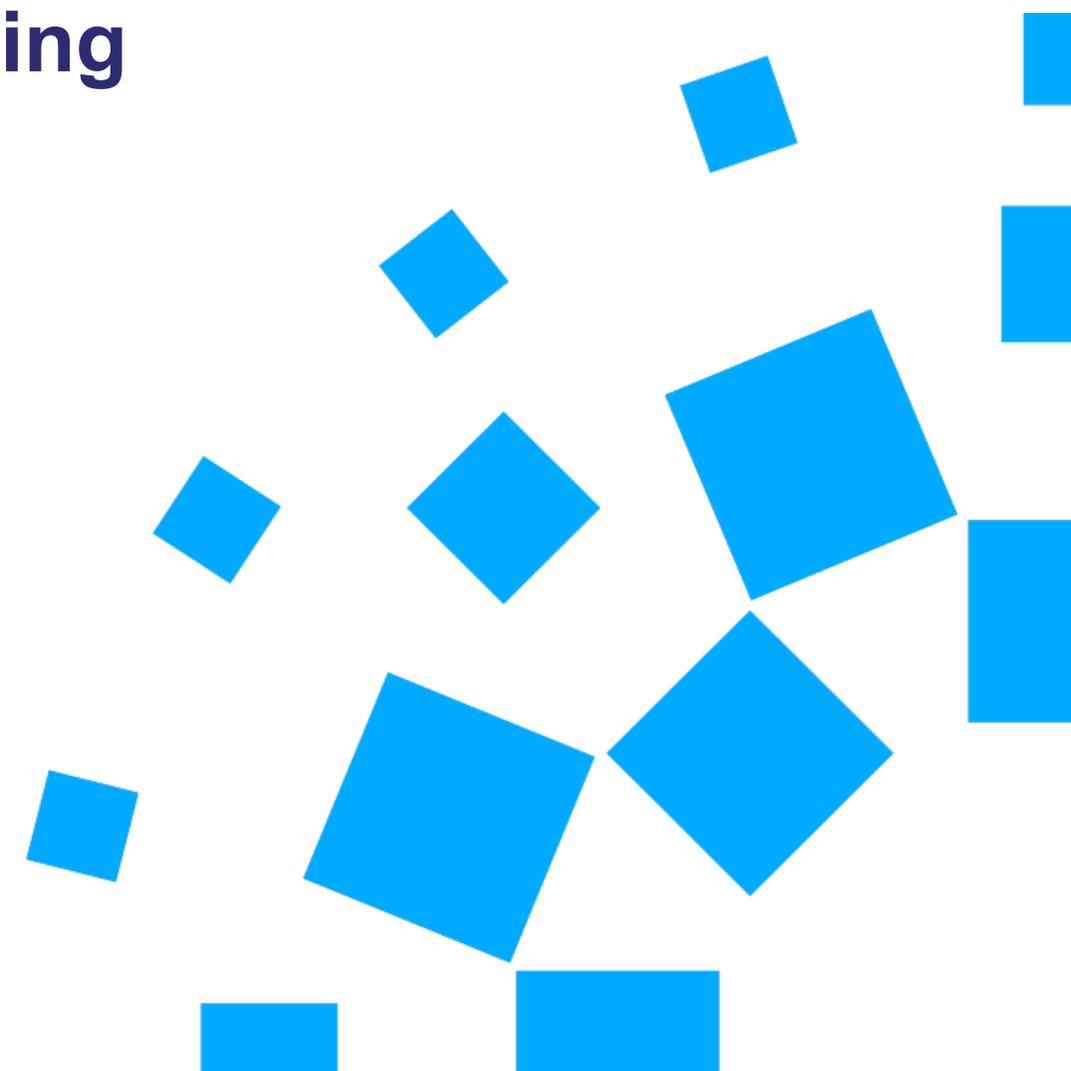
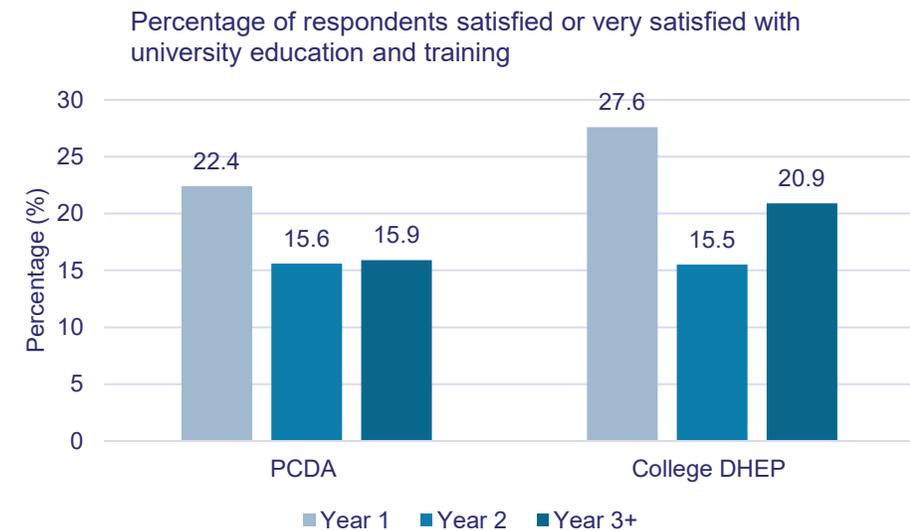# Overall satisfaction with university education and training

Entry routes

- Satisfaction with university education and training was low amongst those on the new entry routes, with only 18% of PCDA and 21.5% of College DHEP respondents satisfied or very satisfied.

- College DHEP respondents were more satisfied than those on the PCDA, though still dissatisfied overall.

Length of service

- On both entry routes those in year 1 were more satisfied and there was a statistically significant difference in satisfaction between respondents in year 1 and years 2 and 3+.

- There were no significant differences between those in year 2 and year 3+ on either entry route.

Satisfaction with university education and training

Percentage of respondents satisfied or very satisfied with university education and training

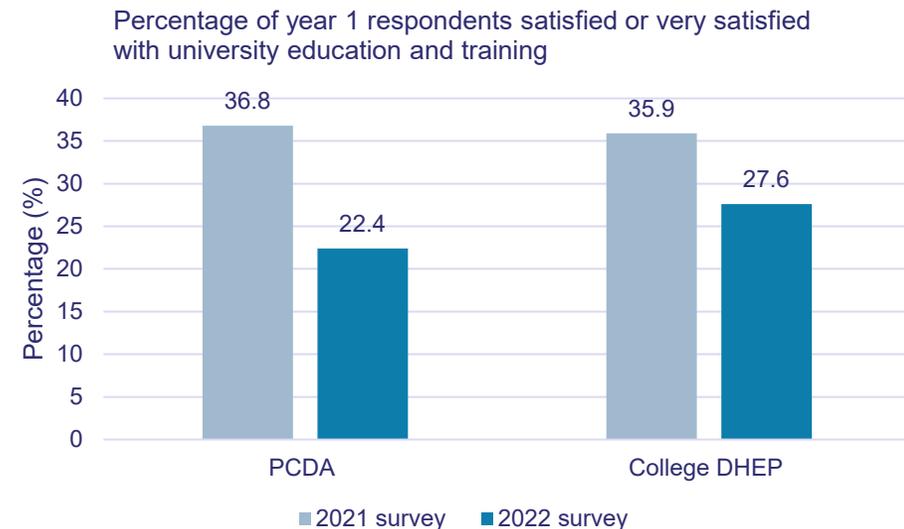# Overall satisfaction with university education and training

Comparison with 2021 survey overall

- Overall, on both new entry routes satisfaction with university education and training was lower than in the 2021 survey.

- As with force education and training, this partly reflects the sample containing more officers that are longer in service who tend to be more dissatisfied.
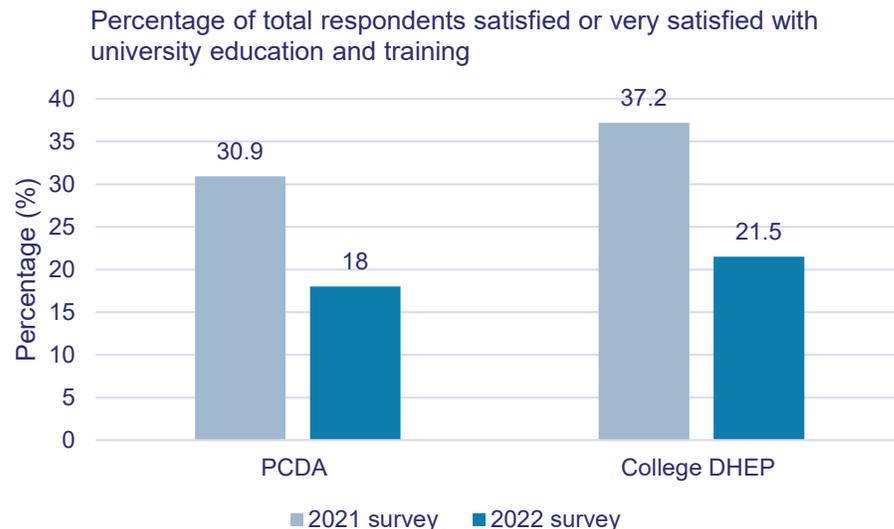
Comparison of respondents in year 1 in 2021 and 2022 surveys

- However, satisfaction with university education and training amongst first year PCDA and College DHEP respondents was also lower in the 2022 survey than in 2021.

Percentage of total respondents satisfied or very satisfied with university education and training

Percentage of year 1 respondents satisfied or very satisfied with university education and training

Overall satisfaction with university education and training

Sex

- Male respondents on the PCDA were significantly less satisfied with university education and training than female respondents. There was no statistically significant difference on College DHEP.

Percentage of respondents satisfied or very satisfied with university education and training: sex
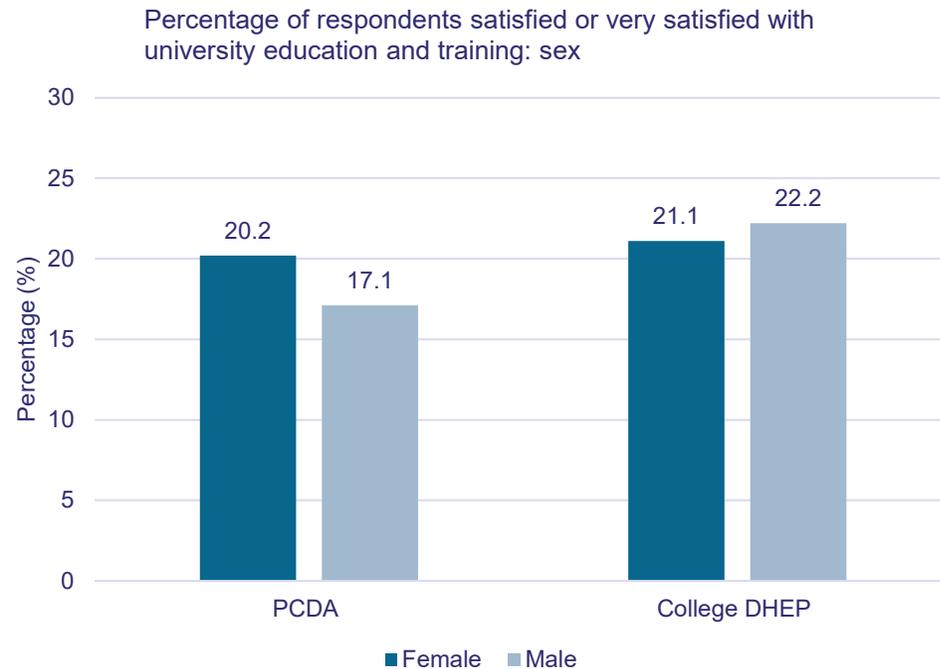
Ethnicity

- There were no statistically significant differences between White British respondents and those from ethnic minorities (including White minorities), although a greater proportion of ethnic minorities on both routes were satisfied.

Percentage of respondents satisfied or very satisfied with university education and training: ethnicity
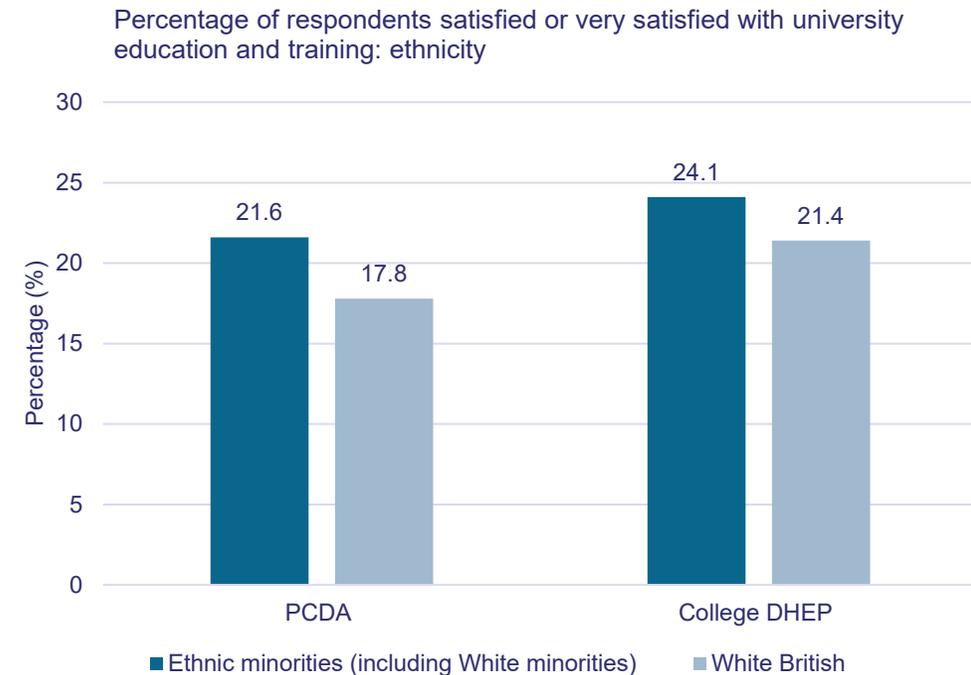
Attitudes towards university education and training

Entry routes

- The majority of the respondents on both the PCDA and College DHEP did not hold positive views about the value of university education and training, with those on the PCDA agreeing the least with the following statements.

Percentage of respondents who agree or strongly agree with the following statements about university / HEI education and training
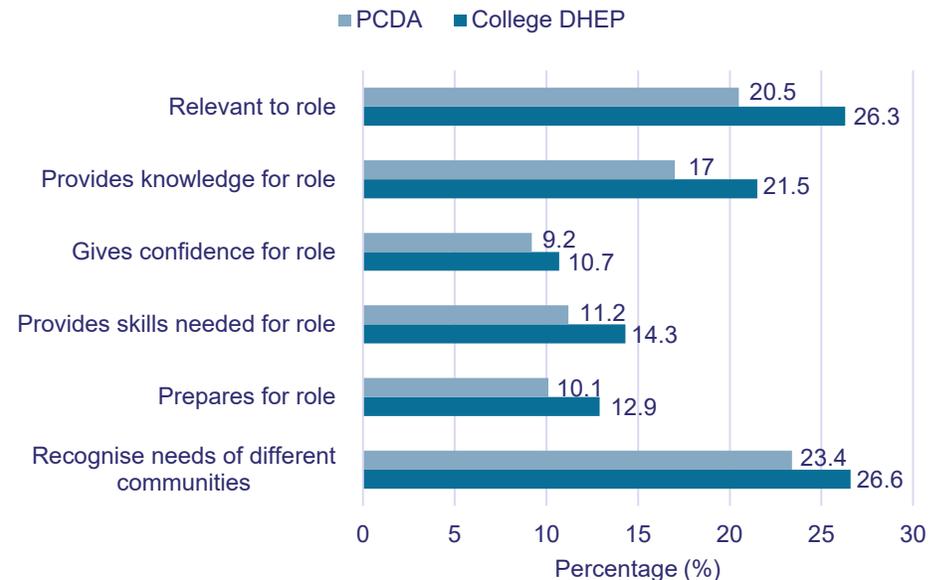
Length of service

- PCDA and College DHEP respondents in years 2 and 3+ were less positive about their university education and training than those in year 1, based on a scale of the six statements.

Mean attitudes to university learning scores for each entry route
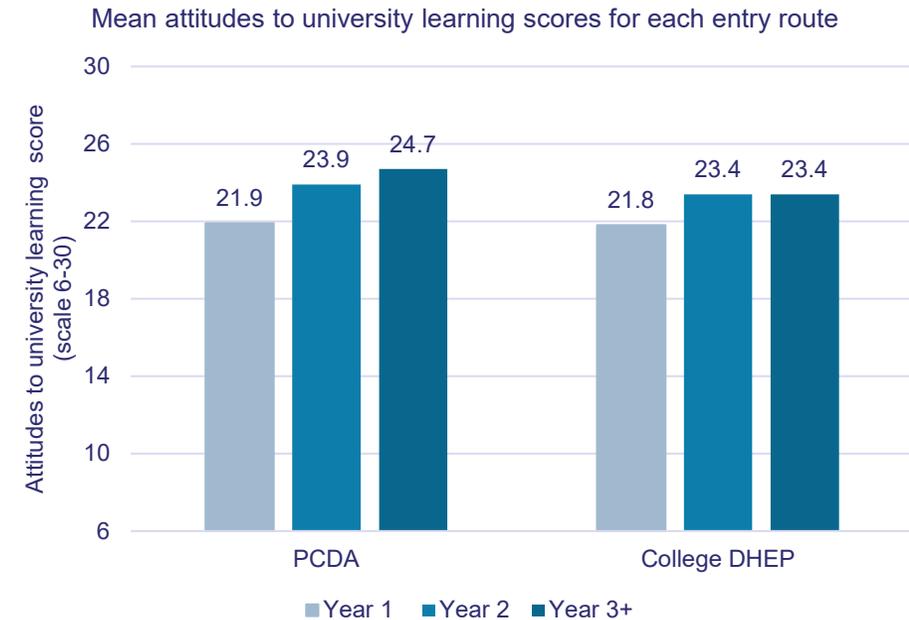
* Scale from 6 to 30 where lower values are more positive

Overall satisfaction with both university and force education and training

Entry routes

- The majority (41.6%) of College DHEP respondents were satisfied or very satisfied with their education and training overall, taking into account learning from both the force and university.

- PCDA respondents were less satisfied, with a similar proportion satisfied (34.9%) and dissatisfied (34.4%), overall.
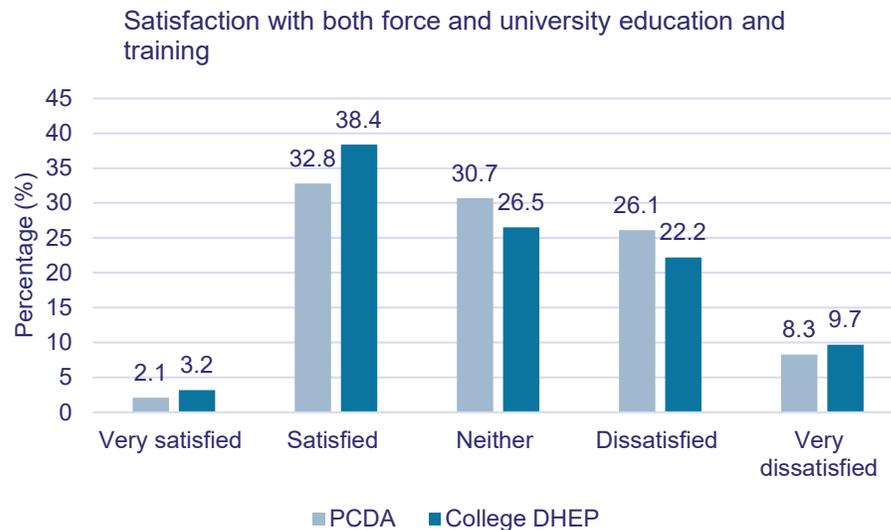
Entry routes

- When considering their force and university education and training together, respondents were more satisfied than when considering their university provision alone.

- Overall, PCDA and College DHEP respondents were most satisfied with their force education and training.

Satisfaction with both force and university education and training

Satisfaction with different types of education and training
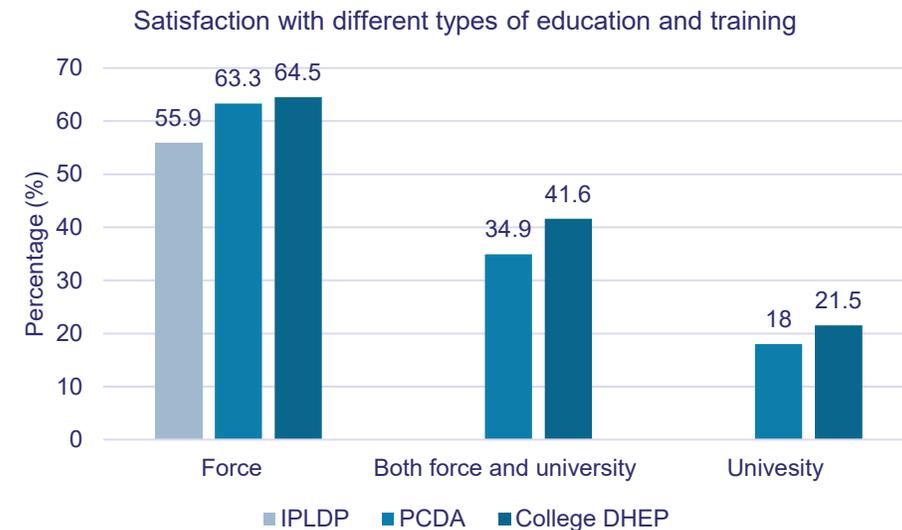
Overall satisfaction with support from university teaching staff

Entry routes

- The majority of PCDA (61.7%) and College DHEP (61.2%) respondents were not satisfied with the support received from university teaching staff.

Satisfaction with support received from university teaching staff
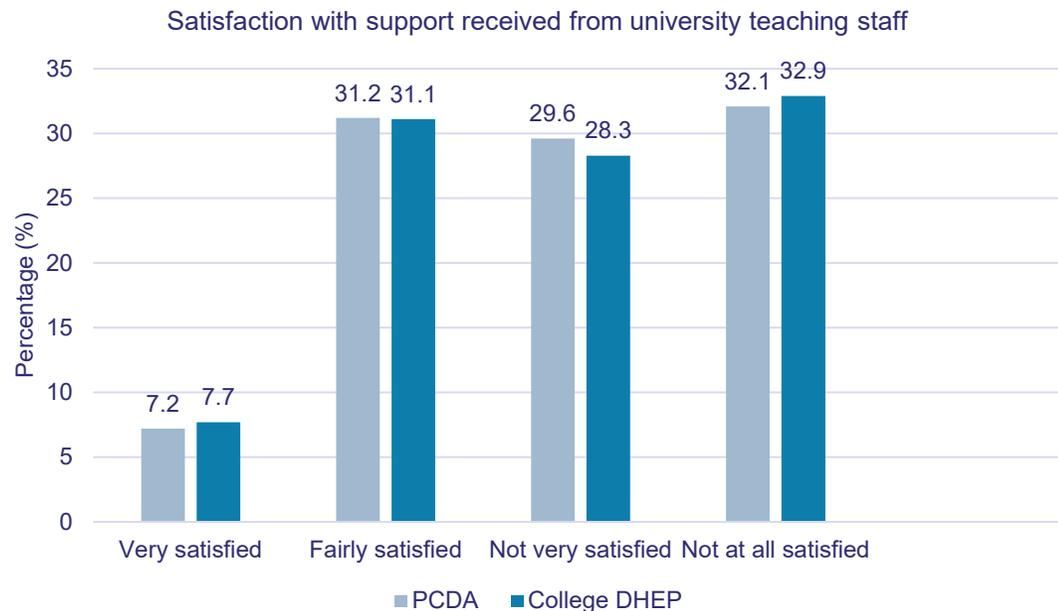
Length of service

- For College DHEP respondents, those in year 1 were more satisfied than those in years 2 and 3+, with statistically significant differences in each subsequent year of service.

- There were no statistically significant differences across the year groups amongst PCDA respondents.

Percentage of respondents fairly and very satisfied with support from university teaching staff
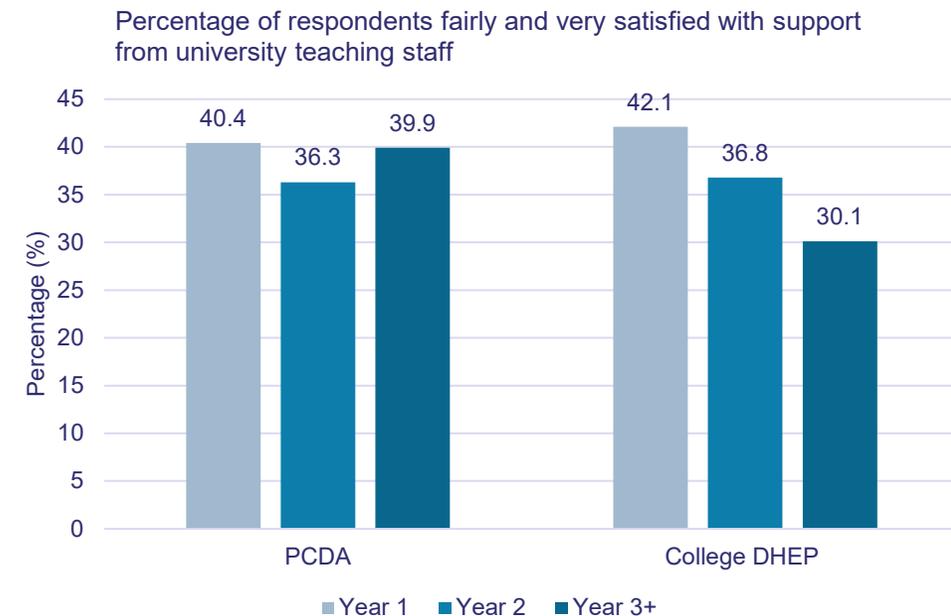
Satisfaction with online or virtual learning

Entry routes

- The majority of PCDA (59.2%) and College DHEP (55.6%) respondents were not satisfied with the online or virtual learning they had received, which was first introduced at scale during the Covid-19 pandemic.

Satisfaction with online learning

Length of time

- On both new entry routes, respondents in year 1 were significantly more satisfied with the online learning they had received than those in years 2 and 3+.
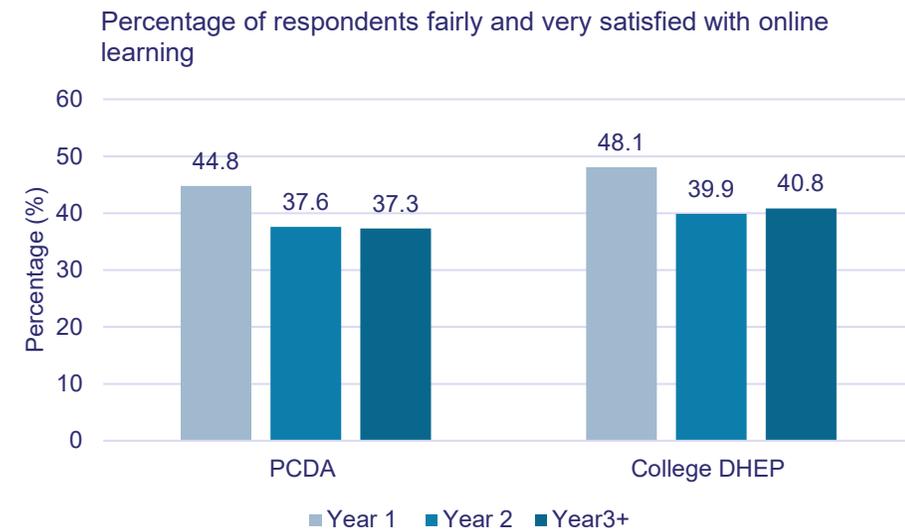
Percentage of respondents fairly and very satisfied with online learning

Understanding satisfaction with university education and training

Relationships with support from the university and workload

- On both the PCDA and College DHEP, dissatisfaction with university education and training was most strongly correlated (but not necessarily driven by):
  - Dissatisfaction with support from university teaching staff
  - The amount of study not being clearly explained at the beginning of the programme
  - Dissatisfaction with online learning

- Lower satisfaction on both routes was also correlated with:
  - More frequent use of rest days for study or off the job learning

- Respondents who had their protected learning time cancelled or postponed were also less satisfied with their university education and training than those who had not.

- Amongst PCDA respondents, dissatisfaction with university education and training was also correlated with the opportunity to gain a degree level qualification being of low influence in them joining the programme.

PCDA student officer experiences

Learning that was well received

- Most student officer interviewees could identify examples of learning that was relevant, with some going on to explain how this had helped them in their role. Highlighted topics included:

  - Law and legislation – going into greater depth and detail over the course of the PCDA, beyond the basics provided in the first weeks of initial learning

  - Multi-agency and partnership working – gaining knowledge of different partners and how to make referrals to support the public

  - Community policing – providing a historical context to current challenges

  - Digital and cyber-crime – providing practical skills for arrival at a crime scene to preserve digital evidence

  - Information and intelligence – learning lessons from previous case history and failures associated with high profile investigations

- Lessons that sought to apply skills and knowledge to real-world problems were considered particularly engaging, regardless of the professional background of the person teaching. Specialist policing content delivered by guest speakers was also valued.

- A few interviewees suggested that the PCDA had allowed them to develop their critical thinking skills and take a different perspective or that the value of the learning only became apparent towards the end of the programme.

'Rather than just coming in, doing training school, doing the tutorship, and then, right, you're out on response and off you go, doing the academic side has just given me that bit of a broader horizon, a bit more of an in-depth knowledge as to how things could be done differently, what the impact of certain things are, how things have gone wrong before, how things need to change. I feel it enables me to not necessarily fall into that policing culture, but kind of try to look at things differently rather than necessarily having a bit of a tunnel vision'

(PCDA student officer)

PCDA student officer experiences

Where learning could be improved

- Around half of those interviewed held strong views that too much of the university learning they received was not relevant. Some reflected on specific content they felt was particularly unimportant, others that the broader curriculum, with the exception of learning about legislation, was not providing the practical skills for job.

- Lessons that were perceived as more academic or theoretical, such as those on criminology, philosophy and the history of policing, were most commonly mentioned by interviewees as being hard to relate to and detached from the realities of their day-to-day experiences on the frontline.

- The majority of interviewees had a preference for learning that was more practical and skills orientated. They suggested there was an opportunity to re-orientate university learning to provide practical skills with academic rigour. Communication strategies, interviewing and investigation skills or, where the university had the appropriate facilities, how to manage a crime scene.

'I would rather have spent more time talking about how you do an interview, or what are the building blocks of investigation as per the College of Policing APP, and how you should approach these situations, you know? You could teach academic things which actually correlate nicely with things you're going to be doing every day.'

(PCDA student officer)

- There was a sense amongst a few interviewees that university learning was not helping provide the skills for response policing and a perception that the learning was more suited for those in more senior roles. Some lessons were thought to be too strategic or out of the sphere of influence of response constables and therefore not helpful for their current role.

- Similarly, some student officers felt there could be improvements in how courses were structured so that learning was less repetitive, sequenced better and more aligned with the tasks faced early on in their careers.

PCDA student officer experiences

Online learning delivery

- The Covid-19 pandemic meant that in Spring 2020 all university and some force delivered learning moved from face-to-face teaching to online delivery; content remained the same but the method of teaching changed.

- Most interviewees felt that learning online had been a largely difficult and unsatisfactory experience, not helped by the quick transition following lockdown. Nevertheless, dissatisfaction with online learning has persisted beyond its initial introduction due to difficult to navigate university learning platforms and some ongoing examples of poor quality delivery, dominated in some cases by unengaging PowerPoint slides without any student-teacher interaction.

- Interactive lectures and group activities that used chat and breakout functions were viewed as more engaging and good practice.

- Those who considered themselves as not 'academic' found remote learning particularly difficult. They felt they were not well suited to the greater amount of self-directed learning involved and would have welcomed more support from university teaching staff.

- A few preferred online learning due to their own learning style and identified some other benefits including reduced travel and greater flexibility.

Communication

- Several interviewees felt that communication between the force and university needed to improve and was indicative of disjointed delivery between the two.

- Miscommunication and changes around study leave, module timetables and rotations were all given as examples. Force trainers were not always aware of the university requirements and there was felt to have been a lack of support from the force when issues with the university had been raised by student officers.

- Amongst a few interviewees, there was a perception that the programme lacked a single person with oversight and uncertainty over who was in charge. For some student officers this could lead to confusion around the PCDA being a 'university-led' programme rather than one that was a collaboration between the force and university.

'Not well structured and integrated between the two. I very much feel like the university and the force weren't working in collaboration as they should do really.'

(PCDA student officer)

PCDA student officer experiences

Culture

- Several interviewees found it harder to relate to, and could be critical of, academics who hadn't worked in policing, who they felt did not have the same sense of shared experience or cultural belonging. They described a 'them and us' relationship, where there was a tendency to devalue the experience and knowledge of those without a policing background.

- Some student officers talked of colleagues, who had not undertaken a degree or the broader curriculum offered, and were regarded as good police officers, which led them to question the value in their doing so.

- These views were sometimes influenced by those of peers and supervisors and may reflect a wider culture that favours experience and craft, where learning may be regarded as taking place on the job from a more experienced officer.

- Several interviewees simply saw the PCDA as a requirement to meet in order to become a police officer, with very few attaching value to the degree-level qualification itself or the learning offered.

'So, for me, I think although the idea of professionalising the police, I can understand where that idea's come from, I just don't think the lessons or the inputs are very tailored towards getting cops out effectively and efficiently enough, because really, like I say, the learning comes on the street. It doesn't come within a classroom. I think that's where the academics get lost with it. I think they're trying to be clever in the way that they want to probably think like how police officers think and work and understand us, but in essence they don't really understand the job because they're just reading it from a piece of paper and they're trying to deliver that to us.'

(PCDA student officer)

Force support from tutor constables, force trainers and line managers
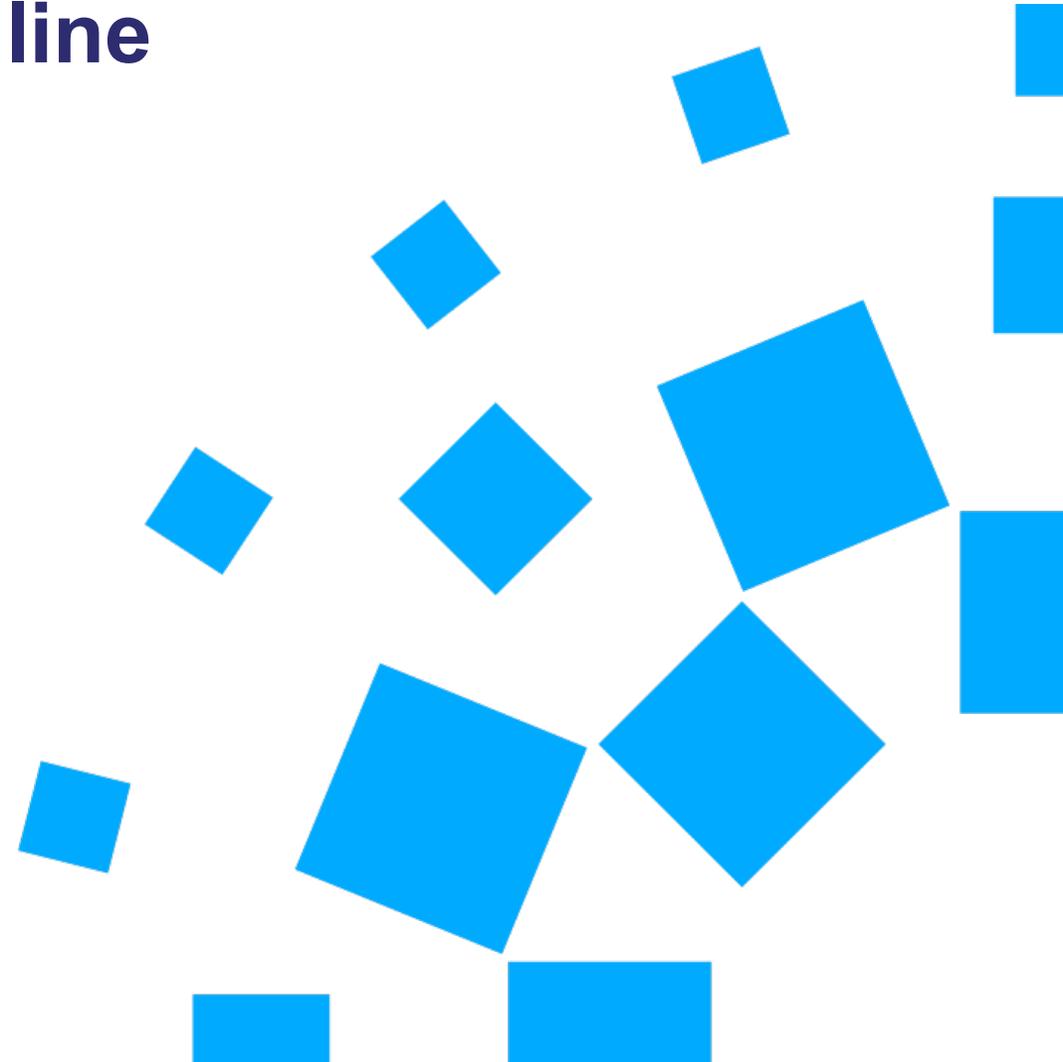
Overall satisfaction with tutor constable, force trainer and line manager

Entry routes

- Overall, satisfaction with tutor constables is high on all entry routes with the majority very or fairly satisfied.

- PCDA respondents were significantly more satisfied with their tutor constable than those on IPLDP, with 64.2% very satisfied compared to 54.1%. There were no significant differences between IPLDP and College DHEP respondents.

Entry routes

- Satisfaction with force trainers was also high on all entry routes - but compared with tutors, a smaller proportion were very satisfied.

- Those on the new entry routes were significantly more satisfied, with a greater proportion very satisfied with the support from their force trainer than those on IPLDP.

Respondents' satisfaction with support from tutor constables

	Very satisfied	Fairly satisfied	Not very satisfied	Not at all satisfied
College DHEP	56.4	31.9	8.2	3.5
PCDA	64.2	25.5	7	3.3
IPLDP	54.1	32.3	9.4	4.2

Respondents' satisfaction with support from force trainers

	Very satisfied	Fairly satisfied	Not very satisfied	Not at all satisfied
College DHEP	38.6	45	11.8	4.6
PCDA	40.2	44.9	10.5	4.4
IPLDP	31.6	47.9	14.9	5.7
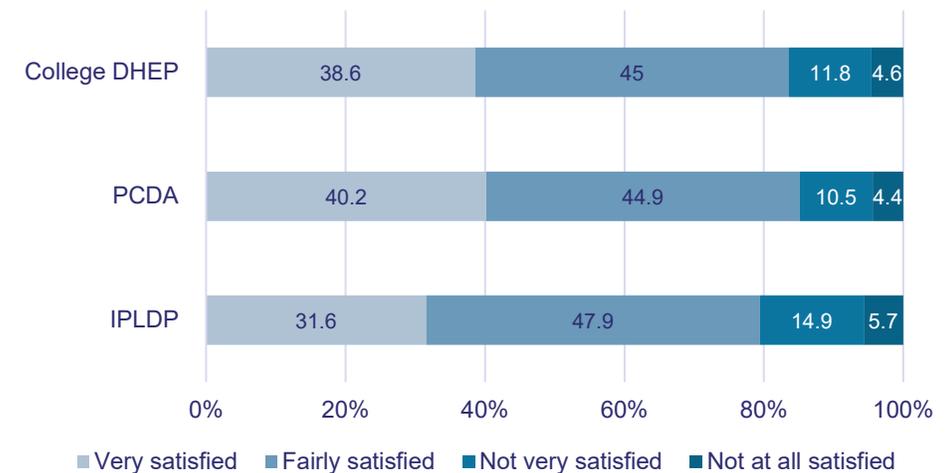
Overall satisfaction with tutor constable, force trainer and line manager

Entry routes

- Respondents on all routes were also positive about the support they received from their line manager.

- PCDA respondents were statistically significantly more satisfied than those respondents on IPLDP, with 48.5% being very satisfied compared to 41.1%. There were no difference between IPLDP and College DHEP respondents.

Respondents' satisfaction with support from line managers

| | Very satisfied | Fairly satisfied | Not very satisfied | Not at all satisfied |
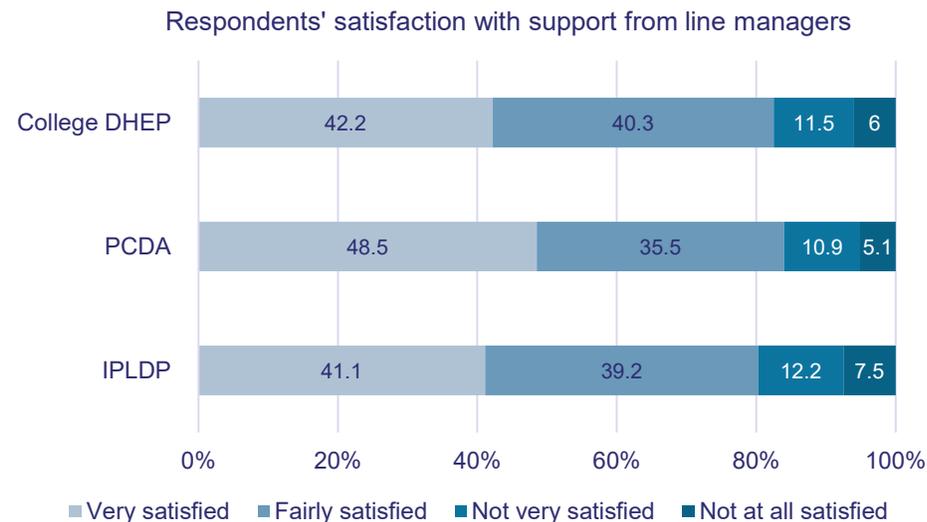
Length of service

- On all entry routes, satisfaction with tutor constables was higher for those in their first year of service, when the tutoring phase would have been more recently undertaken.

- On PCDA and IPLDP there were no significant differences between those in years 2 and 3+. On College DHEP satisfaction amongst respondents in year 3+ was significantly higher than those in year 2 and with no significant difference to those in year 1.

Percentage of respondents very satisfied with support from tutor constable

Overall satisfaction with tutor constable, force trainer and line manager

Length of service

- On all entry routes, satisfaction with force trainers was also highest for those in their first year, with those in years 2 and 3+ significantly less satisfied.

- On the PCDA there was also a significant difference between those in years 2 and 3+, although PCDA respondents in year 3+ were more satisfied than those on IPLDP and College DHEP.

Percentage of respondents very satisfied with support from force trainer
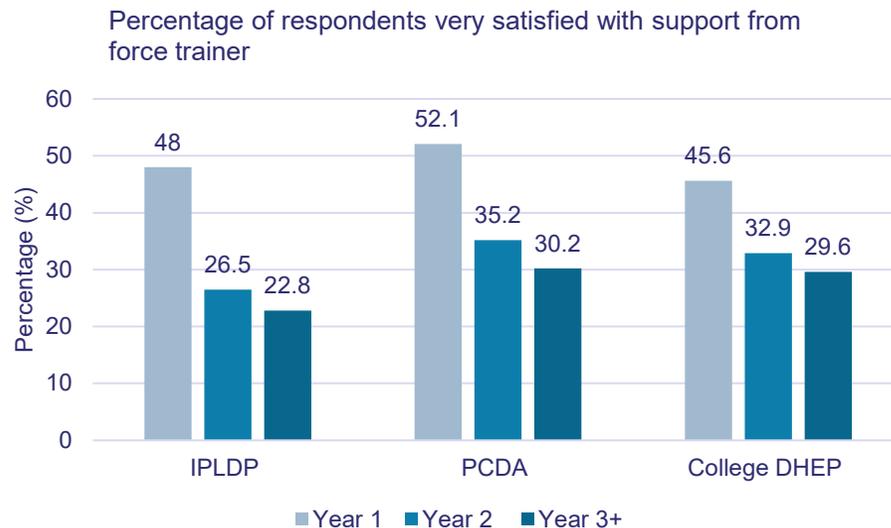
Length of service

- Similarly, satisfaction with support from line managers was highest for those in their first year and there was a significant difference with those in year 2 on all entry routes.

- For IPLDP and College DHEP respondents, there was a significant difference in satisfaction between those in years 2 and 3+, with those in year 3+ more satisfied.

Percentage of respondents very satisfied with support from line manager
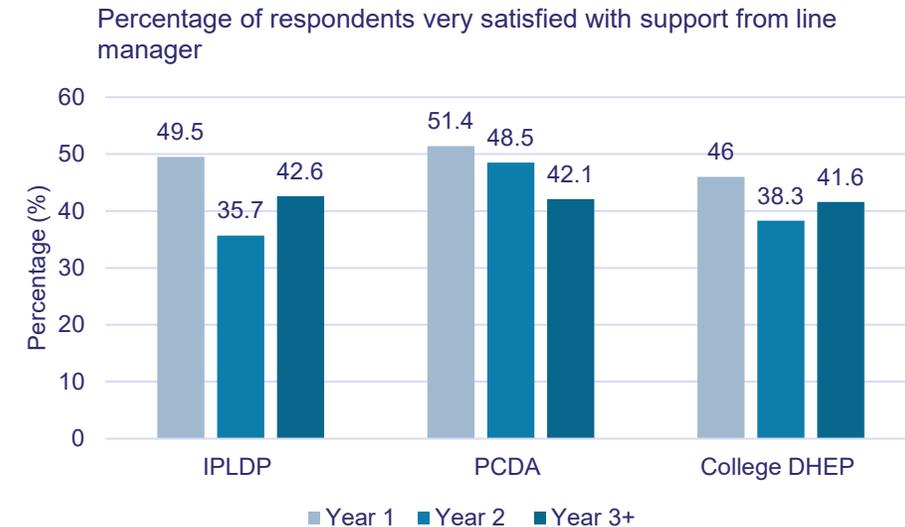
Overall satisfaction with tutor constable, force trainer and line manager

Sex

- On the PCDA, male respondents were significantly more satisfied with support from their tutor constable than female respondents.

- Amongst College DHEP and IPLDP respondents there were no significant differences in satisfaction with tutors based on sex.
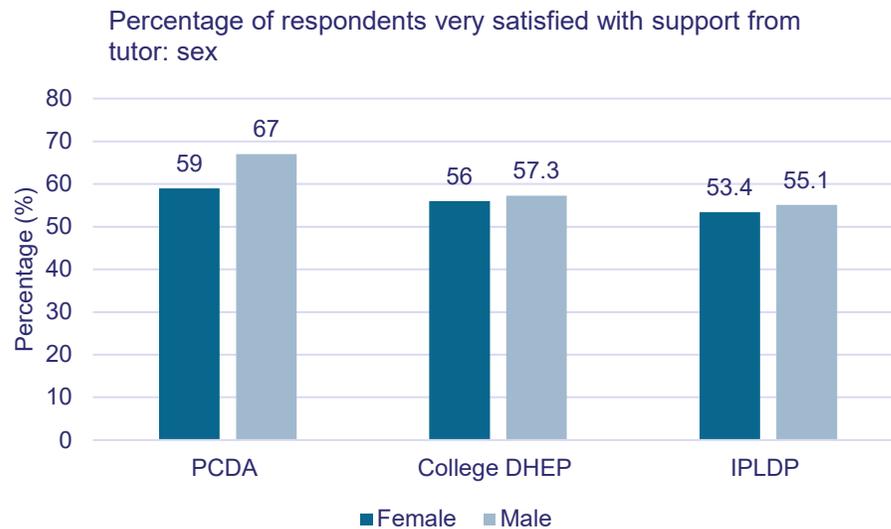
Sex

- Similarly, male PCDA respondents were significantly more satisfied with support from their force trainer than female respondents.

- There were also no significant differences in force trainer satisfaction on College DHEP and IPLDP.

Percentage of respondents very satisfied with support from tutor: sex

Percentage of respondents very satisfied with support from force trainers: sex

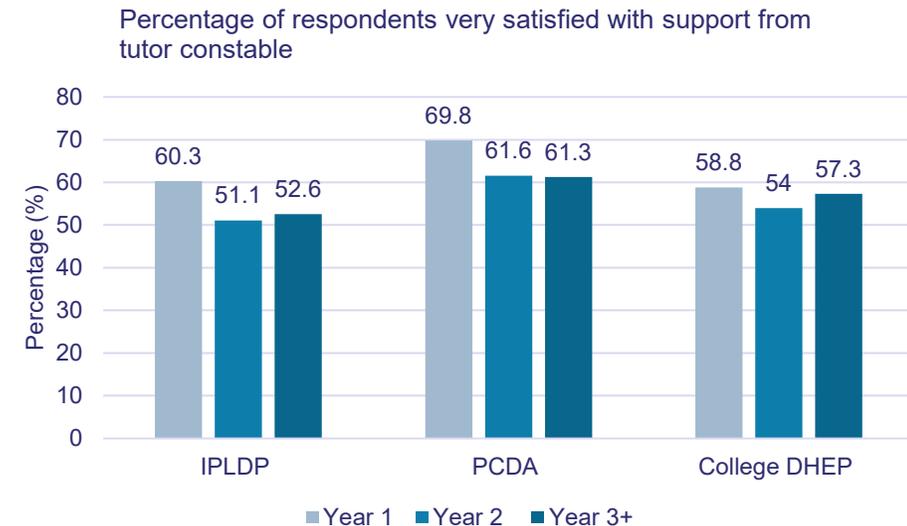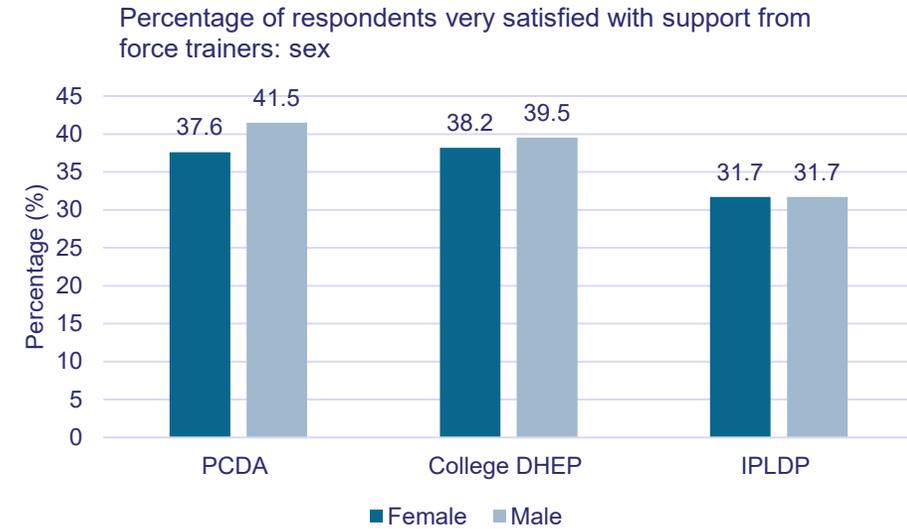# Overall satisfaction with tutor constable, force trainer and line manager

Sex

- There was also a significant difference in the satisfaction with line managers between male and female respondents on the PCDA, with a slightly larger proportion being very satisfied.

- As with tutor and force trainer satisfaction, there were no significant differences on College DHEP and IPLDP based on sex, although they were less satisfied than PCDA respondents overall.

Percentage of respondents very satisfied with support from line manager: sex
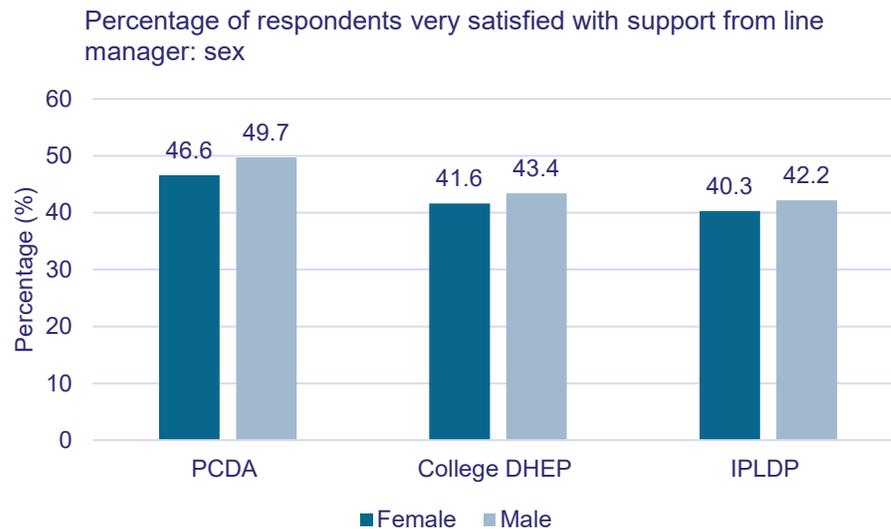
Ethnicity

- On the PCDA and IPLDP, a significantly larger proportion of White British respondents were satisfied with support from their tutor than those from ethnic minorities (including White minorities).

- Although more White British respondents were very satisfied on College DHEP, the difference was not significant.

Percentage of respondents very satisfied with support from tutor constable: ethnicity
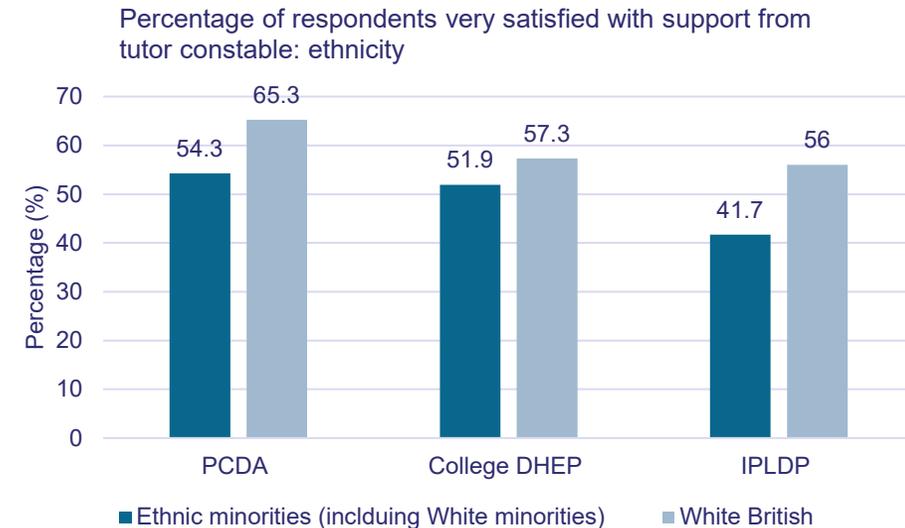
Overall satisfaction with tutor constable, force trainer and line manager

Ethnicity

- On all entry routes, there were no significant differences in satisfaction with support from force trainers based on respondents' ethnicity.
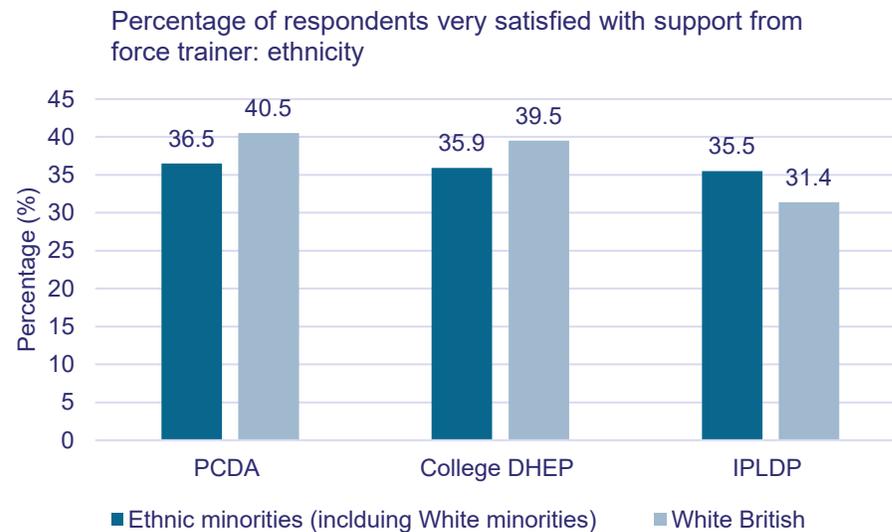
Ethnicity

- Similarly, there were no significant differences in satisfaction with support from line managers based on respondents' ethnicity for any of the entry routes.
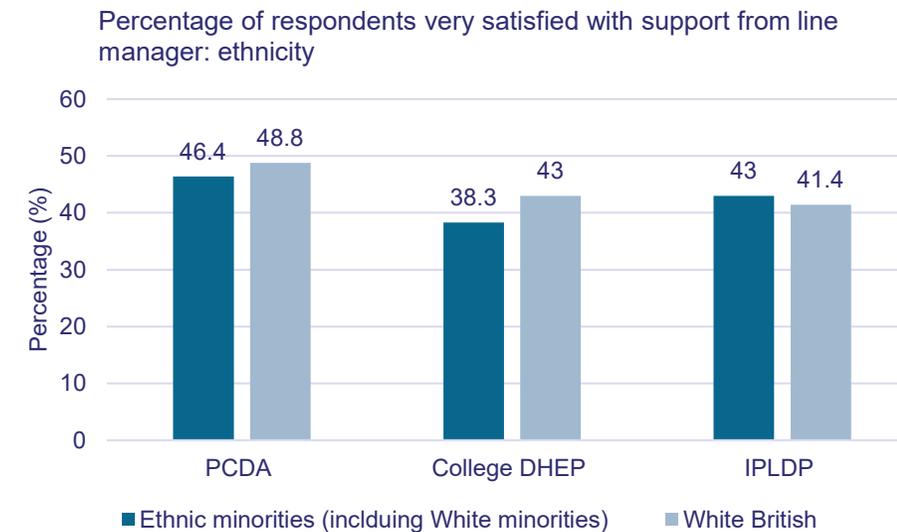
Percentage of respondents very satisfied with support from force trainer: ethnicity

Percentage of respondents very satisfied with support from line manager: ethnicity

Wellbeing, work-life balance and workload
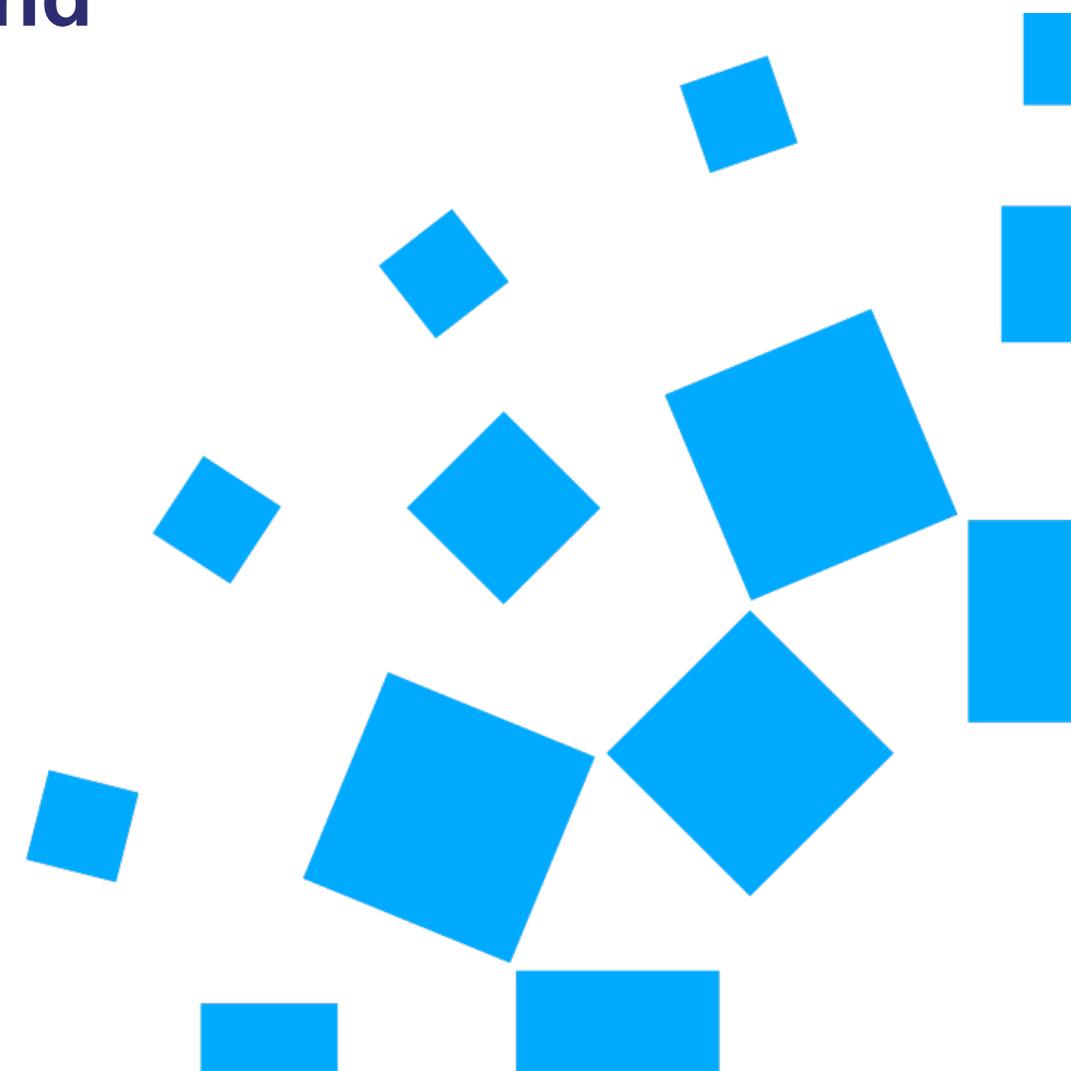
Protected learning time (PLT)

Length of time

- Cancellation or postponement of PLT was more common amongst respondents with longer service, with statistically significant differences between years.

- 38.8% of PCDA respondents in year 3 reported having PLT cancelled or postponed in the last three months.

Percentage of respondents that have had PLT cancelled or postponed in the last three months
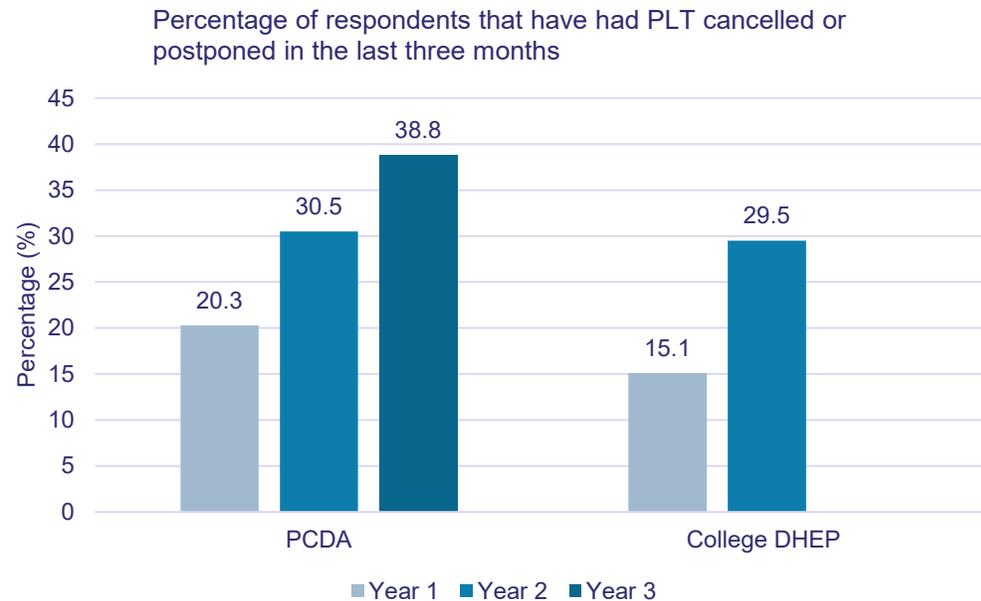
Length of time

- Overall, 9.7% of PCDA respondents and 7.6% of College DHEP respondents had received additional PLT in the last three months.

- There were no statistically significant differences over each year of study.

Percentage of respondents that have received additional PLT in the last three months
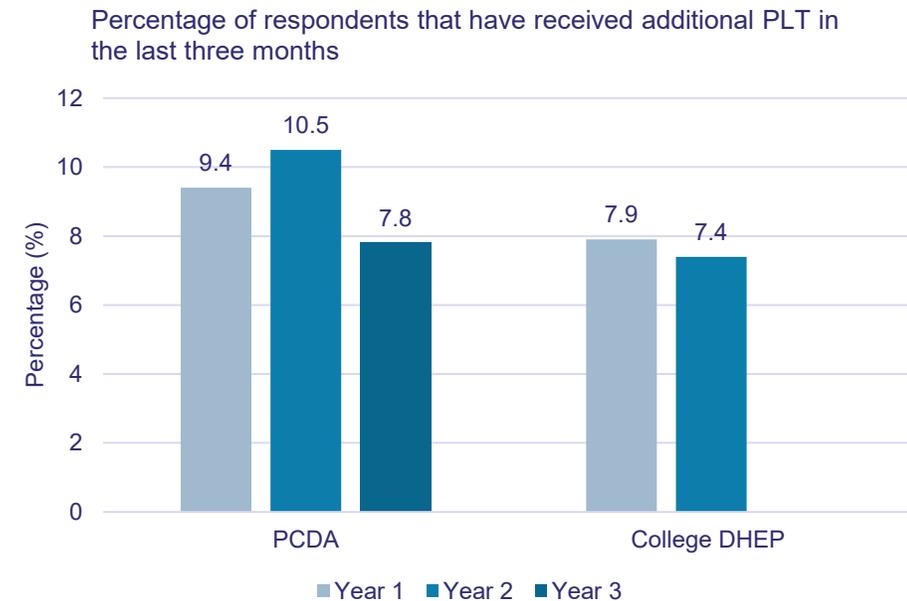
Use of rest days

Entry routes

- Overall, over half of PCDA respondents reported always using rest days for university study or off the job learning in the last three months.

- PCDA respondents reported using rest days for study or off the job learning more frequently than College DHEP respondents.

Frequency of respondents using rest days to complete university study or off the job learning in the last three months
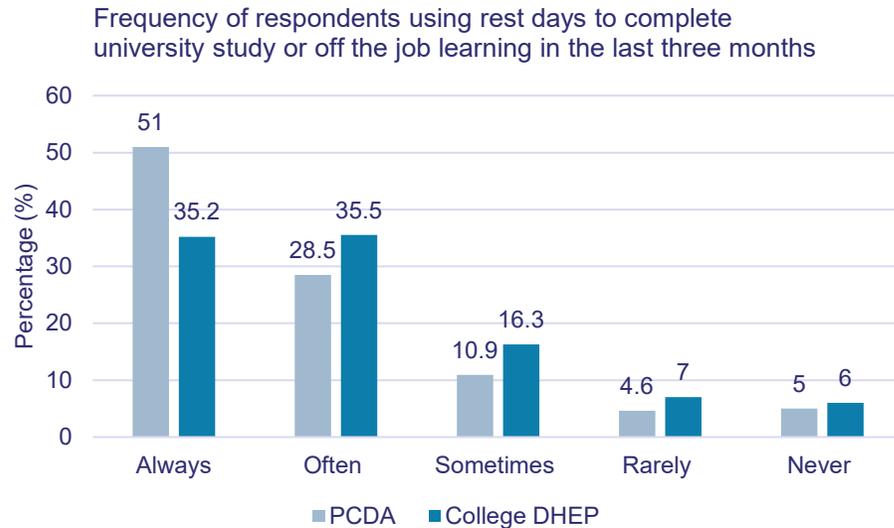
Length of time

- Two thirds of PCDA respondents in year 3 reported always using rest days to complete study or off the job learning in the last three months.

- Rest days were used more frequently for both PCDA and College DHEP respondents over each year of study.

Percentage of respondents always using rest days to complete study or off the job learning in the last three months
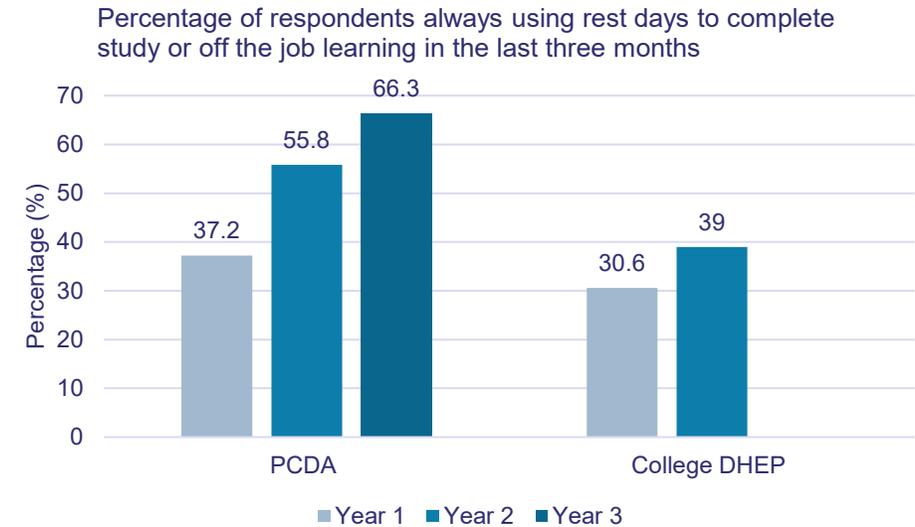
Expectations of study time

Entry routes

- Around two thirds of PCDA and College DHEP respondents felt that the amount of study required for their programme had not been clearly explained as part of the recruitment process.

- A greater percentage of PCDA respondents disagreed or strongly disagreed that the study requirement had been explained clearly, compared to those on College DHEP.

The amount of study required was clearly explained as part of the recruitment process
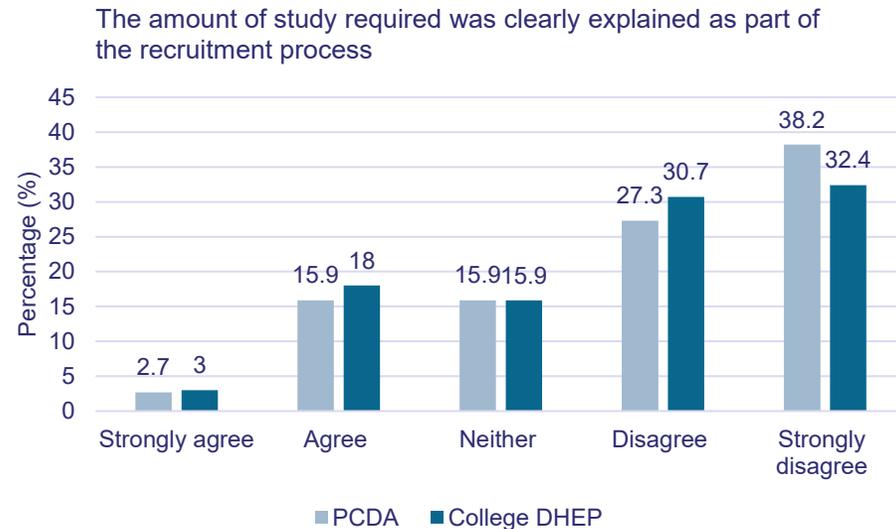
Length of time

- Over three quarters of PCDA respondents in year 3+ felt that the amount of study wasn't clearly explained, with statistically significant differences between each year of service.

- There was a statistically significant difference between year 1 and 2 College DHEP respondents but no difference with those now in the force for a third year.

Percentage of respondents that disagree or strongly disagree that amount of study was clearly explained
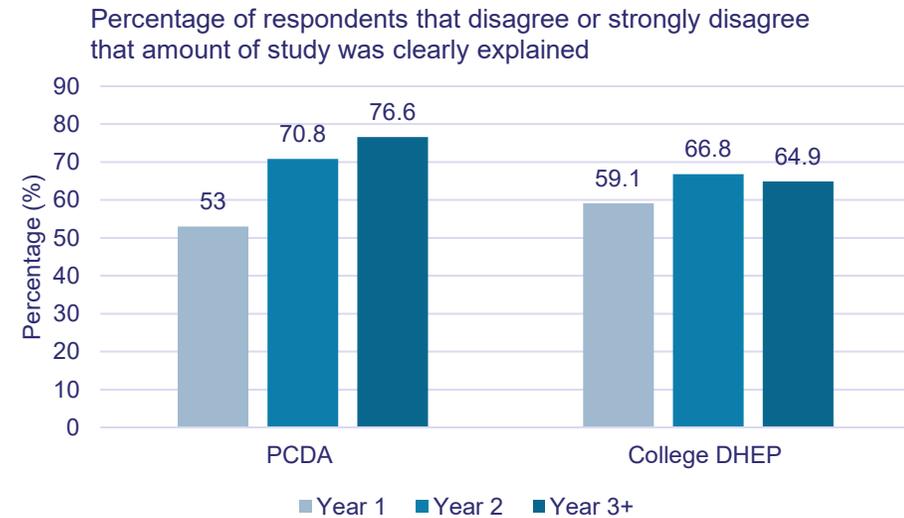
Mental wellbeing

Entry routes

- Overall, PCDA respondents had the highest mean mental wellbeing score and there was a statistically significant difference between PCDA and IPLDP respondents.

- There were no statistically significant differences between College DHEP respondents and those on IPLDP or the PCDA.

- The wellbeing scores of survey respondents were higher than Police Federation of England and Wales (PFEW) members and similar to the general population.

- Wellbeing was measured using the established Short Warwick Edinburgh Mental Wellbeing Scale (see **appendix 1**).

	Metric wellbeing score (7-35 where higher values are more positive)
PCDA	23.17
College DHEP	22.91
IPLDP	22.85
PFEW 2020 DCW Survey	21
SWEMWBS population norms 2011	23.61

Length of service

- In all entry routes, mental wellbeing scores were significantly lower amongst respondents in year 2 than in year 1.

- The mental wellbeing of College DHEP respondents was higher in year 3+ than in year 2, after they have completed their programme of learning, showing no significant difference with year 1.

- PCDA respondents start with the highest mean wellbeing score and although wellbeing was slightly lower in year 3+ than in year 2, the difference was not significant.

Mean mental wellbeing scores for each entry route: length of time in force

Mean mental wellbeing score scale (7-35)

Entry route	Year 1	Year 2	Year 3+
PCDA	24.3	22.7	22.2
College DHEP	23.6	22.1	23.3
IPLDP	24.0	22.4	22.5
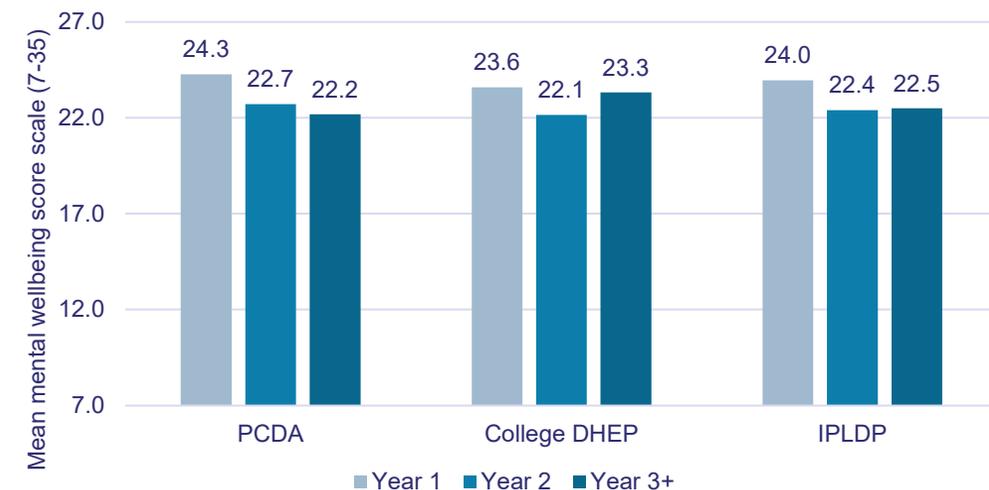
Mental wellbeing

Relationships with education and training and workload

- On all entry routes, worse mental wellbeing was most strongly correlated with dissatisfaction towards:

    - Force education and training

    - Support from tutor constable, force trainer and line manager

- On the new entry routes, worse mental wellbeing was also correlated with dissatisfaction towards:

    - University education and training

    - Support from university teaching staff

    - Online learning

- Respondents on the new routes who reported PLT cancelled or postponed in the last 3 months had statistically significant lower mental wellbeing than those that had not.

- More frequent use of rest days for study and off the job learning, and a perception that the amount of study was not clearly explained during the recruitment process were also correlated with lower wellbeing on both new entry routes.

Work-life balance

Entry routes

- Generally, the majority of respondents on all routes had negative responses to the statements on work-life balance.

- Respondents on College DHEP had more positive work-life balance than those on IPLDP and PCDA, based on a combined scale of the four statements (see **appendix 1**).

- There were no statistically significant differences in the work-life balance scores of respondents on IPLDP and PCDA.

	Work-life balance score (4-20 where higher values are more positive)
College DHEP	11.3
IPLDP	10.6
PCDA	10.5

Percentage of respondents who agree or strongly agree with each statement on work-life balance

■ IPLDP ■ PCDA ■ College DHEP

Due to work strain, I ignore my personal life needs
- IPLDP: 45
- PCDA: 47
- College DHEP: 38

Tension and stress from work often adversely affects the rest of my life
- IPLDP: 52
- PCDA: 51
- College DHEP: 45

My work leaves me with little energy to do any other non-work activity
- IPLDP: 58
- PCDA: 58
- College DHEP: 54

I have sufficient time and energy to engage in activities outside of work
- IPLDP: 32
- PCDA: 29
- College DHEP: 36

Percentage (%)

Work-life balance

Length of service

- In all entry routes, work-life balance scores were significantly lower amongst respondents in year 2 than in year 1.

- For PCDA respondents there was also statistically significant difference between year 2 and 3+.
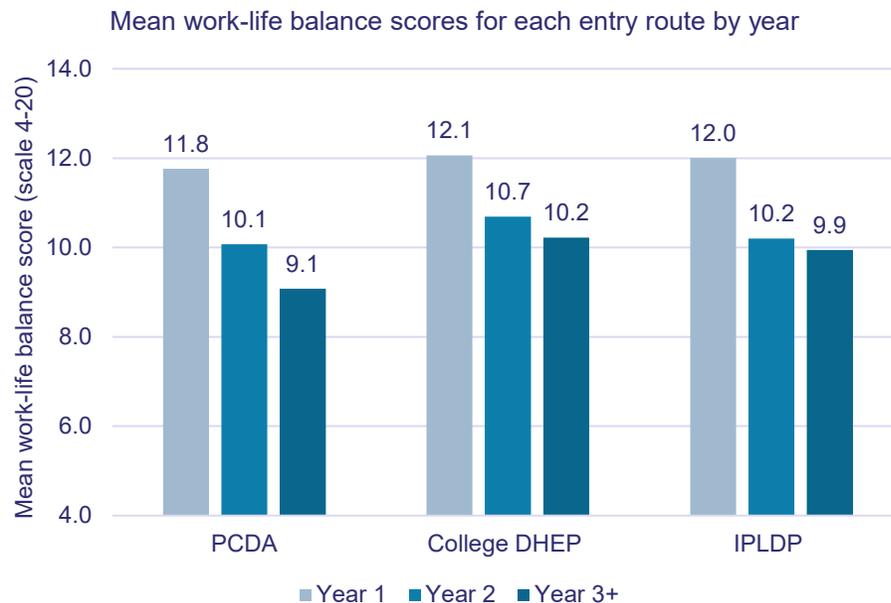
Mean work-life balance scores for each entry route by year

Relationships with education and training and workload

- On all entry routes, worse work-life balance was correlated with dissatisfaction towards:
  - Force education and training
  - Support from tutor constable, force trainer and line manager

- On the new entry routes, worse work-life balance was also correlated with dissatisfaction towards:
  - University education and training
  - Support from university teaching staff
  - Online learning

- Respondents on the new entry routes who reported PLT cancelled or postponed in the last 3 months had statistically significant worse work-life balance than those that had not.

- More frequent use of rest days for study and off the job learning, and a perception that the amount of study was not clearly explained during the recruitment process were also correlated with worse work-life balance on both new entry routes.

Intention to stay

- The vast majority of respondents on all entry routes intend to stay in policing for the long-term, until retirement.

- There were no statistically significant differences between IPLDP and each of the new entry routes.

- The main reasons for not intending to stay until retirement were the same for IPLDP, PCDA and College DHEP.

- Over half of IPLDP respondents who were not intending to stay until retirement gave the impact on health and wellbeing as a reason.

Length of time respondents intend to stay in their role as a police officer
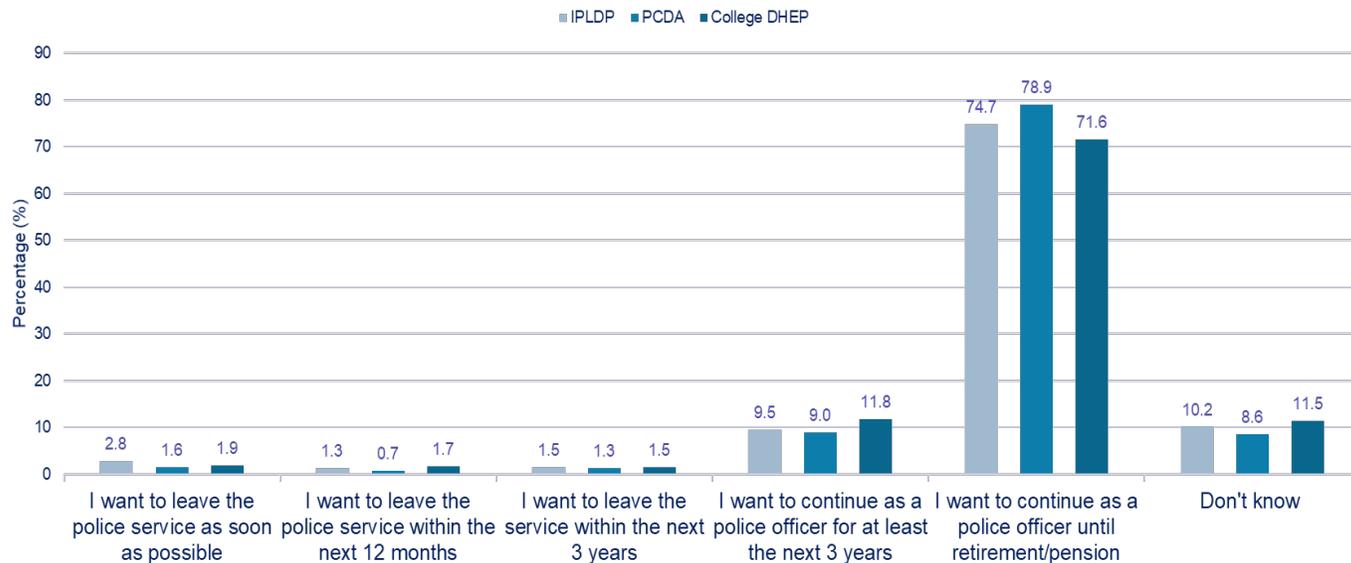
Top 4 reasons for not intending to stay until retirement
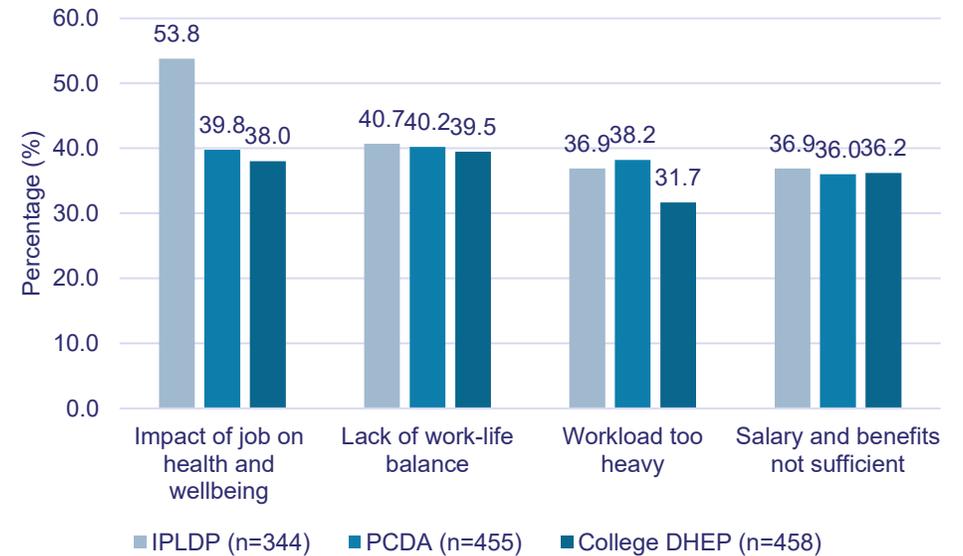
PCDA student officer experiences

Workload challenges

- The PCDA was consistently viewed as a demanding programme by interviewees, where student officers reported facing multiple and competing commitments. Most interviewees reported struggling to some extent with the workload, fewer reported just about managing and very few felt comfortable.

- Workload pressures were reported by interviewees across all years of the programme but were felt by those in their final year to peak around the dissertation or long project, which some reported as a 'constant worry'.

- The volume of work on the PCDA had typically exceeded interviewees' expectations or had been underestimated, with evidence collecting for operational competence portfolios an added draw on time that was felt to be excessive.

- Several interviewees also reflected on the demands of the job itself, which they faced on top of their study and written work. Long working weeks, perceptions that there were too few officers on duty, the impact of shift work on sleep patterns, and attending difficult incidents were all given as the operational context to their efforts to gain a degree-level qualification.

- Some interviewees who described themselves as 'not academic' felt that the PCDA was particularly challenging and led to worries over whether they would pass their university assignments, and consequently remain a police officer.

'I have found it very difficult. I'm not going to lie. I am not naturally an academic, I would say. So, it's been very, very difficult. I think the work-life balance of what they expect you to do whilst being in work, whilst completing your OCP for your probation, whilst doing all the stuff for the degree, is ridiculous.'

(PCDA interview)

PCDA student officer experiences

Protected learning time

- Interviewees typically felt that the protected learning time (PLT) provision was insufficient. They felt managing programme workload was made more difficult by cancellations or changes to their allocated study time, usually introduced so operational policing could be prioritised.

- PLT was managed differently in different forces, either through centralised duty resourcing or where student officers had ability to book study leave as they would annual leave. The force-led model was felt to provide clarity and certainty but could lack the immediate flexibility of the student-led approach.

- Attitudes amongst supervisors towards PLT were felt to be inconsistent, with interviewees explaining that sergeants differed in their knowledge or awareness of the PCDA. This could lead to some interviewees feeling that their caseload was too high or that their requests for PLT were not always granted.

- Even when interviewees felt there was a good understanding, they reported that police work sometimes needed to be prioritised and the demands of the PCDA could not always be accommodated. This was felt to be particularly the case when a team was comprised of several PCDA students, all with deadlines.

'So, when there's been times where we've been asked to stay on by the supervisor because of call volume or a major incident or something, when it comes down to who's going to stay on, well, five of the six of us have all got essays due, so five of the six of us all want to go home and get our heads down to do the essays. That's when the supervisor has to come in and go, "Well, sorry, names in a hat." There's been times when I've had to work on five hours with a deadline due in 48'

(PCDA interview)

PCDA student officer experiences

Work-life balance

- Some interviewees that felt there could be very little time to decompress after being on duty and in some extreme cases, interviewees were moving from attending harrowing incidents one day, to completing university assignments or their learning portfolio the next. In this context, the university experience was felt to be and additional stress and detrimental to wellbeing.

- Interviewees with family commitments reported facing additional demands on their time which they found very difficult to maintain alongside the PCDA and were exacerbated during the Covid-19 pandemic.

'You constantly feel like you're at work. You come home and you've got rest days, but then you're not really having rest days because you're revising for maths, or you're having to do some Uni work or vice versa, so it really has a negative impact on your wellbeing.'

(PCDA interview)

Strategies for managing workload

- Planning ahead, managing deadlines, making an early start to assignments and using PLT effectively were felt to be effective strategies for managing workload by interviewees who felt they were coping better. These measures were considered particularly important due to the shift patterns that student officers were working which made it essential for time to be managed carefully.

- However, even those who felt they were managing better than others, reported that a structured study timetable was difficult to maintain due to the nature of the job and working pattern.

- Interviewees reported using annual leave when deadlines were especially tight or the workload heavy but this meant that time for rest and recovery was sacrificed.

'But yeah, I think if it's planned in and you're prepared and you're going okay, well I need to get this essay done by this week or I need to do this by this, you kind of set yourself targets, then I think you're all right. But if you're not prepared, then you're going to fail. If you leave it until the last minute you're not going to have enough time.'

(PCDA interview)

Evidence-based policing and problem solving

Working together
to share knowledge
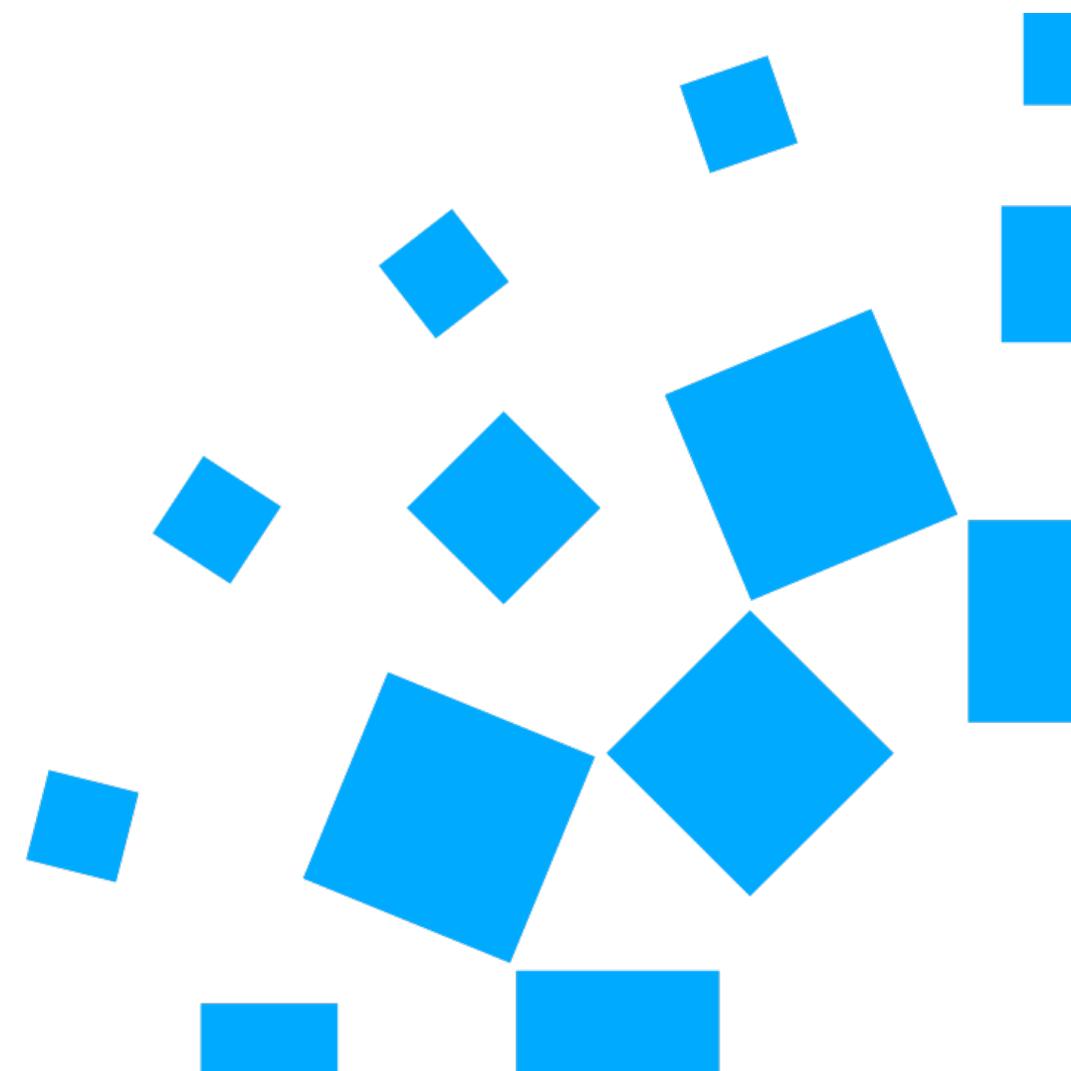
Awareness, understanding and use of evidence-based policing

Entry routes

- Overall, awareness and understanding of evidence-based policing (EBP) was high across all entry routes.

- Those on College DHEP and PCDA reported a statistically significant greater awareness and understanding of EBP compared to those on IPLDP.

- Although EBP was well understood, the majority of respondents on all entry routes were unlikely to report using research or keeping up to date with research evidence – and those on the new routes reported using EBP less than those on IPLDP.

- A definition of EBP (see **appendix 1**) was provided to introduce these statements, however, it's possible that this was not read and that EBP as a concept may be misinterpreted by some respondents.

Percentage of respondents who agree or strongly agree with each statement on EBP

Statement	IPLDP	PCDA	College DHEP
I was aware of the term evidence-based policing	82.5	85.1	86.4
I am confident I understand what evidence-based policing involves	70.8	79.5	78.7
I use research to inform my day-to-day decision making	42.5	27.7	27.1
I try to keep up to date with research evidence	41.3	27.1	30.2
My supervisor(s) encourage the use of evidence-based policing	38.2	27.6	27

Percentage (%)

■ IPLDP   ■ PCDA   ■ College DHEP
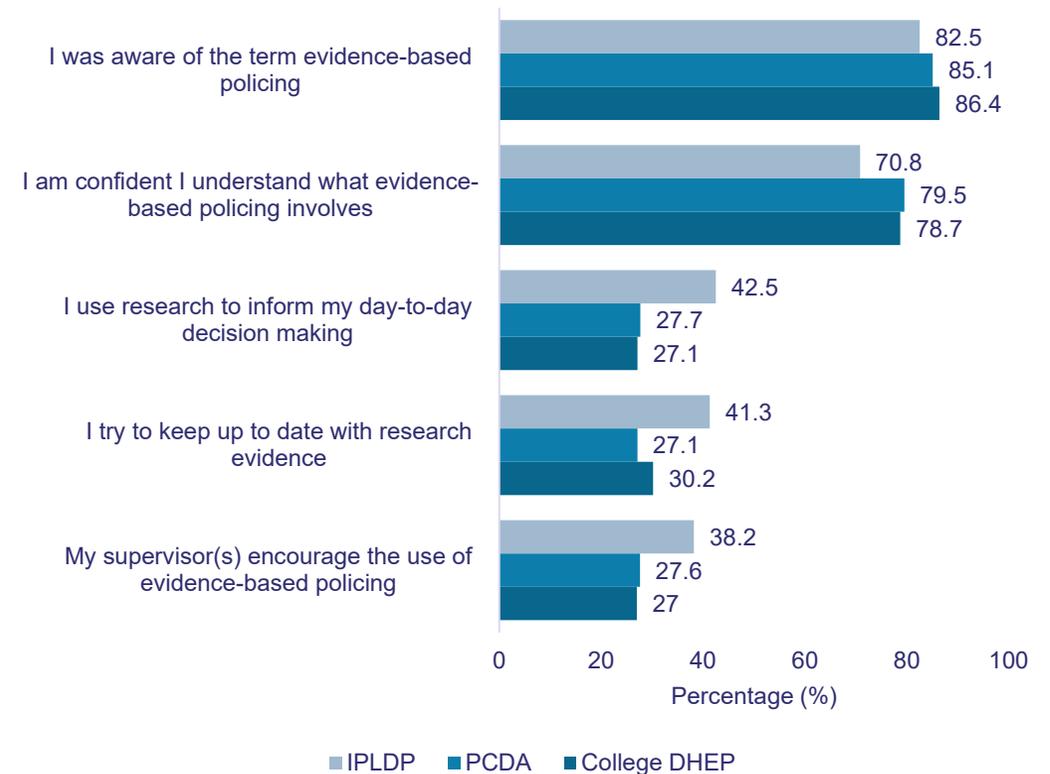
Awareness, understanding and use of evidence-based policing

Length of time

- Amongst PCDA and College DHEP respondents, understanding of EBP was higher for those with longer service, with a significant difference between those in year 1 and year 3+.

- Understanding of EBP was lowest on IPLDP and did not change over length of service.
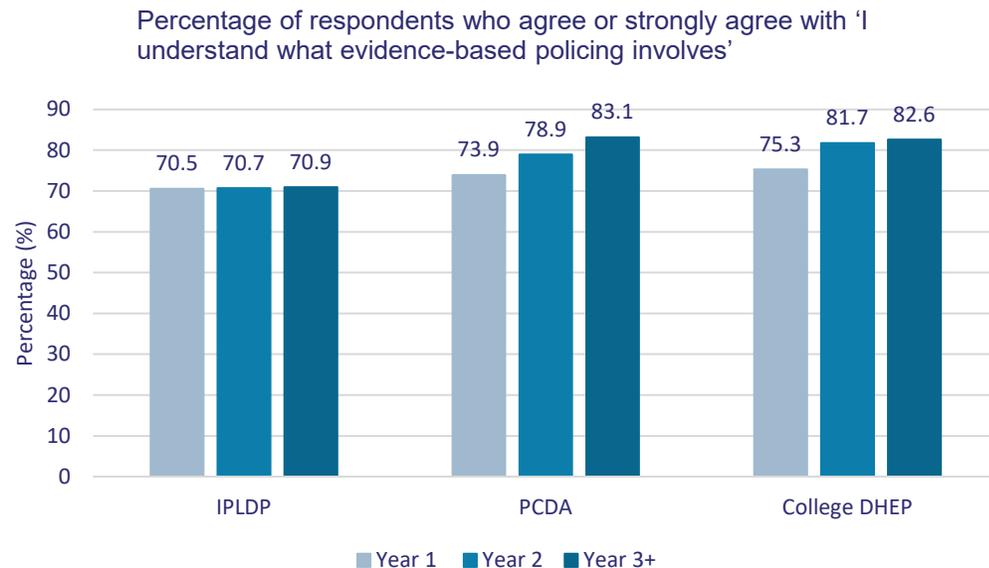
Length of time

- The proportion of respondents on the new entry routes who agreed that they used EBP was lowest amongst those in year 3+, with a significant difference to those in year 1. They were also less likely to keep up to date with research as they spent more time in force.

- In contrast, the views of IPLDP respondents remain consistent, with no significant differences between years of service.

Percentage of respondents who agree or strongly agree with 'I understand what evidence-based policing involves'

Percentage of respondents who agree or strongly agree with 'I use research evidence to inform my decision making'
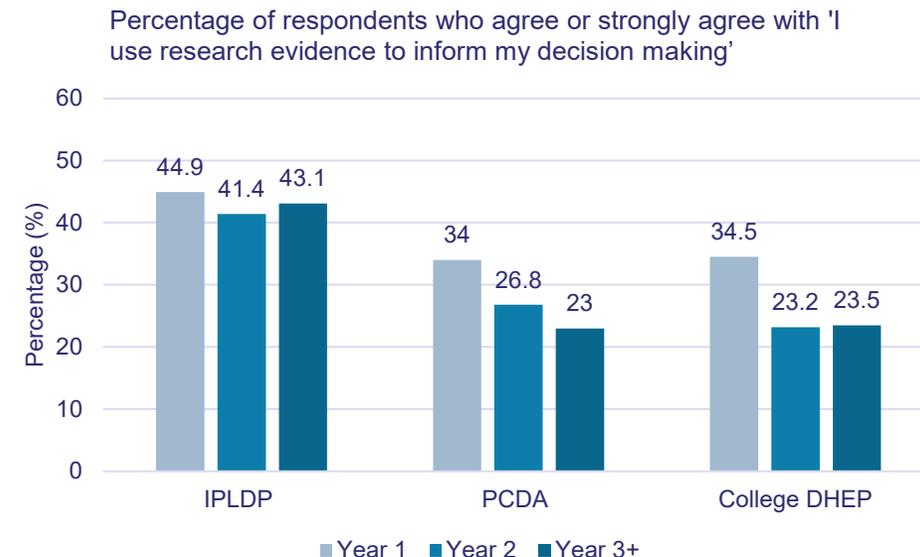
Attitudes towards evidence-based policing

Entry routes

- Overall, attitudes towards evidence-based policing were generally positive, with most respondents disagreeing with the following (negatively framed) statements.

- Those on the PCDA tended to hold more negative attitudes than those on IPLDP, with fewer significant differences between IPLDP and College DHEP respondents.

- A statistically significantly larger proportion of PCDA respondents felt that EBP was only for senior leaders, was not relevant to their role and that experience was more important, compared to those on IPLDP.

- A greater proportion of College DHEP respondents disagreed that evidence-based policing was a fad, compared to those on IPLDP, but there were no significant differences for the remaining three statements.

Percentage of respondents who disagree or strongly disagree with each statement on EBP

Evidence-based policing is a fad
- IPLDP: 48.2
- PCDA: 53.5
- College DHEP: 59

Evidence-based policing is only for senior leaders
- IPLDP: 53.6
- PCDA: 49.7
- College DHEP: 54.4

Research evidence is not relevant to my role in policing
- IPLDP: 50.5
- PCDA: 44.7
- College DHEP: 52.8

Experience is more important than research
- IPLDP: 15.2
- PCDA: 12
- College DHEP: 14.3

Percentage (%)

■ IPLDP ■ PCDA ■ College DHEP
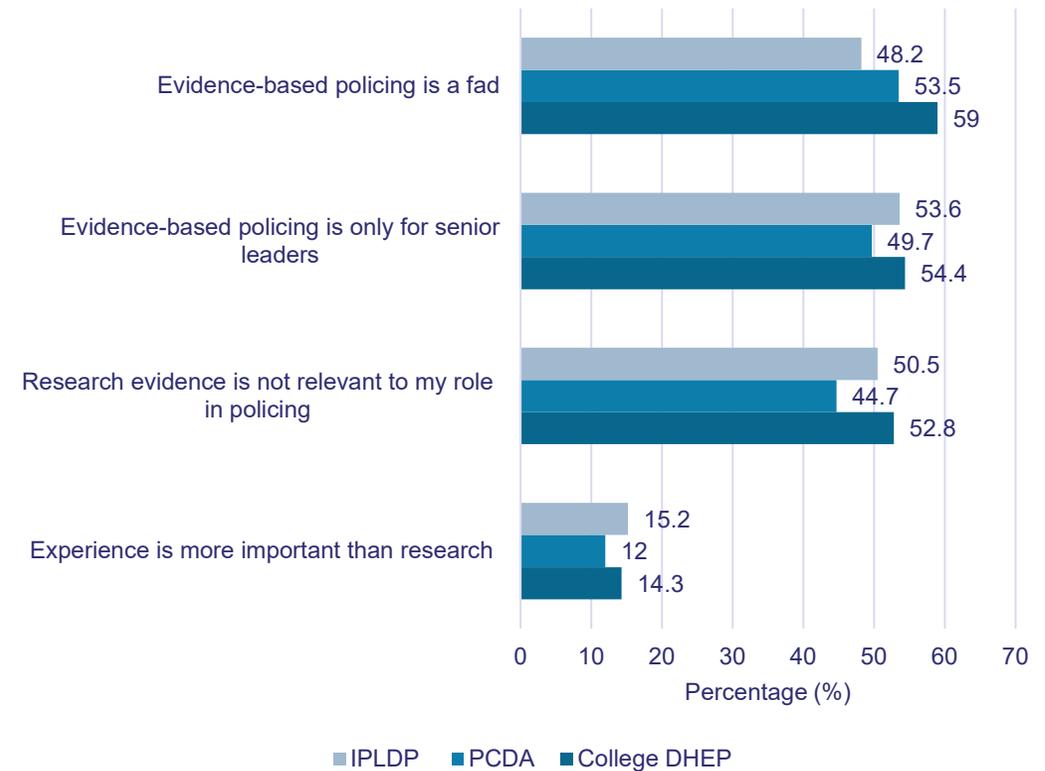
Attitudes towards evidence-based policing

Length of time

- As those on the new entry routes progress through their programme and spend more time in force, their attitudes towards EBP become more negative.

- There was a significant difference between the attitudes of those in year 3+ and those in year 1, with a greater proportion of respondents in year 3+ viewing EBP as a fad, only being for senior leaders, not relevant for their role and less important than experience.

- In contrast, there were no significant differences in the attitudes of IPLDP respondents over each year of service, with the exception of viewing EBP as a fad. A greater proportion of IPLDP respondents in year 3+ viewed EBP as a fad, compared to those in year 1.

- Whilst those on the new entry routes became slightly less positive over time, fewer PCDA and College DHEP respondents in year 3+ viewed EBP as a fad compared to those on IPLDP.

Percentage of respondents who disagree or strongly disagree with 'Evidence-based policing is a fad'

Chart data:

	Year 1	Year 2	Year 3+
IPLDP	59	46.9	44.3
PCDA	56.3	52.7	52.7
College DHEP	66.9	55	53

Percentage (%)

■ Year 1 ■ Year 2 ■ Year 3+
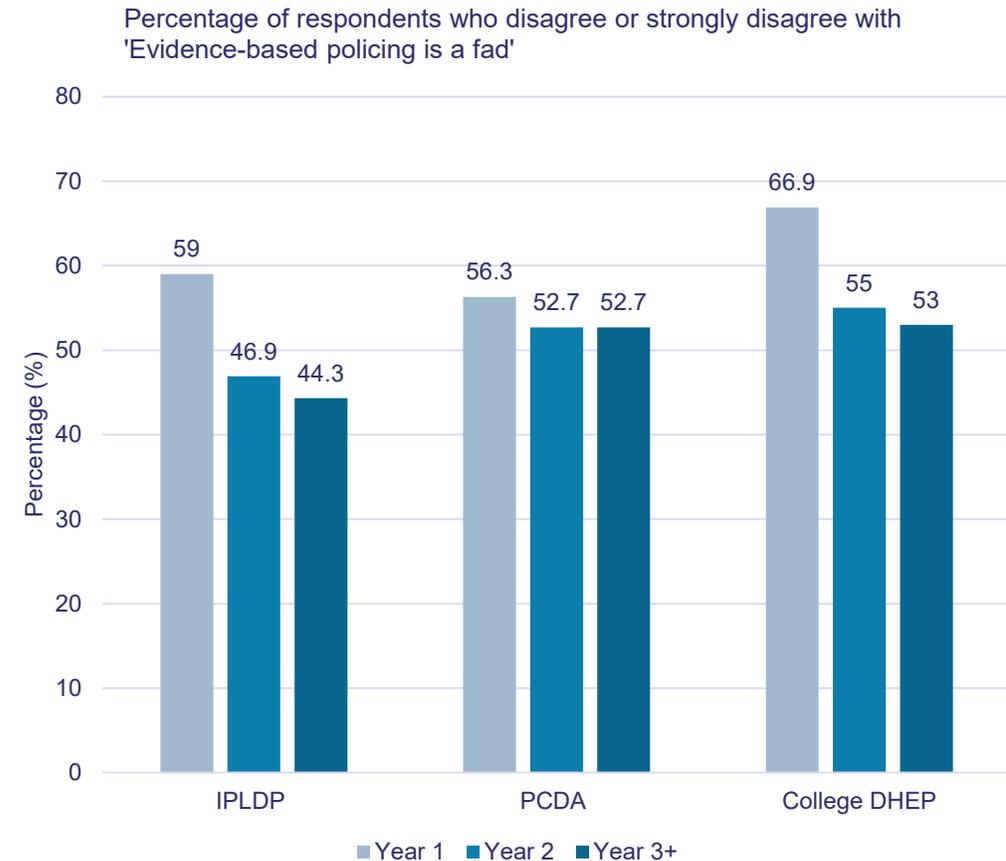
Awareness, understanding and use of problem solving

Entry routes

- Overall, views on awareness, understanding and use of problem solving approaches for policing were positive.

- Those on PCDA and College DHEP reported greater awareness and understanding of problem solving compared to those on IPLDP.

- Fewer respondents on all routes reported that they had sufficient training in problem solving – but those on the PCDA were most likely to say that they had.

- A larger proportion of IPLDP respondents reported that they routinely practiced problem solving, compared to those on the new routes.

- More IPLDP respondents also felt that problem solving was useful, compared to those on College DHEP, with no significant difference to those on the PCDA

- As with EBP, a definition of problem solving (see **appendix 1)** for policing was provided in the survey but may not have been read and the concept possibly misinterpreted by some respondents.

Percentage of respondents who agree or strongly agree with each statement on problem solving

I was aware of the term 'problem solving' in policing
82.7
89.3
90.5

I understand what problem solving involves
83
88.7
87.5

Problem solving techniques are typically useful in helping to deal with the types of problems officers are asked to resolve
82.6
80.3
77.3

I routinely practice problem solving when dealing with crime and disorder issues
66.6
62.8
56.3

I have had a sufficient training in police problem solving
42.3
47.5
43.5

I have ready access to information on how to carry out problem solving
47.3
48.8
44.4

■ IPLDP ■ PCDA ■ College DHEP
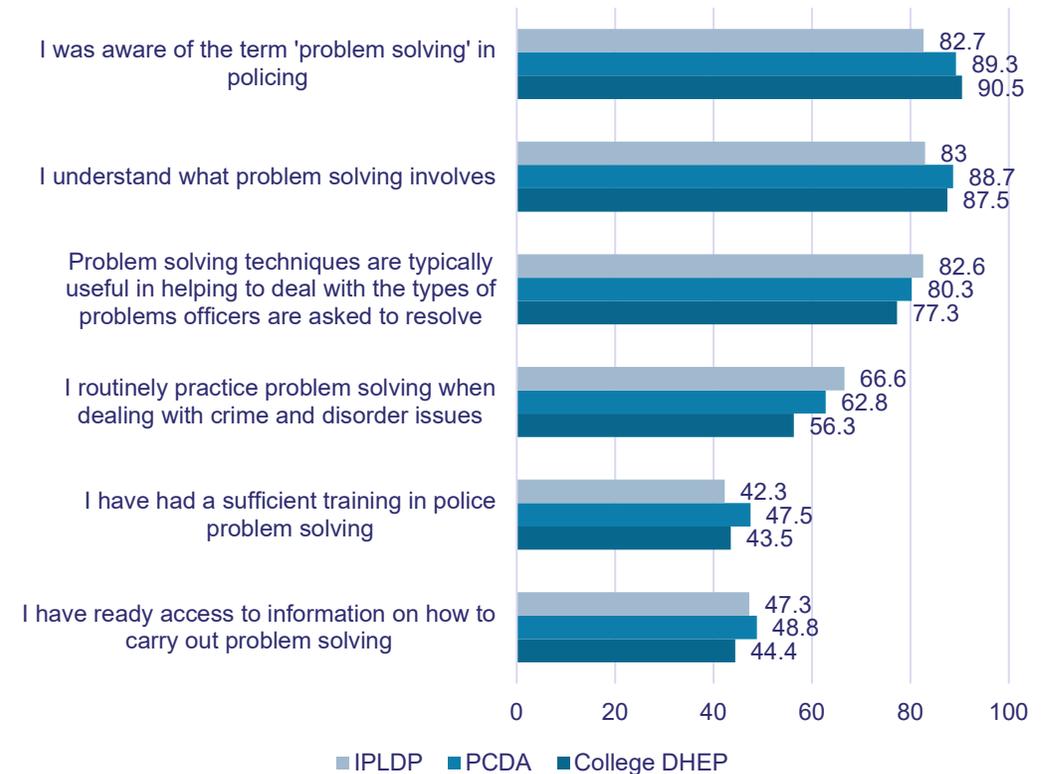
Awareness, understanding and use of problem solving

Length of time

- Understanding of problem solving was highest amongst PCDA respondents with at least three years of service, with a significantly larger proportion responding positively to the statement compared to those in year 1.

- Understanding of problem solving was lower after the first year of service amongst IPLDP respondents and remained consistent for those on College DHEP.
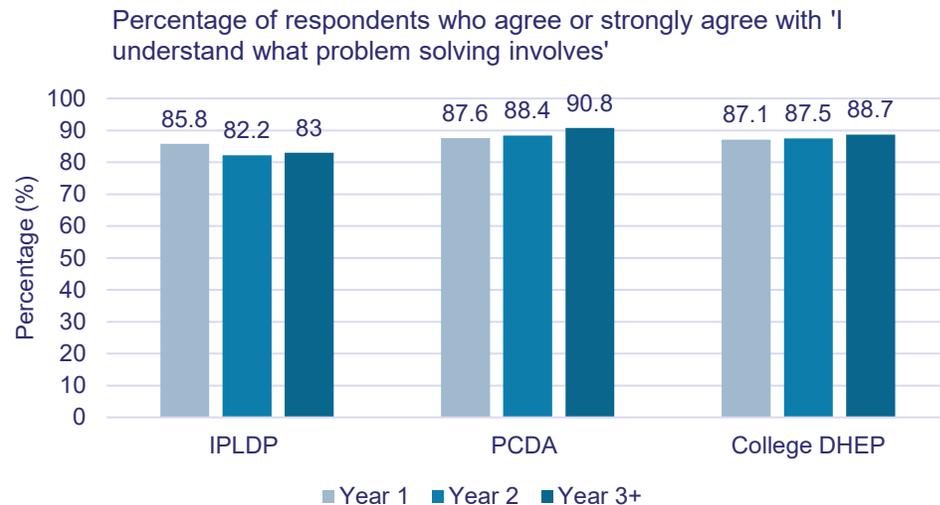
Length of time

- On the new entry routes, there were no significant differences across the years of service in those reporting they had sufficient training in problem solving.

- In contrast, on IPLDP there was a significant difference between respondents in year 1 and those in years 2 and 3+ who agreed that they had sufficient training.

Percentage of respondents who agree or strongly agree with 'I understand what problem solving involves'

	Year 1	Year 2	Year 3+
IPLDP	85.8	82.2	83
PCDA	87.6	88.4	90.8
College DHEP	87.1	87.5	88.7

Percentage of respondents who agree or strongly agree with 'I have had sufficient training in problem solving'

	Year 1	Year 2	Year 3+
IPLDP	47.5	40.9	41.4
PCDA	50.1	45.8	49
College DHEP	41.9	44.8	42.6
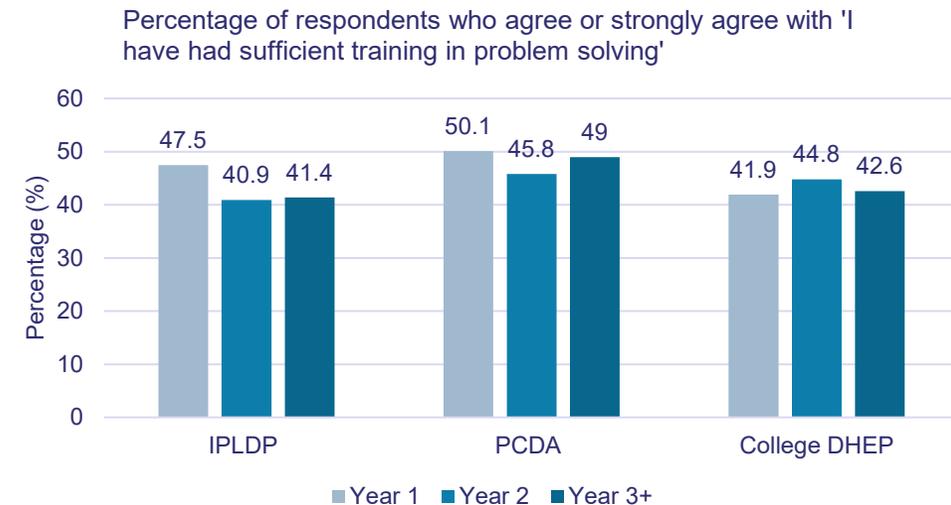
Awareness, understanding and use of problem solving

Length of time

- On the new entry routes, a significantly lower proportion of respondents in years 2 and 3+ viewed problem solving techniques as useful compared to those in their first year. There were no significant differences between years on IPLDP.

Percentage of respondents who agree or strongly agree with 'Problem solving techniques are typically useful'
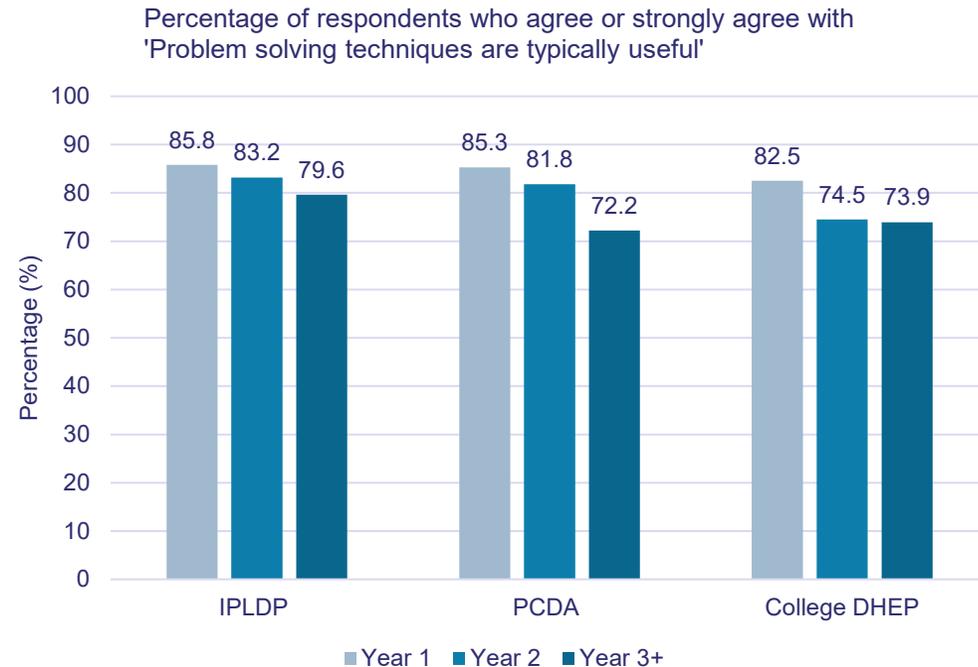
Length of time

- The proportion of PCDA respondents reporting that they routinely practiced problem solving was lower amongst year 3+ respondents than those in year 1. There were no significant differences amongst IPLDP and College DHEP respondents over each year of service.

Percentage of respondents who agree or strongly agree with 'I routinely practice problem solving when dealing with crime and disorder issues'
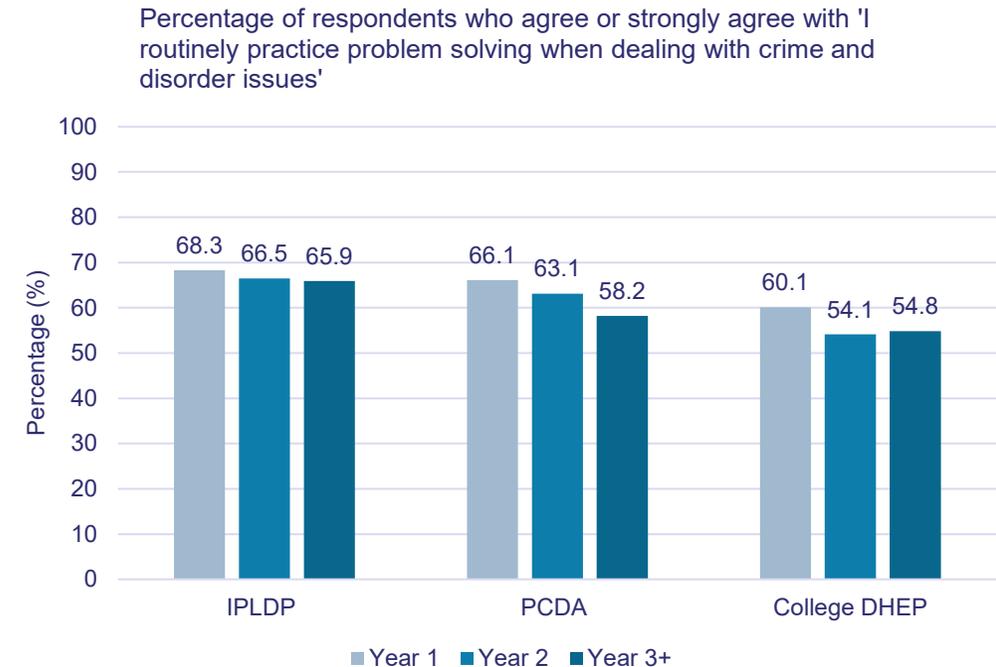
Attitudes towards problem solving

Entry routes

- Overall, respondents on all entry routes had a positive view towards problem solving, also viewing it as relevant and an important part of policing.

Percentage of respondents who agree or strongly agree with each statement on problem solving

Statement	IPLDP	PCDA	College DHEP
I have a positive view of problem solving in policing	77.5	79.7	78.5
Problem solving is an important part of policing	89.8	89.9	88.8
Problem solving is relevant to almost every area of policing	82.1	81.8	80.9
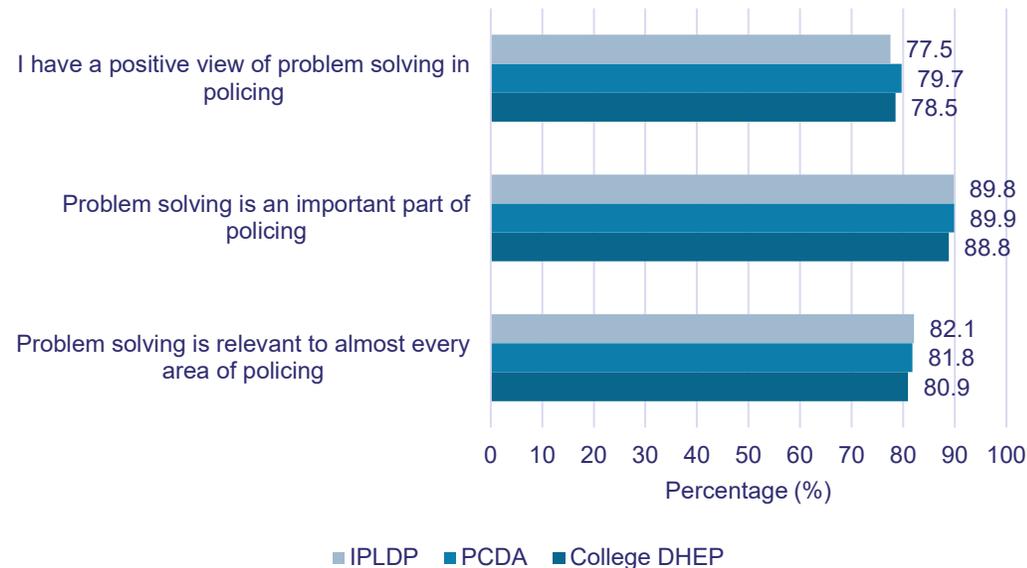
Length of time

- The attitudes of College DHEP respondents became slightly more negative over time, with a significant difference in those agreeing with each of the three statements between year 1 and year 3+.

- Amongst PCDA respondents, a significantly lower proportion in year 3+ viewed problem solving as relevant. There were no significant differences over length of service for respondents on IPLDP.

Percentage of respondents who agree or strongly agree with 'Problem solving is relevant to almost every area of policing'

	Year 1	Year 2	Year 3+
IPLDP	86.4	81.6	80.5
PCDA	84.1	81.8	79.4
College DHEP	85.1	78.4	80
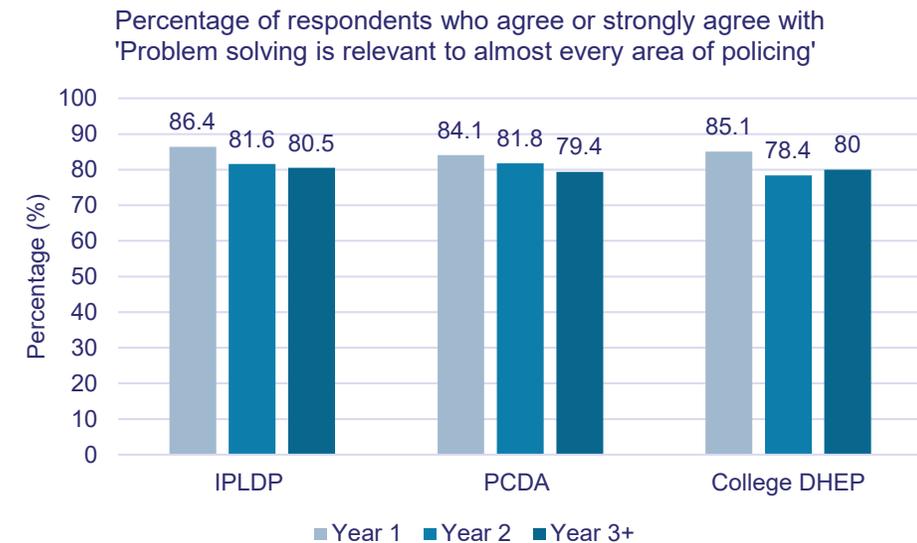
Procedural justice
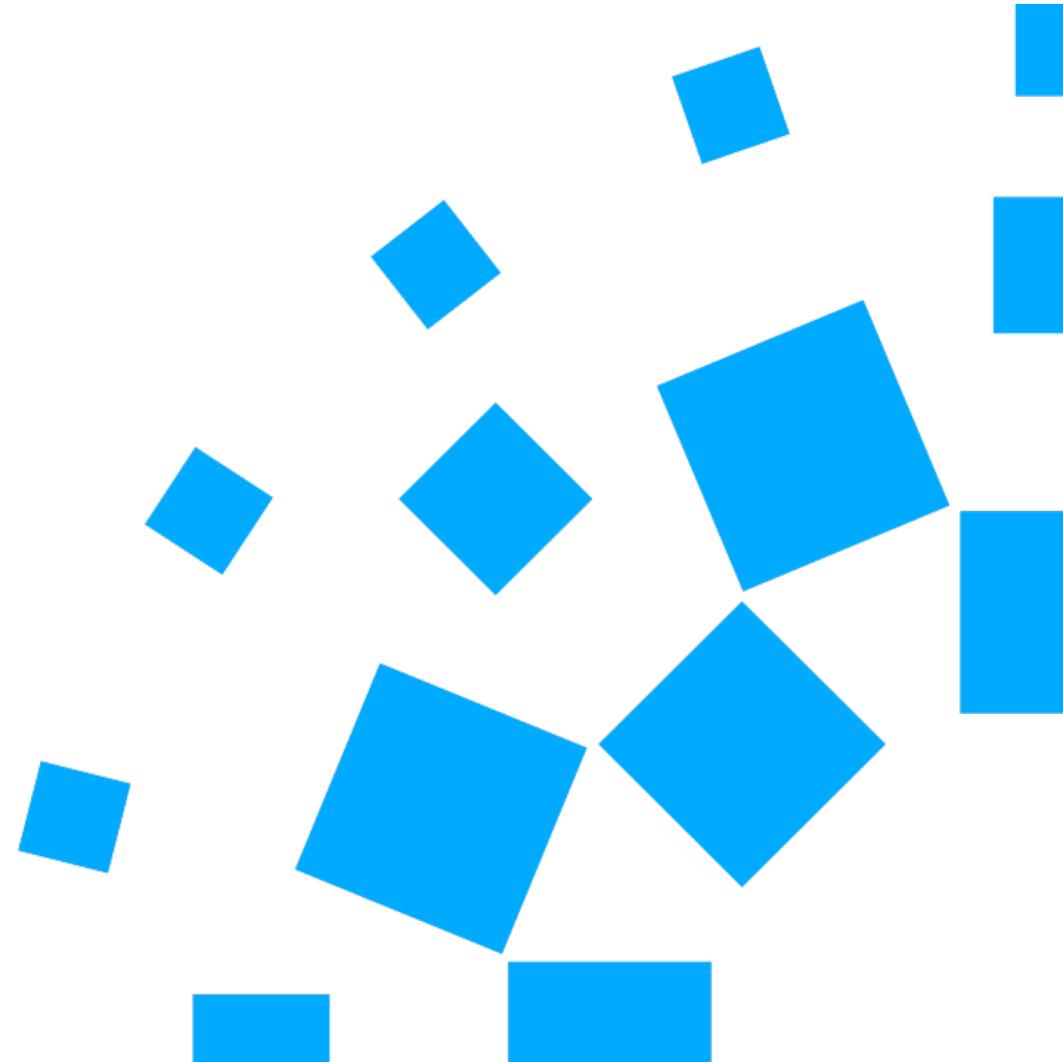
Procedural justice

Background

- Public perceptions of police procedural justice are important for police legitimacy. When the public see the police as legitimate and feel they are treated fairly and with respect they are more likely to obey the law and cooperate with the police (**College of Policing, 2020**).

- As such, procedural justice is an important aspect of the PCDA and DHEP curriculum, cutting across multiple learning outcomes including models of communication, community engagement and crime prevention.

- Respondents to the survey were asked a series of 17 questions that focused on interpersonal skills and interactions with the public.

- The questions were then scaled to provide six measures of attitudes and self-reported behaviours important in a procedurally just approach to policing (see **appendix 1**).

- Used in previous policing research, officers who received procedural justice training had more positive attitudes as measured in the survey and also delivered higher quality interactions with the public (**College of Policing, 2013**).

Entry routes

- College DHEP respondents had more positive attitudes across four out of six scaled indicators compared to those on IPLDP and PCDA, with no difference across the remaining two. These indicators were:

    - Attitudes towards victims

    - Perceived value of procedural justice

    - Attitudes towards delivering quality of service

    - Fair treatment of the public

- Generally, there was no difference in the attitudes of PCDA and IPLDP respondents, although PCDA respondents held more positive attitudes towards delivering quality of service.

- There were generally no significant differences between those with or without a degree on IPLDP or PCDA, suggesting positive views on College DHEP may not be due to respondents having a degree.

Appendix 1. Approach to survey analysis
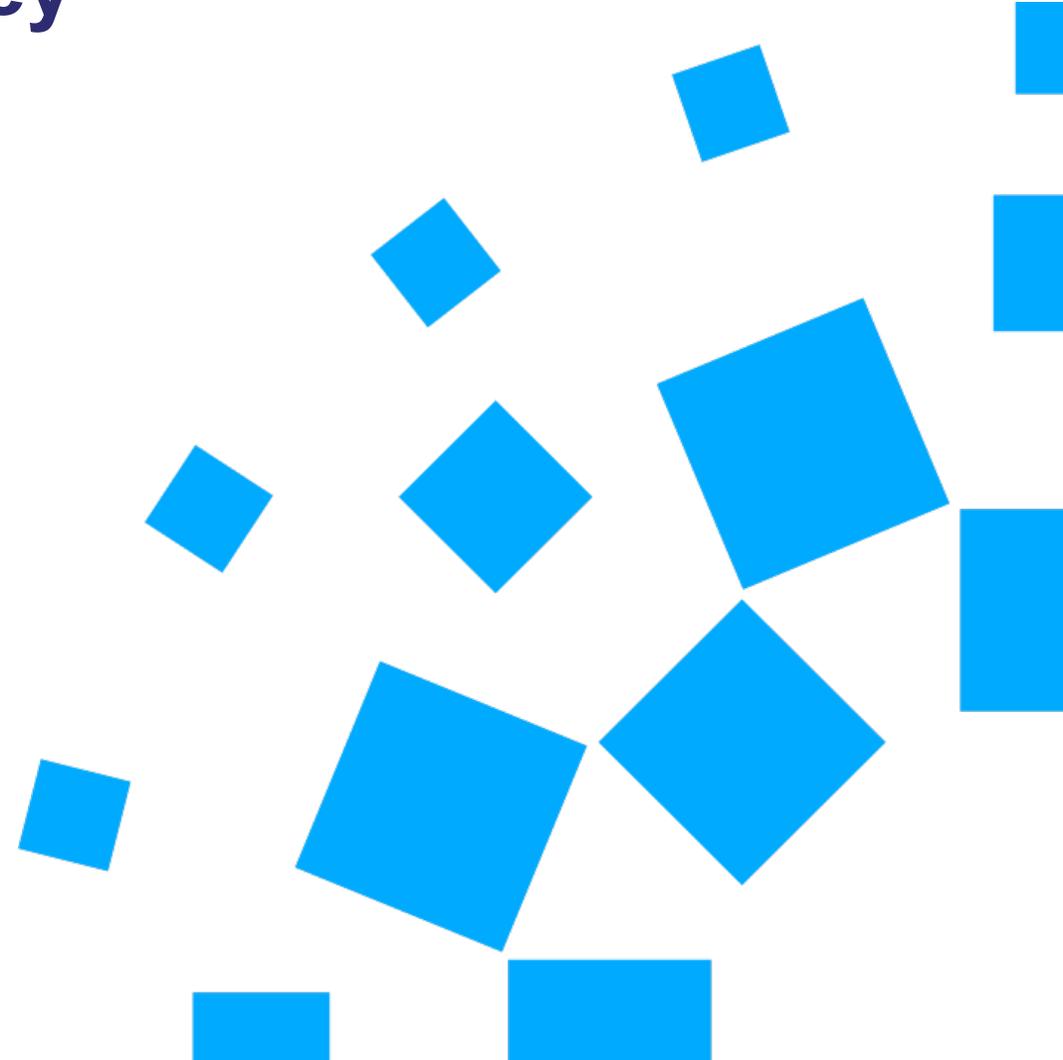
Approach to survey analysis

Comparisons between entry routes

- One of the key objectives of the PCDA evaluation is to understand whether there are different outcomes for those on the PCDA compared to IPLDP.

- This survey however provided an opportunity to also gather the views of those on the College DHEP, extending our awareness of how the new routes are experienced.

- College DHEP refers to the Standard and Detective DHEP routes developed by the College, with Police Now DHEP routes a separate category.

- The main focus of our analysis has been to test for any statistically significant differences between IPLDP and the new entry routes, either separately or combined; findings are statistically significant to $p < 0.05$.

- Effect size interpretations are provided as an indication of the magnitude of any differences, the larger the effect size the stronger the relationship between two variables.

- The analysis of DHEP respondents presented here has concentrated on the College-developed programmes, excluding those on Police Now.

Within entry route comparisons

- To understand if the PCDA and College DHEP have been experienced differently by those with different characteristics, analysis has been undertaken within each entry route (including IPLDP) separately.

- So far this has concentrated on the length of the time in the force, sex and ethnicity. Ongoing analysis of the survey will mirror that from 2021, and will also include the following protected characteristics: age, disability (including neurodiversity), sexual orientation, as well as caring responsibilities.

Comparisons between 2021 and 2022 surveys

- The analysis in this pack was intended to provide headline findings from the 2022 survey but some comparisons with the 2021 survey have been made for reference.

- Whilst this allows us to see how all of those on the new entry routes differ between each survey, these comparisons should be treated with caution due to the different compositions of the two samples, with the 2022 survey containing a greater proportion of those now longer in service.

- Where comparisons have been made between those in year 1 across the 2021 and 2022 surveys it is worth keeping in mind that new forces have implemented the new entry routes between each survey period.

Approach to survey analysis

Relationships between different questions

- To help us understand more about the learning experience of respondents, we have tested for correlations between different questions.

- The correlations have concentrated on whether satisfaction with force trainers, tutors, line managers and university teaching staff is associated with outcome measures for:

  - Satisfaction with force and university/HEI learning

  - Wellbeing, work-life balance and inclusion

  - Evidence-based policing and problem solving

- Views on university/HEI learning have been tested for correlations with how influential the opportunity to gain a degree was in joining the service for PCDA respondents.

- With the Covid-19 pandemic causing a shift to online learning, particularly for university delivery, satisfaction with online learning has also been correlated with views on university/HEI learning.

- The effect sizes show the strength of association between two different questions that are significant to $p < 0.05$.

Question scales

- Some questions that are related to each other have been combined to form scales.

- Wellbeing is measured through the widely used **Short Warwick-Edinburgh Mental Wellbeing Scale**, which is based on seven questions and validated for use in different workplace settings, and used in surveys by the **Police Federation of England and Wales**.

- New scales from related questions have been developed in this pack for:

  - Value of force education and training (six questions)

  - Value of university/HEI education and training (six questions)

  - Work-life balance (four questions)

- The number of questions and response options dictates the maximum and minimum values for each scale. Mean (average) values for each scale are presented for each entry route, with a statistical test undertaken to compare the means.

- As part of the process, each of the new scales were tested for reliability and were found to have good internal reliability.

Approach to survey analysis

Length of time – background information and limitations

- Respondent start dates covered within each length of service year:

    - Year 1: May 2021-November 2021

    - Year 2: May 2020-April 2021

    - Year 3+: September 2018-April 2020

- The survey asked for year and month the respondent joined the force, this information was then recoded into the three length of service categories above.

- The survey was conducted during March and April 2022, with a small number of forces chased for responses in May 2022.

- Year of service categories have assumed an April 2022 survey response.

- In quality assuring start dates provided by respondents against new route implementation dates held by the College, we identified inconsistencies between the two.

- Respondents were retained in the sample if their start date was within three months of the entry route implementation date.

Evidence-based policing and problem solving definitions

- To introduce the questions on evidence-based policing and problem solving, definitions of each were provided.

"When we talk about research evidence we mean things that can help us develop a better understanding of an issue, or assess the impact of a policing intervention.

This definition can include everything from monitoring data, surveys, observations, case studies, research reports, activity analysis, and process mapping, through to conducting full randomised controlled trials.

Evidence-based policing (EBP) means problem solving using the best available research and analysis.

Problem solving can also be thought of as a structured process in which police and others identify specific problems, analyse them to understand how best to respond, choose responses based on that analysis and then assess whether or not the problem has been solved. You might have also heard this referred to as problem-oriented policing (POP) or as the Scanning, Analysis, Response, Assessment (SARA) process, but we will use the term problem solving in this survey."

Appendix 2. Analysis data tables
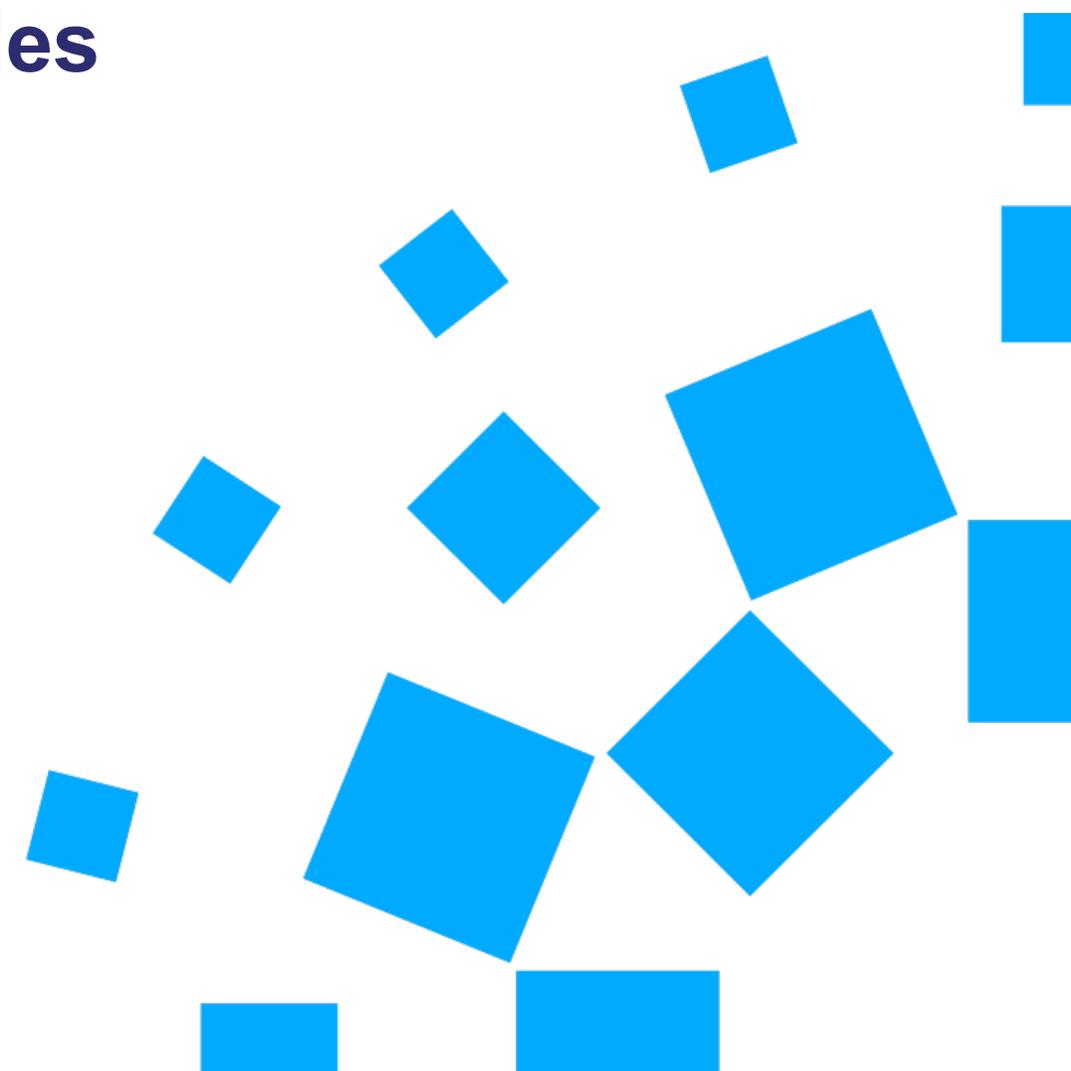
Overall satisfaction with force education and training – PCDA

Table 1. Relationships and correlations with overall satisfaction with force education and training: PCDA respondents						
Variable	Less satisfied with force education and training	More satisfied with force education and training	P-value	Effect size	Effect size value	Total respondents
Entry route	IPLDP	PCDA	<0.001	Small	r = 0.09	3,502
Length of time in force	Years 2 and 3+	Year 1	<0.001	Small	ε^2 = 0.023	2,147
Ethnicity	No significant difference between White British and Ethnic minorities (excluding White minorities)		0.970	-	-	2,123
Sex	No significant difference between male and female		0.785	-	-	2,113
Satisfaction with force support	Dissatisfied with tutor	Satisfied with tutor	<0.001	Small	ρ = 0.250	1,836
	Dissatisfied with force trainer	Satisfied with force trainer	<0.001	Medium	ρ = 0.419	2,127
	Dissatisfied with line manager	Satisfied with line manager	<0.001	Small	ρ = 0.253	2,104

Overall satisfaction with force education and training – College DHEP

Table 2. Relationships and correlations with overall satisfaction with force education and training: College DHEP respondents						
Variable	Less satisfied with force education and training	More satisfied with force education and training	P-value	Effect size	Effect size value	Total respondents
Entry route	IPLDP	College DHEP	<0.001	Small	r = 0.088	2,967
Length of time in force	Years 2 and 3+	Year 1	<0.001	Small	ε^2 = 0.026	1,612
Ethnicity	Ethnic minorities (excluding White minorities)	White British	0.005	Small	r = 0.071	1,578
Sex	No significant difference between male and female		0.591	-	-	1,575
Satisfaction with force support	Dissatisfied with tutor	Satisfied with tutor	<0.001	Small	ρ = 0.283	1,411
	Dissatisfied with force trainer	Satisfied with force trainer	<0.001	Medium	ρ = 0.496	1,604
	Dissatisfied with line manager	Satisfied with line manager	<0.001	Medium	ρ = 0.335	1,574

Overall satisfaction with force education and training – IPLDP

Table 3. Relationships and correlations with overall satisfaction with force education and training: IPLDP respondents						
Variable	**Less satisfied with force education and training**	**More satisfied with force education and training**	**P-value**	**Effect size**	**Effect size value**	**Total respondents**
Length of time in force	Years 2 and 3+	Year 1	<0.001	Small	$\varepsilon^2 = 0.038$	1,355
Ethnicity	No significant difference between White British and Ethnic minorities (excluding White minorities)		0.512	-	-	1,335
Sex	Males	Females	0.015	Small	$r = 0.067$	1,334
Satisfaction with force support	Dissatisfied with tutor	Satisfied with tutor	<0.001	Small	$\rho = 0.278$	1,051
	Dissatisfied with force trainer	Satisfied with force trainer	<0.001	Medium	$\rho = 0.496$	1,333
	Dissatisfied with line manager	Satisfied with line manager	<0.001	Medium	$\rho = 0.302$	1,324

Attitudes towards force education and training

Table 4. Attitudes towards force education and training (based on a combined scale of 6 statements):							
Sample	**Variable**	**Less positive**	**More positive**	**P-value**	**Effect size**	**Effect size value**	**Total respondents**
All PEQF v IPLDP	Entry route	IPLDP	All PEQF	<0.001	Small	d = 0.396	5,293
College PEQF v IPLDP	Entry route	IPLDP	College PEQF	<0.001	Small	d = 0.437	5,085
IPLDP	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	η2 = 0.035	1,338
PCDA	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	η2 = 0.016	2,139
College DHEP	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	η2 = 0.024	1,608

Overall satisfaction with university education and training – PCDA

Table 5. Relationships and correlations with overall satisfaction with university education and training: PCDA respondents						
Variable	Less satisfied with university education and training	More satisfied with university education and training	P-value	Effect size	Effect size value	Total respondents
Length of time in force	Years 2 and 3+	Year 1	<0.001	Small	ε^2 = 0.012	2,141
Ethnicity	No significant difference between White British and ethnic minorities (excluding White minorities)		0.139	-	-	2,117
Sex	Male	Female	<0.001	Small	r = 0.084	2,106
Opportunity to gain a degree	Opportunity to gain a degree of low influence	Opportunity to gain a degree of high influence	<0.001	Medium	ρ = 0.394	2,143
Satisfaction with university	Dissatisfied with support from university staff	Satisfied with support from university staff	<0.001	Large	ρ = 0.588	2,141
	Dissatisfied with online learning	Satisfied with online learning	<0.001	Medium	ρ = 0.485	2,106
PLT cancelled or postponed	PLT cancelled or postponed	PLT not cancelled or postponed	<0.001	Small	r = 0.150	1,932
Use of rest days for study	More frequent use	Less frequent use	<0.001	Small	ρ = 0.192	2,119
Amount of study clearly explained	Not clearly explained	Clearly explained	<0.001	Medium	ρ = 0.344	2,129

Overall satisfaction with university education and training – College DHEP

Table 6. Relationships and correlations with overall satisfaction with university education and training: College DHEP respondents

Variable	Less satisfied with university education and training	More satisfied with university education and training	P-value	Effect size	Effect size value	Total respondents
Entry route	PCDA	College DHEP	0.023	Small	r = 0.037	3,752
Length of time in force	Years 2 and 3+	Year 1	<0.001	Small	ε^2 = 0.013	1,611
Ethnicity	No significant difference between White British and ethnic minorities (excluding White minorities)		0.065	-	-	1,577
Sex	No significant difference between male and female		0.633	-	-	1,574
Satisfaction with university	Dissatisfied with support from university staff	Satisfied with support from university staff	<0.001	Large	ρ = 0.596	1,545
	Dissatisfied with online learning	Satisfied with online learning	<0.001	Medium	ρ = 0.448	1,582
PLT cancelled or postponed	PLT cancelled or postponed	PLT not cancelled or postponed	<0.001	Small	r = 0.112	1,367
Use of rest days for study	More frequent use	Less frequent use	<0.001	Small	ρ = 0.200	1,496
Amount of study clearly explained	Not clearly explained	Clearly explained	<0.001	Medium	ρ = 0.391	1,601

Attitudes towards university education and training

Table 7. Attitudes towards university education and training (based on a combined scale of 6 statements):							
Sample	Variable	Less positive	More positive	P-value	Effect size	Effect size value	Total respondents
PCDA v College DHEP	Entry route	PCDA	College DHEP	<0.001	Small	d = 0.117	3,662
PCDA	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	η2 = 0.034	2,092
College DHEP	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	η2 = 0.016	1,570

Overall satisfaction with support from university teaching staff

Table 8. Overall satisfaction with support from university teaching staff							
Sample	Variable	Less satisfied	More satisfied	P-value	Effect size	Effect size value	Total respondents
PCDA v College DHEP	Entry route	No significant difference between PCDA and College DHEP respondents		0.958	-	-	3,628
PCDA	Length of time in service	No significant difference between years of service		0.317	-	-	2,083
College DHEP	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	$\eta2 = 0.010$	1,545

Satisfaction with online or virtual learning

Table 9. Overall satisfaction with online or virtual learning							
Sample	Variable	Less satisfied	More satisfied	P-value	Effect size	Effect size value	Total respondents
PCDA v College DHEP	Entry route	PCDA	College DHEP	0.006	Small	r = 0.045	3,649
PCDA	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	η2 = 0.007	2,084
College DHEP	Length of time in service	Year 2 and 3+	Year 1	0.008	Small	η2 = 0.006	1,565

Overall satisfaction with tutor constable, force trainer and line manager – PCDA

Table 10. Satisfaction with support from tutor constables, force trainers and line managers: PCDA respondents							
Support from	Variable	Less satisfied with support	More satisfied with support	P-value	Effect size	Effect size value	Total respondents
Tutor constable	Entry route	IPLDP	PCDA	<0.001	Small	r = 0.098	2,895
	Length of time in service	Years 2 and 3+	Year 1	<0.001	Small	ε^2 = 0.008	1,840
	Ethnicity	Ethnic minorities (including White minorities)	White British	<0.001	Small	r = 0.060	1,818
	Sex	Female	Male	<0.001	Small	r = 0.077	1,811
Force trainer	Entry route	IPLDP	PCDA	<0.001	Small	r = 0.079	2,942
	Length of time in service	Years 2 and 3+	Year 1	<0.001	Small	ε^2 = 0.028	2,131
	Ethnicity	No significant difference between ethnic minorities (including White minorities) and White British		0.127	-	-	2,107
	Sex	Female	Male	0.030	Small	r = 0.007	2,096
Line manager	Entry route	IPLDP	PCDA	<0.001	Small	r = 0.076	3,436
	Length of time in service	Years 2 and 3+	Year 1	0.011	Small	ε^2 = 0.016	2,108
	Ethnicity	No significant difference between ethnic minorities (including White minorities) and White British		0.681	-	-	2,083
	Sex	No significant difference between female and male		0.069	-	-	2,073

Overall satisfaction with tutor constable, force trainer and line manager – College DHEP

Table 11. Satisfaction with support from tutor constables, force trainers and line managers: College DHEP respondents							
Support from	Variable	Less satisfied with support	More satisfied with support	P-value	Effect size	Effect size value	Total respondents
Tutor constable	Entry route	No significant difference between IPLDP and College DHEP		0.169	-	-	2,467
	Length of time in service	No significant difference between years of service		0.121	-	-	1,412
	Ethnicity	No significant difference between ethnic minorities (including White minorities) and White British		0.108	-	-	1,383
	Sex	No significant difference between female and male		0.501	-	-	1,385
Force trainer	Entry route	IPLDP	College DHEP	<0.001	Small	r = 0.079	2,942
	Length of time in service	Years 2 and 3+	Year 1	<0.001	Small	$\varepsilon^2 = 0.022$	1,605
	Ethnicity	No significant difference between ethnic minorities (including White minorities) and White British		0.178	-	-	1,572
	Sex	No significant difference between female and male		0.454	-	-	1,568
Line manager	Entry route	No significant difference between IPLDP and College DHEP		0.257	-	-	2,903
	Length of time in service	Years 2	Year 1 and 3+	0.009	Small	$\varepsilon^2 = 0.006$	1,575
	Ethnicity	No significant difference between ethnic minorities (including White minorities) and White British		0.065	-	-	1,544
	Sex	No significant difference between female and male		0.24	-	-	1,540

Overall satisfaction with tutor constable, force trainer and line manager – IPLDP

Table 12. Satisfaction with support from tutor constables, force trainers and line managers: IPLDP respondents							
Support from	**Variable**	**Less satisfied with support**	**More satisfied with support**	**P-value**	**Effect size**	**Effect size value**	**Total respondents**
Tutor constable	Length of time in service	Years 2 and 3+	Year 1	0.013	Small	$\epsilon^2 = 0.008$	1,055
	Ethnicity	Ethnic minorities (including White minorities)	White British	<0.001	Small	$r = 0.099$	1,039
	Sex	No significant difference between female and male		0.267	-	-	1,040
Force trainer	Length of time in service	Years 2 and 3+	Year 1	<0.001	Small	$\epsilon^2 = 0.051$	1,337
	Ethnicity	No significant difference between ethnic minorities (including White minorities) and White British		0.893	-	-	1,319
	Sex	No significant difference between female and male		0.680	-	-	1,319
Line manager	Length of time in service	Years 2	Year 1 and 3+	<0.001	Small	$\epsilon^2 = 0.016$	1,328
	Ethnicity	No significant difference between ethnic minorities (including White minorities) and White British		0.407	-	-	1,308
	Sex	No significant difference between female and male		0.798	-	-	1,310

Protected learning time

Table 13. Protected learning time							
Sample	Variable	Fewer respondents	More respondents	P-value	Effect size	Effect size value	Total respondents
Protected learning time cancelled or postponed in the last three months							
PCDA	Length of time in service	Year 1	Year 2 and 3	<0.001	-	-	1,935
College DHEP	Length of time in service	Year 1	Year 2	<0.001	-	-	1,368
Received additional PLT in the last three months							
PCDA	Length of time in service	No significant difference between years of service		0.477	-	-	1,980
College DHEP	Length of time in service	No significant difference between years of service		0.716	-	-	1,402

Use of rest days

Table 14. Use of rest days for study or off the job learning							
Sample	Variable	Less frequent use	More frequent use	P-value	Effect size	Effect size value	Total respondents
PCDA	Length of time in service	Year 1	Year 2 and 3	<0.001	Medium	$\varepsilon^2 = 0.061$	2,122
College DHEP	Length of time in service	Year 1	Year 2	<0.001	Small	$d = 0.122$	1,497

Expectations of study time

Table 15. Expectations of study time							
Sample	Variable	Fewer agree that amount of study was clearly explained	More agree that amount of study was clearly explained	P-value	Effect size	Effect size value	Total respondents
PCDA	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	$\varepsilon^2 = 0.045$	2,132
College DHEP	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	$\varepsilon^2 = 0.010$	1,497

Mental wellbeing – PCDA

Variable	Lower wellbeing score	Higher wellbeing score	P-value	Effect size	Effect size value	Total respondents
Table 16. Relationships and correlations with mental wellbeing: PCDA respondents						
Entry route	IPLDP	PCDA	0.05	Small	d = 0.068	3,511
Length of time in force	Years 2 and 3+	Year 1	<0.001	Small	η2 = 0.031	2,152
Ethnicity	No significant difference between White British and Ethnic minorities (excluding White minorities)		0.395	-	-	2,127
Sex	Female	Male	0.011	Small	d = 0.115	2,116
Satisfaction with force	Dissatisfied with force learning	Satisfied with force learning	<0.001	Small	r = 0.276	2,152
	Dissatisfied with tutor	Satisfied with tutor	0.000	Small	r = 0.255	1,840
	Dissatisfied with force trainer	Satisfied with force trainer	0.000	Medium	r = 0.317	2,131
	Dissatisfied with line manager	Satisfied with line manager	0.000	Medium	r = 0.348	2,108
Satisfaction with university	Dissatisfied with university learning	Satisfied with university learning	<0.001	Small	r = 0.158	2,141
	Dissatisfied with support from university staff	Satisfied with support from university staff	0.000	Small	r = 0.132	2,152
	Dissatisfied with online learning	Satisfied with online learning	<0.001	Small	r = 0.178	2,084
PLT cancelled or postponed	PLT cancelled or postponed	PLT not cancelled or postponed	<0.001	Small	d = 0.368	1,935
Use of rest days for study	More frequent use	Less frequent use	<0.001	Small	r = 0.094	2,122
Amount of study clearly explained	Clearly explained	Not clearly explained	<0.001	Small	r = 0.177	2,152

Mental wellbeing – College DHEP

Table 17. Relationships and correlations with mental wellbeing: College DHEP respondents						
Variable	Lower wellbeing score	Higher wellbeing score	P-value	Effect size	Effect size value	Total respondents
Entry	IPLDP	College DHEP	0.735	-	-	2,972
Length of time in force	Years 2	Years 1 and 3+	<0.001	Small	η2 = 0.023	1,613
Ethnicity	No significant difference between White British and Ethnic minorities (excluding White minorities)		0.086	-	-	1,579
Sex	Female	Male	0.027	Small	d = 0.111	1,576
Satisfaction with force	Dissatisfied with force learning	Satisfied with force learning	<0.001	Medium	r = 0.337	1,613
	Dissatisfied with tutor	Satisfied with tutor	<0.001	Small	r = 0.283	1,412
	Dissatisfied with force trainer	Satisfied with force trainer	<0.001	Medium	r = 0.359	1,605
	Dissatisfied with line manager	Satisfied with line manager	<0.001	Medium	r = 0.391	1,575
Satisfaction with university	Dissatisfied with university	Satisfied with university	<0.001	Small	r = 0.211	1,611
	Dissatisfied with support from university staff	Satisfied with support from university staff	<0.001	Small	r = 0.161	1,545
	Dissatisfied with online learning	Satisfied with online learning	<0.001	Small	r = 0.174	1,565
PLT cancelled or postponed	PLT cancelled or postponed	PLT not cancelled or postponed	<0.001	Small	d = 0.356	1,368
Use of rest days for study	More frequent use	Less frequent use	<0.001	Small	r = 0.121	1,497
Amount of study clearly explained	Clearly explained	Not clearly explained	<0.001	Small	r = 0.191	1,602

Mental wellbeing – IPLDP

Table 18. Relationships and corelations with mental wellbeing: IPLDP respondents						
IPLDP variable	**Lower wellbeing score**	**Higher wellbeing score**	**P-value**	**Effect size**	**Effect size value**	**Total respondents**
Length of time in force	Years 2 and 3+	Year 1	<0.001	Small	η2 = 0.021	1,359
Ethnicity	No significant difference between White British and Ethnic minorities (excluding White minorities)		0.396	-	-	1,338
Sex	No significant difference between male and female		0.498	-	-	1,338
Satisfaction with force	Dissatisfied with force learning	Satisfied with force learning	<0.001	Medium	r = 0.412	1,355
	Dissatisfied with tutor	Satisfied with tutor	<0.001	Small	r = 0.296	1,055
	Dissatisfied with force trainer	Satisfied with force trainer	<0.001	Medium	r = 0.328	1,337
	Dissatisfied with line manager	Satisfied with line manager	<0.001	Medium	r = 0.374	1,328

Work-life balance – PCDA

Table 19. Relationships and correlations with work-life balance: PCDA respondents						
Variable	**Lower work-life balance score**	**Higher work-life balance score**	**P-value**	**Effect size**	**Effect size value**	**Total respondents**
Entry route	No differences		0.974	-	-	3,476
Length of time in force	Years 2 and 3+	Year 1	<0.001	Medium	$\eta 2 = 0.064$	2,135
Ethnicity	No significant difference between White British and Ethnic minorities (excluding White minorities)		0.892	-	-	2,110
Sex	No significant difference between male and female		0.779	-	-	2,099
Satisfaction with force	Dissatisfied with force learning	Satisfied with force learning	<0.001	Small	$r = 0.297$	2,130
	Dissatisfied with tutor	Satisfied with tutor	<0.001	Small	$r = 0.178$	1,827
	Dissatisfied with force trainer	Satisfied with force trainer	<0.001	Small	$r = 0.273$	2,114
	Dissatisfied with line manager	Satisfied with line manager	<0.001	Small	$r = 0.258$	2,092
Satisfaction with university	Dissatisfied with university learning	Satisfied with university learning	<0.001	Small	$r = 0.233$	2,124
	Dissatisfied with support from university staff	Satisfied with support from university staff	<0.001	Small	$r = 0.175$	2,067
	Dissatisfied with online learning	Satisfied with online learning	<0.001	Small	$r = 0.246$	2,067
PLT cancelled or postponed	PLT cancelled or postponed	PLT not cancelled or postponed	<0.001	Small	$d = 0.472$	1,920
Use of rest days for study	More frequent use	Less frequent use	<0.001	Small	$r = 0.289$	2,105
Amount of study clearly explained	Not clearly explained	Clearly explained	<0.001	Small	$r = 0.294$	2,117

Work-life balance – College DHEP

Table 20. Relationships and correlations with work-life balance: College DHEP respondents						
Variable	Lower work-life balance score	Higher work-life balance score	P-value	Effect size	Effect size value	Total respondents
Entry route	IPLDP	College DHEP	<0.001	Small	d = 0.175	2,941
Length of time in force	Years 2 and 3+	Year 1	<0.001	Small	η2 = 0.035	1,600
Ethnicity	No significant difference between White British and Ethnic minorities (excluding White minorities)		0.731	-	-	1,568
Sex	No significant difference between male and female		0.958	-	-	1,564
Satisfaction with force	Dissatisfied with force learning	Satisfied with force learning	<0.001	Medium	r = 0.315	1,559
	Dissatisfied with tutor	Satisfied with tutor	<0.001	Small	r = 0.191	1,402
	Dissatisfied with force trainer	Satisfied with force trainer	<0.001	Small	r = 0.280	1,592
	Dissatisfied with line manager	Satisfied with line manager	<0.001	Small	r = 0.278	1,562
Satisfaction with university	Dissatisfied with university learning	Satisfied with university learning	<0.001	Small	r = 0.204	1,598
	Dissatisfied with support from university staff	Satisfied with support from university staff	<0.001	Small	r = 0.157	1,533
	Dissatisfied with online learning	Satisfied with online learning	<0.001	Small	r = 0.197	1,553
PLT cancelled or postponed	PLT cancelled or postponed	PLT not cancelled or postponed	<0.001	Small	d = 0.347	1,367
Use of rest days for study	More frequent use	Less frequent use	<0.001	Small	r = 0.286	1,485
Amount of study clearly explained	Not clearly explained	Clearly explained	<0.001	Small	r = 0.204	1,589

Work-life balance – IPLDP

Table 21. Work-life balance: IPLDP respondents						
IPLDP variable	Lower work-life balance score	Higher work-life balance score	P-value	Effect size	Effect size value	Total respondents
Length of time in force	Years 2 and 3+	Year 1	<0.001	Small	$\eta2 = 0.052$	1,341
Ethnicity	No significant difference between White British and Ethnic minorities (excluding White minorities)		0.472	-	-	1,322
Sex	No significant difference between male and female		0.331	-	-	1,322
Satisfaction with force	Dissatisfied with force learning	Satisfied with force learning	<0.001	Medium	$r = 0.344$	1,338
	Dissatisfied with tutor	Satisfied with tutor	<0.001	Small	$r = 0.170$	1,041
	Dissatisfied with force trainer	Satisfied with force trainer	<0.001	Small	$r = 0.255$	1,322
	Dissatisfied with line manager	Satisfied with line manager	<0.001	Small	$r = 0.247$	1,328

Awareness, understanding and use of evidence-based policing – PCDA

Table 22. Awareness, understanding and use of evidence-based policing: PCDA respondents							
Statement	**Variable**	**Agree less**	**Agree more**	**P-value**	**Effect size**	**Effect size value**	**Total respondents**
Awareness of EBP	Entry route	IPLDP	PCDA	<0.001	Small	r = 0.095	2,537
	Length of time in service	Year 1	Year 2 and 3+	<0.001	Small	ε² = 0.011	1,488
Understand EBP	Entry route	IPLDP	PCDA	<0.001	Small	r = 0.090	2,537
	Length of time in service	Year 1 and 2	Year 3+	<0.001	Small	ε² = 0.012	1,488
Use research to inform decisions	Entry route	PCDA	IPLDP	<0.001	Small	r = 0.182	2,537
	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	ε² = 0.016	1,488
Keep up to date with research	Entry route	PCDA	IPLDP	<0.001	Small	r = 0.159	2,537
	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	ε² = 0.014	1,488
Supervisors encourage use	Entry route	PCDA	IPLDP	<0.001	Small	r = 0.131	2,537
	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	ε² = 0.011	1,488

Awareness, understanding and use of evidence-based policing – College DHEP

Table 23. Awareness, understanding and use of evidence-based policing: College DHEP respondents							
Statement	Variable	Agree less	Agree more	P-value	Effect size	Effect size value	Total respondents
Awareness of EBP	Entry route	IPLDP	College DHEP	<0.001	Small	$r = 0.130$	2,065
	Length of time in service	Year 1	Year 2 and 3+	<0.001	Small	$\varepsilon^2 = 0.017$	1,016
Understand EBP	Entry route	IPLDP	College DHEP	<0.001	Small	$r = 0.119$	2,065
	Length of time in service	Year 1	Year 2 and 3+	<0.001	Small	$\varepsilon^2 = 0.016$	1,016
Use research to inform decisions	Entry route	College DHEP	IPLDP	<0.001	Small	$r = 0.183$	2,065
	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	$\varepsilon^2 = 0.031$	1,016
Keep up to date with research	Entry route	College DHEP	IPLDP	<0.001	Small	$r = 0.140$	2,065
	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	$\varepsilon^2 = 0.036$	1,016
Supervisors encourage use	Entry route	College DHEP	IPLDP	<0.001	Small	$r = 0.149$	2,065
	Length of time in service	Year 2 and 3+	Year 1	<0.001	Medium	$\varepsilon^2 = 0.058$	1,016

Attitudes towards evidence-based policing – PCDA

Table 24. Attitudes towards evidence-based policing: PCDA respondents							
Statement	**Variable**	**Agree less**	**Agree more**	**P-value**	**Effect size**	**Effect size value**	**Total respondents**
EBP is a fad	Entry route	No significant difference between IPLDP and PCDA respondents		0.104	-	-	2,537
	Length of time in service	No significant difference between years of service		0.391	-	-	1,488
EBP is only for senior leaders	Entry route	IPLDP	PCDA	<0.001	Small	r = 0.065	2,537
	Length of time in service	Year 1 and 2	Year 3+	<0.001	Small	$\varepsilon^2 = 0.010$	1,488
Research evidence is not relevant to my role	Entry route	IPLDP	PCDA	<0.001	Small	r = 0.084	2,537
	Length of time in service	Year 1 and 2	Year 3+	0.015	Small	$\varepsilon^2 = 0.006$	1,488
Experience is more important than research	Entry route	PCDA	IPLDP	<0.001	Small	r = 0.069	2,537
	Length of time in service	Year 1	Year 2 and 3+	<0.001	Small	$\varepsilon^2 = 0.013$	1,488

Attitudes towards evidence-based policing – College DHEP

Table 25. Attitudes towards evidence-based policing: College DHEP respondents							
Statement	**Variable**	**Agree less**	**Agree more**	**P-value**	**Effect size**	**Effect size value**	**Total respondents**
EBP is a fad	Entry route	College DHEP	IPLDP	<0.001	Small	r = 0.095	2,065
	Length of time in service	Year 1	Year 2 and 3+	<0.001	Small	$\varepsilon^2 = 0.016$	1,016
EBP is only for senior leaders	Entry route	No significant difference between IPLDP and College DHEP respondents		0.388	-	-	2,065
	Length of time in service	Year 1	Year 2 and 3+	<0.001	Small	$\varepsilon^2 = 0.024$	1,016
Research evidence is not relevant to my role	Entry route	No significant difference between IPLDP and College DHEP respondents		0.909	-	-	2,065
	Length of time in service	Year 1	Year 2 and 3+	<0.001	Small	$\varepsilon^2 = 0.025$	1,016
Experience is more important than research	Entry route	No significant difference between IPLDP and College DHEP respondents		0.861	-	-	2,065
	Length of time in service	Year 1	Year 2 and 3+	0.005	Small	$\varepsilon^2 = 0.011$	1,016

Awareness, understanding and use of evidence-based policing – IPLDP

Table 26. Awareness, understanding and use of evidence-based policing: IPLDP respondents							
Statement	Variable	Agree less	Agree more	P-value	Effect size	Effect size value	Total respondents
Awareness of EBP	Length of time in service	No significant difference between years of service		0.758	-	-	1,049
Understand EBP	Length of time in service	No significant difference between years of service		0.757	-	-	1,049
Use research to inform decisions	Length of time in service	No significant difference between years of service		0.280	-	-	1,049
Keep up to date with research	Length of time in service	No significant difference between years of service		0.155	-	-	1,049
Supervisors encourage use	Length of time in service	No significant difference between years of service		0.116	-	-	1,049
EBP is a fad	Length of time in service	Year 1	Year 2 and 3+	0.001	Small	$\varepsilon^2 = 0.013$	1,049
EBP is only for senior leaders	Length of time in service	No significant difference between years of service		0.126	-	-	1,049
Research evidence is not relevant to my role	Length of time in service	No significant difference between years of service		0.734	-	-	1,049
Experience is more important than research	Length of time in service	No significant difference between years of service		0.480	-	-	1,049

Awareness, understanding and use of problem solving – PCDA

Table 27. Awareness, understanding and use of problem solving: PCDA respondents							
Statement	**Variable**	**Agree less**	**Agree more**	**P-value**	**Effect size**	**Effect size value**	**Total respondents**
Aware of problem solving	Entry route	IPLDP	PCDA	<0.001	Small	$r = 0.103$	2,537
	Length of time in service	Year 1 and 2	Year 3+	0.002	Small	$\varepsilon^2 = 0.008$	1,488
Understand problem solving	Entry route	IPLDP	PCDA	<0.001	Small	$r = 0.081$	2,537
	Length of time in service	Year 1 and 2	Year 3+	0.012	Small	$\varepsilon^2 = 0.008$	1,487
Problem solving techniques are useful	Entry route	No significant difference between IPLDP and PCDA respondents		0.165	-	-	2,537
	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	$\varepsilon^2 = 0.014$	1,488
Routinely practice problem solving	Entry route	PCDA	IPLDP	0.004	Small	$r = 0.058$	2,537
	Length of time in service	Year 3+	Year 1	0.019	Small	$\varepsilon^2 = 0.005$	1,488
Ready access to information on problem solving	Entry route	No significant difference between IPLDP and PCDA respondents		0.948	-	-	2,537
	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	$\varepsilon^2 = 0.010$	1,488
Had sufficient training in problem solving	Entry route	IPLDP	PCDA	0.004	Small	$r = 0.057$	2,537
	Length of time in service	No significant difference between years of service		0.114	-	-	1,488

Awareness, understanding and use of problem solving – College DHEP

Table 28. Awareness, understanding and use of problem solving: College DHEP respondents							
Statement	**Variable**	**Agree less**	**Agree more**	**P-value**	**Effect size**	**Effect size value**	**Total respondents**
Aware of problem solving	Entry route	IPLDP	College DHEP	<0.001	Small	r = 0.103	2,065
	Length of time in service	Year 1	Year 2 and 3+	<0.001	Small	ε^2 = 0.012	1,016
Understand problem solving	Entry route	IPLDP	College DHEP	<0.001	Small	r = 0.085	2,065
	Length of time in service	No significant difference between years of service		0.213	-	-	1,016
Problem solving techniques are useful	Entry route	College DHEP	IPLDP	<0.001	Small	r = 0.075	2,065
	Length of time in service	Year 2 and 3+	Year 1	<0.001	Small	ε^2 = 0.014	1,016
Routinely practice problem solving	Entry route	College DHEP	IPLDP	<0.001	Small	r = 0.135	2,065
	Length of time in service	No significant difference between years of service		0.075	-	-	1,016
Ready access to information on problem solving	Entry route	College DHEP	IPLDP	0.005	Small	r = 0.062	2,065
	Length of time in service	Year 2 and 3+	Year 1	0.04	Small	ε^2 = 0.006	1,016
Had sufficient training in problem solving	Entry route	No significant difference between IPLDP and College DHEP respondents		0.712	-	-	2,065
	Length of time in service	No significant difference between years of service		0.887	-	-	1,016

Attitudes towards problem solving – PCDA

Table 29. Attitudes towards problem solving: PCDA respondents							
Statement	**Variable**	**Agree less**	**Agree more**	**P-value**	**Effect size**	**Effect size value**	**Total respondents**
Have a positive view of problem solving	Entry route	No significant difference between IPLDP and PCDA respondents		0.055	-	-	2,537
	Length of time in service	No significant difference between years of service		0.055	-	-	1,488
Problem solving is an important part of policing	Entry route	No significant difference between IPLDP and PCDA respondents		0.599	-	-	2,537
	Length of time in service	No significant difference between years of service		0.098	-	-	1,488
Problem solving is relevant	Entry route	No significant difference between IPLDP and PCDA respondents		0.812	-	-	2,537
	Length of time in service	Year 2 and 3+	Year 1	0.010	Small	$\varepsilon^2 = 0.006$	1,488

Attitudes towards problem solving – College DHEP

Table 30. Attitudes towards problem solving: College DHEP respondents							
Statement	**Variable**	**Agree less**	**Agree more**	**P-value**	**Effect size**	**Effect size value**	**Total respondents**
Have a positive view of problem solving	Entry route	No significant difference between IPLDP and College DHEP respondents		0.920	-	-	2,065
	Length of time in service	Year 2	Year 1 and 3+	0.003	Small	$\varepsilon^2 = 0.011$	1,016
Problem solving is an important part of policing	Entry route	College DHEP	IPLDP	0.042	Small	$r = 0.045$	2,065
	Length of time in service	Year 2	Year 1 and 3+	<0.001	Small	$\varepsilon^2 = 0.014$	1,016
Problem solving is relevant	Entry route	No significant difference between IPLDP and College DHEP respondents		0.218	-	-	2,065
	Length of time in service	Year 2	Year 1 and 3+	<0.001	Small	$\varepsilon^2 = 0.016$	1,016

Awareness, understanding and use of problem solving – IPLDP

Table 31. Awareness, understanding and use of problem solving: IPLDP respondents							
Statement	Variable	Agree less	Agree more	P-value	Effect size	Effect size value	Total respondents
Aware of problem solving	Length of time in service	No significant difference between years of service		0.793	-	-	1,049
Understand problem solving	Length of time in service	No significant difference between years of service		0.472	-	-	1,049
Problem solving techniques are useful	Length of time in service	No significant difference between years of service		0.101	-	-	1,049
Routinely practice problem solving	Length of time in service	No significant difference between years of service		0.797	-	-	1,049
Ready access to information on problem solving	Length of time in service	No significant difference between years of service		0.696	-	-	1,049
Had sufficient training in problem solving	Length of time in service	No significant difference between years of service		0.196	-	-	1,049
Have a positive view of problem solving	Length of time in service	No significant difference between years of service		0.293	-	-	1,049
Problem solving is an important part of policing	Length of time in service	No significant difference between years of service		0.543	-	-	1,049
Problem solving is relevant	Length of time in service	No significant difference between years of service		0.074	-	-	1,049

Procedural justice

Outcome	Scale range	Mean score for each scale (where lower scores are more positive attitudes)			Statistically significant differences	P-value	Effect size	Effect size value
		IPLDP (n=1,049)	**PCDA (n=1,488)**	**College DHEP (n=1,016)**				
Attitudes towards victims	5-25	13.19	13.25	12.44	DHEP more positive than IPLDP DHEP more positive than PCDA No significant difference between PCDA and IPLDP	<0.001 <0.001 0.688	Small Small -	d = 0.197 d = 0.296 -
Perceived value of procedural justice	5-25	11.27	11.00	10.56	DHEP more positive than IPLDP DHEP more positive than PCDA No significant difference between PCDA and IPLDP	<0.001 <0.001 0.597	Small Small -	d = 0.220 d = 0.143 -
Attitudes towards delivering quality of service	4-20	11.14	11.08	10.50	DHEP more positive than IPLDP DHEP more positive than PCDA PCDA more positive than IPLDP	<0.001 <0.001 <0.035	Small Small Small	d = 0.237 d = 0.219 d = 0.085
Building empathy and rapport	4-20	9.29	9.42	9.25	No significant difference between College DHEP and IPLDP No significant difference between College DHEP and PCDA No significant difference between PCDA and IPLDP	0.751 0.077 0.158	- - -	- - -
Fair treatment of the public	3-15	6.49	6.39	6.21	DHEP more positive than IPLDP DHEP more positive than PCDA No significant difference between PCDA and IPLDP	0.002 0.031 0.225	Small Small -	d = 0.135 d = 0.088 -
Fair decision making	6-30	10.99	10.87	10.79	No significant difference between College DHEP and IPLDP No significant difference between College DHEP and PCDA No significant difference between PCDA and IPLDP	0.102 0.465 0.274	- - -	- - -

Table 32. Attitudes towards procedurally just approaches to policing: entry route differences

Procedural justice

| Table 33. Attitudes towards procedurally just approaches to policing: degree on entering the service (PCDA and IPLDP)								
Outcome	Scale range	Entry route	Mean score for each scale (where lower scores are more positive attitudes)		Statistically significant differences	P-value	Effect size	Effect size value
			Degree and above	Lower than degree				
Attitudes towards victims	5-25	PCDA	12.97	13.29	No statistically significant differences	0.286	-	-
		IPLDP	12.94	13.45	No statistically significant differences	0.099	-	-
Perceived value of procedural justice	5-25	PCDA	10.65	11.05	No statistically significant differences	0.103	-	-
		IPLDP	11.01	11.45	Degree and above more positive	0.041	Small	d = 0.129
Attitudes towards delivering quality of service	4-20	PCDA	10.88	11.11	No statistically significant differences	0.281	-	-
		IPLDP	11.06	11.18	No statistically significant differences	0.454	-	-
Building empathy and rapport	4-20	PCDA	9.43	9.42	No statistically significant differences	0.969	-	-
		IPLDP	9.22	9.33	No statistically significant differences	0.467	-	-
Fair treatment of the public	3-15	PCDA	6.27	6.41	No statistically significant differences	0.397	-	-
		IPLDP	6.35	6.59	No statistically significant differences	0.074	-	-
Fair decision making	6-30	PCDA	10.68	10.90	No statistically significant differences	0.298	-	-
		IPLDP	10.86	11.08	No statistically significant differences	0.215	-	-

Appendix 3. Respondent characteristics
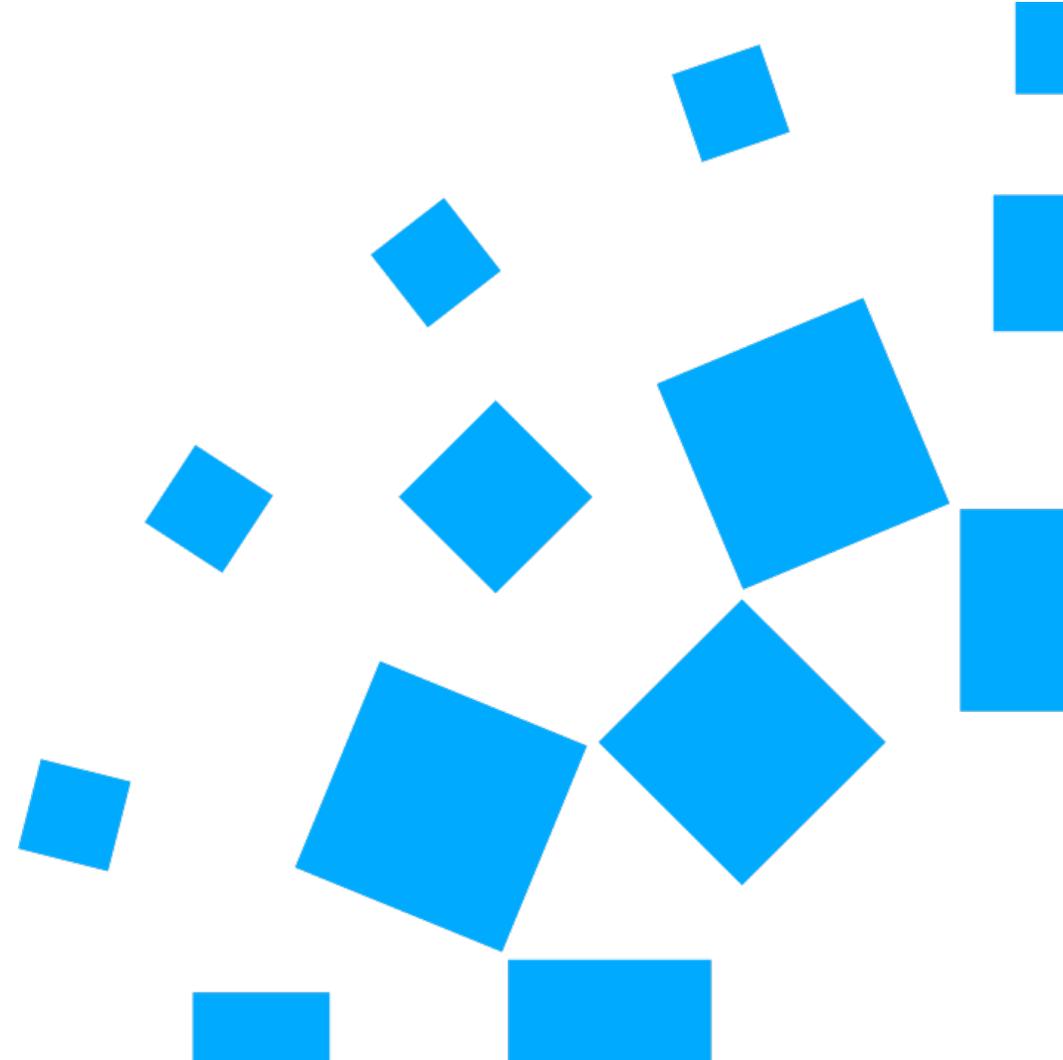
Respondent characteristics

Table 1. Sex

	Total respondents	Female	Male	Prefer not to say and other
PCDA	2,152	35.5%	62.9%	1.6%
College DHEP	1,613	50.2%	47.5%	2.4%
Police Now DHEP	213	62.4%	37.6%	0%
IPLDP	1,359	37.6%	60.9%	1.6%
Other DC	143	67.1%	32.2%	0.7%
Other	100	37%	60%	3%
Total	**5,580**			

Table 2. Ethnicity

	Total respondents	Ethnic minorities (including White minorities)	White British	Prefer not to say
PCDA	2,152	9.5%	89.4%	1.2%
College DHEP	1,613	12.8%	85.1%	2.1%
Police Now DHEP	213	22.5%	76.1%	1.4%
IPLDP	1,359	11.4%	87%	1.5%
Other DC	143	11.2%	88.1%	0.7%
Other	100	11%	87%	2%
Total	**5,580**			

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