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Dear Sir/Madam

Please find a summary of results from my work. I hope it will help in future development. I graduated from the University of Portsmouth in 2013 with the award of PhD (Doctor of Philosophy). My subject area was the education and training of “Garda Recruits” in the Garda Siochana (theoretical education and experiential training). The title of my thesis is:

‘Training for success?’ An Analysis of the Irish Garda Siochana Trainee programmes from 1922 to Present Day.

I was a garda sergeant teacher/trainer attached to the Garda College from 1999 to 2005. I later became a divisional training sergeant in Wexford from 2009 to 2013. I am currently a uniform inspector attached to Enniscorthy Garda Station, Co. Wexford.

This academic work is original at this level (PhD) in Ireland; it is a very specific subject area (recruit/trainee education and training). For ease of reading you will notice there is constant reference to the use of names and numbers for different garda recruit/trainee programmes;

(A)

When I refer to the 2nd programme this is the Dr. Walsh non-competency programme {1989 to 2002 (terminated)}

(B)

When I refer to the 3rd and/or current trainee programme, this means the “Trainee Competency Programme” {2003 to 2008 (terminated)}. This programme was terminated a couple of years ago when garda recruitment began again.

The term “accelerated recruitment” and/or accelerated gardaí refers to the large numbers in training over a period of time (2004 to 2008) i.e., numbers in training went from 125 (approx) coming into the Garda College every 12 weeks or so to 275 (approx) coming in to the Garda College every 12 weeks or so.

Thirty Two (32) themes and within them; major themes emerged through the research and in findings.

Yours sincerely,

Mark Foley

University and time period of study and research

- **University of Portsmouth**
- **Institute of Criminal Justice Studies**
- **2005 – 2011**
- **Professor Steven Savage - supervisor**
- **Dr. Phil Clements - supervisor**
- **Research Methods Course for PhD, Smurfit UCD Dublin**
- **Thesis: 80,000 words**

General aim: research the following:

- **Pre-competency recruit training – V – Competency recruit training**
- **Development perspective of the Garda trainee/recruit**
- **The competency based approach (from the original implementation) in 2003, that was non accelerated for two intakes of trainees –V- accelerated trainees from late 2003 to 2008.**

Six (6) objectives of research:

- ❖ **To investigate the effect of accelerated recruitment.**
- ❖ **To analyse the current strategies of the competency based trainee programme.**
- ❖ **To analyse changes, if any?**
- ❖ **To analyse the quality of the programmes.**
- ❖ **To research the differences in developmental paths of trainee pre- and post- the introduction of a competency based programme.**
- ❖ **To research the implementation procedures.**

Primary data from:

First “Recruit” Programme - 1964 to 1988 (used to lay the groundwork),

50 Garda respondents

- **Male and female/geographical location.**
- **Serving and retired.**
- **Uniform/plainclothes/rank.**
- **Survey – open and closed questions.**

2nd Programme -1989 to 2002 – “Walsh Pre-Competency Programme”

50 Garda respondents – surveyed, b) 4 Gardaí - interviewed and c) 2 Gardaí – case studies

- ❖ **Male/female/geographical location/rank.**
- ❖ **Surveys – open and closed questions.**
- ❖ **Interviews – semi-structured.**
- ❖ **Case studies at 2000 words each.**

3rd programme “Competency Programme” from 2003 – Non-Accelerated Gardaí

Primary data from: (2 intakes only, no accelerated recruitment in beginning of 2003)

a) 176 garda trainee respondents surveyed and (b) 30 garda trainee respondents interviewed

- **2 surveys conducted over 52 weeks in 2003/2004 by PDIU***
- **Interviews conducted by me while in PDIU in Garda College***
- **(*Programme Development and Implementation Unit)**

**3rd Programme – “Competency Programme” from 2003 – 2008 - Accelerated
Gardai**

**a) 322 trainee respondents – surveyed, (b) 5 probationary Garda respondents –
interviewed and (c) 4 probationary Garda respondents – case studies**

- **3 surveys conducted over 15 months)**
- **Group interview**
- **Case Studies @2000 words each**

Garda Teacher/Trainers

12 Gardaí - Teacher/trainers respondents

- **Interviews – semi- structured**
- **Garda College and Divisional Centres**
- **Male ,female and rank**
- **Teach/lecture on programmes from 1989**

A Study of Irish police trainee development

“Training for Success?”

‘An analysis of the Irish Garda Siochana trainee programmes from 1922 to present day’

Summary of results

Mark Foley PhD, MSc

Contents:

“Quotations” from trainees and teacher/trainer respondents

“Percentages” – on various aspects of the results on trainee development

“Tables” – used for comparative purposes on results

Respondents and research used:

Interviews and detailed longitudinal surveys carried out over 2 years

“322” trainees from competency programme – 6 surveys over 2 years

“50” respondents from 1st training programme - survey

“50” respondents from pre-competency programme - survey

“12” Teacher/trainers – interviews

“5” competency programme trainees – group interview

“10” tutor gardaí - survey

“10 operational sergeants - survey

“400” publications/periodicals/books etc used for this work

(All respondents are designated with numbers to prevent recognition)

(All quotations are original from the surveys, interviews, case studies)

Teacher/Trainers

(T/T 1 to T/T12 used for teacher/trainers)

(Current programme = competency programme which was subjected to accelerated recruitment, programme implemented in 2003-2008.

Walsh programme = non-competency existed from 1989 to 2002.)

T/T11 on the current programme, stated in his interview on legal and policing, *'we were overwhelmed with trainees and over a very short time the integration processes did not unfold'*.

T/T 6 on the current programme, stated in his interview, *'nothing really changed, but it could have if they had of listened to teacher/trainers.*

T/T 11 on the current programme stated, *'it really became impossible after a while, the numbers were huge but they expected us to-do the same work.*

T/T3 on the current programme, stated the following which is the experience of all the teacher/trainer respondents: *' you cannot blame Sergeants who were transferred here, no one wanted to stay here it was too far from Dublin, Waterford or Cork, most of the lads had their families elsewhere and getting promotion was difficult. If you look at the competency programme, regardless of what they say it was diluted by the accelerated recruitment of 2000 trainees and the rotation of staff continued'*.

T/T8 on the current programme, stated in his interview and this represents the experiences of all the teacher/trainer respondents: *"how can you teach the same subject in a lecture theatre with around 200 students, you just present the lecture, there was no interaction and very impersonal, when I was teaching in the pre-competency programme we followed all our lectures with classroom work which was always full of discussion and debate'*.

T/T2 on the current programme, stated, *'we not only changed to a new course but then we were hit with massive numbers, something had to give'*.

T/T5 on the Walsh 1985 programme and current programme, stated the following and this represented the experience of the teacher/trainer respondents: *'in my experience we were never assessed, inspected, or monitored, curriculum's were never assessed, inspected or monitored which resulted in having no independent development feedback or what development materials should be included, in essence teacher/trainers were to an extent left to their own devices on the programmes development, review and implementation if they deemed it necessary'*.

T/T2 on the reason legal and policing subjects are more important, stated *'there is and always will be a more concentrated role on criminal law and Garda practises and procedures in phase one by the very nature of policing work with all other subjects as ancillary'*.

T/T9 on the reason legal and policing subjects are more important, stated *'based on my experience, teacher/trainers respondents recognise that all subjects are important; however, in their view the main thrust of policing will be enforcing legislation. The remainder of a trainee's developmental path (communications, social studies, MAOS etc) is in supporting that role'* Another teacher/trainer

T/T3 on accelerated recruitment stated, *'accelerated recruitment trainee numbers interfered with the delivery and integration of the programme in the Garda College for both phases especially phase three'*.

T/T6 on a lack of quality control, argued that in respect of the Walsh (1985) programme this *'core legal dominance was allowed to develop due to, a lack of quality control to assist the other subject's areas thus allowing the programme meander from its original aims and objectives'*.

T/T6 on Garda College staff movement, also stated *'I think in the period of my time in the training centre and college at least 150/200 staff must have moved through – mostly connected to promotion transfers and most of them had never taught or received*

a teacher/trainer course before their arrival, one example of this goes back a few years when 20 new staff were transferred here in one go, there was a lot of unrest for everyone’.

T/T7 on accelerated recruitment, stated in his interview, *‘this can only have one consequence, ineffective learning for trainees and a failure to exploit full opportunities presented to them. However, due to plausible intervention of operational Gardai the overall acceptance/positive experiences can be placed between good and very good with the emphasis on the good end of the scale’.*

T/T7 on accelerated recruitment, stated, *‘I tried my best but the numbers and the amount of administration just got the better of me, I complained within my own limited section but we all knew there was nothing we really could do’.*

T/T 9 on why teacher/trainers must have 3rd level qualifications, stated, *‘this was the nail in the coffin which killed the competency programme’.* All the teacher/trainers felt obliged to take a 3rd level qualification because they were teaching and facilitating a Bachelor of Arts programme. The responses varied from: *‘improve teaching skills’* (**T/T2**), *‘for credibility, considering the students get a qualification’* (5 responses, **T/T 6, 3, 8, 9 and 10**), *‘skill and credibility’* (**T/T12**), *‘professional and personal development’* (**T/T11**).

Trainees

Trainee quotations (sample) on their programmes – pre-competency (Walsh 1985-1989) and competency programmes (2003-2008)

(Trainee designation - respondent 1 to respondent 322 used for this work).

Phase two trainees' working with the regular unit

'Working with the unit both in the station and the car, because I learned the most here as opposed to weekly placements' (r1)

'Getting to see the job up front and getting to see the theory part of phase one being put into practise'(r2)

'Working on the regular unit learned most and received most experience and confidence' (r3)

'The twelve weeks I spent on the regular unit being able to see the role of the garda and what I hope to be doing in a few weeks'(r4)

'I have used law which I learned from phase 1. I became more assertive and much calmer person that I used to be' (r5)

'Being on the regular unit, I learnt the most during this period thanks to my tutor and sergeant' (r6)

'Working with the unit because you were putting into practise what you learned on phase 1 and developed a better understanding of a lot of theory,(r7)

'It gave me a better understanding of working as part of a team and preparing files' (r9)

'I like working with the unit we all got on very well together. My sgt was very helpful before my assessment. I got on very well with my superintendent; he was very good to me during my three months in the station, (r11)

'Working with the regular unit to see how the day to day policing happens' (r14)

'Working with the unit as that's where I learnt the most' (r16)

'The improvement of your confidence dealing with situations' (r17)

Phase two (22 weeks in operational garda stations)

Trainees' working with administrative specialist placements: the following are regarded as the "least useful" for developmental purposes by trainees

1. District office
2. Sergeant's office
3. Warrants office
4. Communication centres/command and control in Dublin
5. Immigration
6. Vetting office (security clearances)
7. General clerical duties
8. Fines office

'Several of the specialist placements were also rather disappointing as members left students behind or didn't involve the students i.e. the D-Branch' (r101)

'Working with specialised units – time was too short to really get to know the ins and outs of each unit' (r103)

'All placements were a waste of time, learned very little – was treated like an outsider and couldn't get involved. With the DDU (Dublin Detective Unit) all I did was sit for a week but to be honest there is very little a student can do in the office. Drugs and traffic were the only placements I was able to get involved' (r106)

'Been made a fool for wanting to ask questions and show an interest, which resulted in the remainder of the phase – me not saying a word for fear of a negative response' (r107)

Longer on the unit, it takes a while to settle and get confidence and you are just starting to get comfortable dealing with people and issues and then you have to start your placements/attachments' (r110)

'Some specialist services were just about learning however, no designated person to learn from as you were only there for a week' (r114)

Phase two trainees' working in social placements, the following are regarded as "least useful" for developmental purposes by trainees

'My social placement was pointless and I didn't gain very much from it' (r9)

'I was there for two weeks and did nothing but watch others do work in the woman's refuge. I felt it was of very little benefit to me' (r11)

'Although I enjoyed the social placement, it isn't very relevant to our work' (r12)

*'My social placement was of great benefit to me as I got to know numerous youths through various youth clubs. This helped when dealing with youths on the streets'
'2 weeks was too much, fairly boring' (r21)*

'I enjoyed my social placement but I don't see how it was relevant to my training' (r23)

'My social placement was good to meet people. But on the unit would be more beneficial' (r22)

'Social placements as you get to know the youths in your phase two area and then you are sent somewhere else on phase two' (r23)

'Can understand relevance of social placement but not sure its high on list of priorities for training a student Garda' (r24)

'The social placement for me – it was a waste of time; personally I gained nothing while losing time on the job I am training to do. No relevance' (r41)

'My social placement, although enjoyable, it was 2 weeks I think could've been spent on a placement or unit where I would probably have benefited more' (r43)

'The social placement I feel that two weeks was too long, in my opinion one week would probably have done' (r44)

'I felt awkward and out of place' (r51)

'I spent two weeks peeling veg in a kitchen in the mornings and in the afternoons. I worked with a homework club and because the kids in the club did not like Gardai I was not allowed to mention being a student Garda.' (61)

'Utterly pointless'' (r100)

Phase two classroom educational work (one day per week) in divisional training centres for trainees'

'Completion of work for phase two classes – no recognition for effort made in our own time' (r133)

'Training classes could have been more structured i.e. group case studies, importance to personal work undertaken' (r136)

'From my friends it would appear a difference in Dublin they seem to have a more structured approach to weekly classes as opposed to where I was' (r140)

'In my case it was the classes. They could have been more educational' (r119)

'Phase two classes were very drawn out' (r149)

'Not being given enough opportunity to access investigation files with a view to learn how to prepare file properly' (r19)

'The weekly classes were a waste of time. We covered very little' (r16)

'It felt like we had material covered and just doing refreshing of it' (r17)

'Class was often drawn out repeating a lot of topics and taking an excessive number of long breaks' (r3)

Phase two "Experiential Learning Diary" – each trainee required to keep for period of training

'Good for recognising competency achievement only' (r11)

'Reduce the law repetition' (r52)

'Change diary to writing on a main incident during week' (r71)

Trainee recommendations to improve phase two

'The fact that you have no powers at all even to sign a passport form makes you feel that you are getting in the way at times, because everyone is so busy. It would be great if you had some powers to help out' (r16)

'Give students a little responsibility' (r18)

'Show us how to handcuff a prisoner and a little self defence' (r25)

'More personal protection' (r27)

'Being in the station and not able to sign forms or help people with their questions as you do not know the answers, (r34)

'Students should have handcuffs if not also a baton, there were times when we were outnumbered and Gardai were annoyed I had nothing' (r35)

'Get trained in the use of handcuffs and ASP' (r41)

'Students should have as much power as reserve Gardai as we have much more training. I personally was stuck in two situations when I did not have a baton or handcuffs to protect myself' (r46)

'Give more powers to students to assist at checkpoints' (r47)

'Give phase two students simple powers in public order and road traffic' (r50)

'Give the students a little more responsibility. Don't think it's fair to see the reserves coming out with batons and handcuffs. A bit of protection wouldn't be too much to ask for' (r53)

'Student Gardai should be given some sort of equipment to defend themselves' (r61)

'I feel although we are still only students we should still have some means of protecting ourselves, as working in Dublin I had a few close calls and nearly got attacked a few times' (r67)

'Limited powers for students' (r77)

'I think phase two students should have powers to a certain extent, that your tutor garda has to be there, you would learn a lot more by putting it in to practise yourself' (r73)

'Give students 'limited powers' (r77)

'Being released for phase two with limited powers i.e. reserve powers' (r84)

'Give students some powers after leaving phase one i.e. road traffic and public order, It was very annoying at times on a checkpoint and you couldn't even ask a man/woman for his licence or cert of insurance' (r89)

'Should be given some powers in order to be more useful to the station members' (r93)

**Trainees' attitudes to joining the Garda Siochana - Pre-competency programme
1989-2002**

92.5% of the respondents stated they would recommend the Garda Siochana, some reservations were expressed (paternally), and they are as follows:

'Yes, however, I would tell them to go in with their eyes open and beware of the pitfalls' (r4)

'Yes job security, diversity, satisfaction' (r7,)

'Yes, excellent, excellent career choice if it suits you as a person' (r31)

'Yes, good varied job' (r35,)

'Yes, everyday is a new challenge' (r40),

'Yes, it is a safe pensionable job' (r42),

Yes, but would definitely explain the workings of the job and the lines of communication' (r42)

'Yes, every day is different' (r6),

'Yes, you make great friends' (r14),

'Yes, good career, plenty of opportunity – but I would tell them about shift work' (r19),

'Yes, but I would warn them of the downs – no positive feedback while in college and hard to move stations' (r22),

'Yes, if I felt it would be suited towards them – I would outline the different tasks and responsibilities involved' (r29),

'No, too many managers' (r32),

'No, some members work very hard and don't get recognised' (r48)

Competency programme 2003-2008

Intake A - 161 respondents

97% of the respondents stated they would recommend the Garda Siochana as a career.
'Communications in the college with staff is not good – learn from the older students'
(r67)

'Poor Pay as a student = credit unions good for assistance' (r22),

'Hard in the college' (r25),

'Tough Challenges' (r29),

'Secure employment' (r44),

'Pension good' (r45),

'Every day is a different day' (r50),

'Career progression is good' (r59),

'Different aspects to the work environment' (r60),

'Pride' (r71),

'It is not a job just for money' (r82),

'Variety' (r91),

'Career for life' (r98),

'Pension' (r101)

'Flexible' (r104)

Intake B – 161 respondents – 2003-2008

98% of the respondents stated they would recommend the Garda Siochana.

‘Yes, but the Garda culture can be unnecessarily oppressive’ (cr2),

‘Yes however, lacks professionalism and communication skills’ (cr14),

‘Yes however, there should be more discipline’ (cr23),

‘Yes however, entry takes too long’ (cr56),

‘Yes however, they need to show interest first’ (r61),

‘Yes however, there should be more practise less theory’ (cr72),

‘Yes however, recruitment time too long’ (cr81),

‘Yes, I recommend the Gardai – but training is a joke – too many subjects (cr90),

‘practical training’ (r93),

‘No until I experience real work’ (cr95),

‘Good career prospects’ (cr100),

‘Intense’ (cr121),

‘Discipline’ (cr124),

‘Social interaction’ (cr134),

First Recruit Programme – 1964-1989

Respondents' experiences of training in the first recruit programme from 1964-1989 – sample quotations from 50 respondents

'Institutionalised training'

'Learn it off by heart'

'Individuality did not exist'

'Six months training in full uniform'

'Two hours of P. E. each day – no choice in the matter'

'Two Hours of hard drill each day for the last ten weeks'

'All classroom Work– Criminal Law and Procedures from handout lectures-learn it boy'

'Full uniform inspection every morning from head to toe – a nightmare'

'Full inspection every Tuesday by the Chief Superintendent from head to toe'

'Haircuts to the scalp'

'One full weekend off in every seven – finish 5pm on Friday and return by 11pm Sunday night – it was like a prison'

'Finished at 1pm every fourth Saturday until 11pm Sunday night'

'7am every morning – Revile'

'Full room inspection every Monday night (white gloves on staff carrying out inspection, I remember we had to wash the linoleum on the floor and then wax it'

'Three recruits to a room – partition only between rooms – six rooms per corridor – no privacy at all'

'Confined study every night from 8.30 pm to 9.30 pm'

'Any exit from the college required a pass from the superintendent in charge of recruit training'

'Three major exams (7 weeks/mid/three weeks from the end) through the six months – double failure and you were deemed unfit and unsuitable for An Garda Siochana'

'The passing out parade consisted of 28 minutes of a full drill display – the following day you were allocated to your station'

'Discipline bordered on bullying'

'No changes in practises or college procedures except on the curriculum when new legislation was enacted'

'Very little practical work – all rote learning'

'Training consisted of continuous theoretical classroom work with 'war' stories from the instructors to give a practical side to the theory'

'For those who were catholic they were made to attend church services every Sunday morning at the local church, we were lined up and marched through the streets of Templemore.'

Our authorities told us the priest's sermon was a part of the training curriculum; if you refused to go you were disciplined because you failed to attend a teaching class'

'Poor Pay'

'Discipline severe'

'Nepotism was the name of the game – I assume it hasn't changed'

'Cause any problem even if you were right and they would make you pay at some stage'

'I made friends for life'

'It made me understand the politics of human life'

'I would not join again if given the opportunity'

'The only good things were the pension and the medical aid'

'We were mainly catholic and never allowed to forget it, marching to mass of a Sunday morning why? Because according to the staff it was part of our lectures, you could not refuse to go or you would be disciplined'

'There was no training on part two- you just followed what the others were doing'

'For part two training you latched on to a good working guard and learned from him - 'I was very lucky on part two I had a great skipper who took interest in younger members'

*I didn't enjoy my time there, the job only made sense when I went to my unit
Part two was just a shortened version of part one*

The sergeants were 'GODS' there – some were nice – but most were from another time

Some of the training sergeants were dinosaurs

I just did what I was told – I was too afraid to do anything else

To get a job in the Garda Siochana was great, it was secure work, pensionable but God it was tough in the training centre

There was times I was actually afraid of the training sergeants – I did what I was told and everything went okay

Some of the instructors were bullies especially one sergeant, he would put the fear of god in you – you knew you were in trouble when he would say ‘come over here young man’

We had to march to mass on a Sunday morning, the whole training centre who were catholic – all the people used to come out to watch us and the noise of our own steel tips, making the crunching noise. Mass was regarded as a lecture and had to be attended – you would be blocked (disciplined) if you refused. We went down at 120 to the minute and came back at 140 to the minute so we could get to the train and out of the place

My memories of training are not great – I saw too much bullying and we could do nothing about it

Trainee's experiences (sample quotations) – 1989-2008 (19 years approx) – all trainees from both programmes

Garda College administration

'Student/probationer administration be more accessible – flexibility of opening and Closing times' (r2),

'Student/probationer administration staff more pro-active with students' (r10),

'Deal with questions in a discreet manner and possibly in private when required' (r12),

'No Feedback from student/probationer administration' (r20),

'Proper postings of exams' (r26),

'Timely intervention on their phase two postings' (r31),

'Simplicity of information in their induction week' (r35), 'Student/probationer administration be more accessible – flexibility of opening and closing times' (r16),

'Student/probationer administration staff more pro-active with students' (r27),

'Stop the gate-keeping mentality – have an open door policy' (r28),

'Provide face to face appointments' (r30),

'A place we could walk into without fear of ridicule' r (55),

'Stop the fear element' (r66),

'Deal with questions in a discreet manner and possibly in private when required' (r69),

'Not to treat students as children' (r73),

'Feedback from student/probationer administration involved' (r85),

'Proper postings of exams' (r87),

Timely intervention on phase two postings' (r102),

'Simplicity of information in their induction week' (r111)

Phase One Subjects at Garda College for 22 weeks

Legal/General Practises & Procedures studies and classes

'Professional'

'Very Good'

'Excellent'

'More'

'One member of the staff, a legend' (This comment was repeated by 30% of the respondents)

'Fantastic'

'Top Class'

'Very Effective'

'Bread & Butter'

'Excellent course'

'Very good, just at times a little too much emphasis on the academic'

'Well taught, good', - 'Very Good – Enjoyed it',

'Good but the lectures are very informal, tutorials are better, Good practical examples'

'Very good, lecturers seem to know what to teach and emphasise from their experiences'

'Interesting but far too much to take in such a short time'

'Good interesting, need to know'

'Very good, some lecturers brilliant'

'Good needs to be learned'

'Excellent'

'Good lecturers, very useful'

'Well taught and good knowledge given'

'Tutorials are excellent, good subject depending on lecture'

Great teaching staff'

'Just read out of a book, very hard to see where/why an act can be used'

'Very good teachers - Very good and nice staff, - Useful tool'

'Solid base of knowledge for career Happy, Important to our role, Very enjoyable course'

'Good lecturers mostly but was hard to pay attention in such large classes'

'Staff is very good – extremely well taught'

'One teacher told stories when teaching law, to this day the law he taught sticks out in my mind'

'Very good'

'Excellent teachers'

'Difficult but needed'

'I had to learn legal sufficiently and when put into everyday scenarios, it made real sense'

'Started off hard to understand but eventually you start hunking down in a different way'

'Teachers very good – explaining and giving examples'

'Mode of deliver very good'

'Very well taught'

'Delivered very well – lots of practical examples provided'

Social and Psychological Studies & classes

'Found it very boring'

'Waste of Time'

'Social studies should be more group case studies, hard to understand'

'Some lecturers should not be allowed in a lecture theatre, hall or classroom'

'Interesting'

'I knew some of it before'

'OK'

'Could be boring at times'

'Difficult course for some'

'More emphasis should be placed on social interaction'

PE&HS Studies and classes

'I loved it'

'Very happy with both areas'

'Very good'

'Great facilities'

'Very helpful staff''

'Had to put a lot of effort in myself, but was worth it'

'Good delivery'

'Experienced teachers'

'Gym facilities poor in our time'

MAOS (Management and Organisational Studies) and classes

'Interesting and helped build confidence'

'Ok course improves confidence'

'The presentations were a very good form of increasing our confidence speaking too groups'

'I noticed a change for the better in my personality with regard to confidence'

'Good advice tips from teachers in this subject'

'Very good course'

European Languages – French and German Studies and classes

'I think it should be elective'

'Most is forgotten as soon as the exams are over, honestly'

'Waste of Time'

'Found this course easy as I had already studied German in school'

'Learning Polish would be more effective'

'Not useful should probably be Eastern European Languages'

'Not needed'

'French – useful doing immigration'

'Very basic'

'Polish/Chinese etc – should be studied'

Irish Studies and classes

'Very good'

'Happy with these classes'

'I found Irish easy, but I remember some students had great difficulties'

'Irish was no problem – I had just finished school'

'No relevance I feel it should be elective'

'Difficult course content'

'Teachers were very supportative'

'I don't think there is any need for this'

'A necessary evil'

P.U.L.S.E. (Police Using Leading Systems Effectively) (garda computer system)

Studies & classes

'OK'

*'Found this beneficial, however emphasis should be placed on practical day to day use
of PULSE'*

'PULSE excellent but it is still not being used properly'

'Taught well'

'Essential for the job'

'More classes'

Experiences (sample quotations) of accelerated trainees from 2004-2008 – Phase One 22 weeks at Garda College

Social and Psychological Studies

'Waste of Time' (by far the main quotation, repeated by 48% of the respondents)

'Brief Knowledge would suffice

'Awful delivery', 'Poorly delivered', 'Over my head', 'Didn't understand a thing'

'Up in the air', 'Very confusing' 'Not practical, 'Change focus' 'Review Course

'Relate more to job – too academic 'Very Poor Very Boring'

'Very poorly taught 'Useless, 'Pointless' 'Made no sense or relevance'

'Uninteresting' 'Boring Lecturers' 'Waste of Time' 'No benefit'

'Not really needed' 'Not Relevant'

'Lecturers do not explain' (Repeated continuously)

'Delivery of lectures of poor standard' 'Better grounding'

'Difficult to understand - 'Irrelevant'

'Little engagement between teachers and students'

'Staff not engaging, presented in very dry format, no relation to the job or practical uses explained'

'Well trained lecturer but found it hard to control class'

'Level is too hard – 'Very boring – drawn out'

'Extremely boring and poorly taught by inexperienced teachers'

'Too P.C.', 'Poor', 'Very hard to learn', 'Feels unnecessary at times'

'Boring, not enough interaction with students'

'Lecturers waffling on' 'Lack of understanding'

'Boring, don't believe it is relevant'

'Useless, looks good on paper not in practise',

'Stupid and has no point to the role' 'Boring,' Very good', fairly boring',

'Boring delivery', 'Completely loses the students'

'Not well covered, irrelevant information'

'Waste of time, very boring, badly taught'

'Very boring, I slept through most of it'

'Poorly taught, not much detail used to explain'

'Could be made an interesting class it was taught and laid out properly'

'Very irrelevant to the job', 'Had no idea what was going on'

'Terrible. I feel that everything taught in this subject is irrelevant, Stimulating lecturers would help' 'More time asleep than listening, (Sorry)'
'Terrible teachers', 'The subject was just unbelievably irrelevant was so bad.'

PE&HS

'Excellent' 'Very good' 'Good' 'More' 'Very Relevant' 'Brilliant' 'More'
'Good to very good'
'Some younger staff not helpful- all they talked about was the fat club''
'Teachers never turn up especially the younger members'
'Some instructors (younger) impatient – I was lucky I wasn't in the fat club'
'The use of scare tactics 'the fat club'–not nice'
'No encouragement from staff' 'Left waiting around too much'
'Too many instructors – hard to deal with the younger instructors'
'Certain staff bullies with regard to your weight (younger)'
'Not very interesting because of some (younger) staff'
'Very good' 'No bother, First aid highly relative' 'Enjoyed it'
'Should be organised better'
'Very good and given all encouragement possible when you are struggling'
'Good staff – sound out, Enjoyable'
'Good – more variety needed' 'Tough' 'Ok need to do more of it'
'Brilliant' 'Well covered' 'Very interesting modules' 'Excellent Course'
'Enjoyable' 'Not tough enough. Needs to be tougher'
'Could be more tailored to individuals' 'Great instructors, very dedicated'
'Very important' 'Good health, Loved it'
'Five minute runs are unnecessary' 'I hated it'
'Good but my age may have affected me' 'Not really'

MAOS (Management and Organisational studies)

'Vital' 'Worthwhile – more of it' 'Brilliant' 'Role plays difficult – but challenging'
'More' 'Excellent' 'Very good' 'Good' 'Great for communication'
'Very important' 'Role plays excellent' 'Great for confidence' 'Very relevant'
'Very Interesting' 'Very useful' 'Role plays unfair' 'Role plays are not realistic'
'A lot of free classes' 'Poor' 'Role plays not accurate examination'
'Very good classes and important' 'Our teacher was excellent'

'Role plays unfair because of the examination'
'Relevant however, poorly taught and sometimes boring'
'Too much stress on the role plays', 'Brutal',
'Terrible way of examination', 'Very unfair and unrealistic',
'Useless', 'Should be assessed on phase two', 'Good help
'I think the role play is a joke',
'I concentrated on acting more than dealing with a customer'
'I hate the subject area', 'far too many revisions over roles to be beneficial'
'Good theory but role-plays are not marked very fairly'
'Not sure about the reliance of some aspects'
'Mode or delivery could be improved'
'Excellent role play section, written test isn't that relevant'
'Exam is harsh, i.e. role play. Purpose of exams should not be to catch people out'
'Waste of time, Role play time in the exam should be longer'
'Too strict for a pass in regards to the role play'
'Not properly monitored'
'Very badly organised, Useful, too much emphasis on role plays'
'Good, prepared me well for phase 11, helpful stuff'
'Can understand relevance of it but too much pressure on role plays results'
'Very well run – enjoyed it very much'
'Good, however, this is where students fear being reverted. It is so easy to be reverted
as all it takes is one wrong word in your exam'
'Good especially for people who have never dealt with the public'
'Very similar scenarios practised no variation or 'hard' scenarios – gay, lesbian
issues, traveller issues, ethnic diversity'

European languages – French and German

'Very good all-round' 'Good but basic' 'Very good' 'Good'

'French very good' 'Smaller classes needed'

'Provide Romanian, Polish, East European and Chinese' (MAIN COMMENT)

'Useless' 'poor' 'No requirement' 'irrelevant' 'Very relevant'

'Well laid out course work' 'Good but of no use' 'Another weak subject',

'Done ok in exams but not from the lecturers assistance' 'Good' 'Enjoyed it'

'Should be studying polish etc., instead of French or German'

'Good enjoyed doing German. Our teacher made this interesting'

'Good – very relevant'

'Average', 'Might come in handy'

'German and French are not the most useful languages, but learning Polish or eastern'

'European languages could be better used' 'Very basic standard'

'It was good' 'Well taught' 'Not relevant to job but course taught well'

'This was excellent' 'Could more languages not be brought in'

'Contemporary Ireland needs this subject however, Polish etc., would be better'

'Becoming more and more relevant every year with Irelands changing population'

'Basic' – 'Good teaching network but college should review language choices'

'Not needed, Very good, Useful, Happy with this course'

'Not really used as much as polish, Russian, Arabic might be'

Irish Studies

'Hard but good' 'Well covered' 'Good to very good' 'excellent' 'Very good'

'Good' 'No encouragement from staff' 'Don't need it' 'Not really needed'

'Staff friendly' 'more' 'Great' 'Very Good lecturers' 'Acceptable'

'Well taught' 'Not challenged' 'not essential' 'not challenged'

'Some lecturers poor' 'Smaller groups would help' 'Smaller classes'

'Not needed in today's Ireland' 'Some staff not helpful'

'Too easy (I am a native speaker) (number of Irish native speakers in this intake)'

'Teach it as though a foreign language especially for beginners'

'Out of date, felt it was hard to learn in such big classes'

'Poor teacher, talked more about travelling than teaching Irish'

'Not enough lessons for middle class'

'Very good', 'Enjoyed It', 'Brilliant', 'Good teachers', 'Lecturers excellent'

'Good', 'Not needed', 'Did not learn anything'
'Basic', 'Relevant I suppose' 'Heritage important'
*'If the teacher spent more time teaching Irish rather than talking about the code of
conduct we might get somewhere'*
'Mode of teaching and delivery could be a lot better'
'Average, good teaching staff' 'Well covered'
'Badly taught, lack of knowledge given' 'Had a bad teacher didn't prepare us for it'
'Very basic standard'
'Good to encourage this subject' 'Should be more relevant to the job'
'Lecturers tend to waffle' 'Useful, good teachers'
'Difficult, got no help from our class teacher' 'I wasn't prepared for exam'
'Taught very badly'

Contextual Studies

'Did very little of it' 'Great time for catching up with the diary'
'Heavy going' 'too short' 'Irrelevant' 'boring' 'No requirement'
'Waste of Time' (Main quotation, repeated by 40% of respondents)
'Not relevant' 'Poor' 'Good to fair' 'Very short subject'
'Very essential and to the point' 'Good' 'Waffle'
'No real problems – well taught' 'unneded' 'Irrelevant'
'Can't remember doing it only had it for two weeks'
'Very good' 'Couldn't see the point of it' 'Useless' 'Basic'
'Totally inappropriate' 'Pointless, absolutely irrelevant to this course'
'Well taught', 'Waste of time' 'Good to learn people human rights'
'Useless' 'Basic knowledge'
'I found it boring and I found it hard to stay awake'
'Slightly boring', 'But can't be really taught any better. did a great job'
'Can't remember'

PULSE (Police Using Leading Systems Effectively) Studies

'Taught very well' 'More classes' 'Very Good' 'Useful'
'Very Relevant' 'A little more patience from teachers' 'Badly organised' 'Different'
*'Not enough classes given in this area. Many people may pass but don't really know
what's going on'*
'Enjoyed it, sound staff, very helpful and approachable'
'Very useful', 'Needed', 'Computers keep crashing though'
'Good – needs to be learned'
'Not enough class time. Had about 4 classes 'Very useful'
'Could get a better knowledge in here',
'More classes maybe' 'Good, Not enough of it'
'Good but breaks down a lot' 'Could do with more classes'
'Interesting and needed' 'Very important, not enough lectures'
'Interesting to learn – always different'
'Needed, Poor facilities and not enough classes'
'Happy with this course' 'Easy' 'found it difficult to ask questions',
'Teacher was absent too many times',
'Teaching skills were less than adequate'
'Very important subject but very badly organised',
'Teacher failed to show up 80% of the time – explained nothing'

Synopsis of my results from 1989 to 2008

Trainees Experiences in the 2nd (pre-competency) and 3rd (competency) programmes

Programme Dates:

2nd programme = 1989-2002

3rd programme – 2003-2008

Phase 1 - 22 weeks – Garda College

Phase 2 – 22 weeks – operational training stations

Phase 3 – 12 weeks Garda College – attested as garda probationer at end

Phase One – 1989 to 2008

Phase one in two programmes from 1989 to 2008)

1. A key weakness in both programmes was a lack of constructive and frequent feedback from Garda College staff. Understanding difficulties went from a healthy key strength in the 2nd programme to a major key weakness in the current programme (2003-2008).
2. A key strength in phase one for both programmes was developing professional skills, e.g. presentation skills, technical, social, communication skills, other police and managerial skills was planning and monitoring professional development was a key strength in both programmes.
3. Both social integration and opportunities was regarded as a key strength of the college on phase one. Trainees stated the small size of the college, its exclusivity for garda trainees and the town of Templemore (where trainees socialised) allowed trainees integrate well.

4. In the 2nd programme suitable graduate working space; rooms/desks/library was a key college strength on phase one at 88%, however this dropped by 63% to 25% in the current programme to a key weakness.
5. Access to equipment and information resources e.g. computing facilities, online databases was a college key strength in the 2nd programme, this dropped to a major college weakness in the current programme.
6. Technical support was a positive experience in the 2nd programme however; this became a major college weakness in the current programme.
7. Financial support was a positive experience in the 2nd programme and increased to a college key strength in the current programme however, trainees stated financial support was connected to personal loans from the Garda Credit Unions, not the salary from the government.
8. Legal studies and PE&HS were the top two strengths for phase one in both programmes.
9. The top two weaknesses on phase one were Social & Psychological studies followed by communications/feedback.

Experiential learning diary in the 2nd and 3rd programmes - 1989-2008

- ❖ In the non-accelerated period of the current programme in 2003/2004, just over 80% of trainee respondents were happy with the training given on the experiential learning diary.
- ❖ 59% stating it was difficult to complete.
- ❖ 78% stating it was not a help in tracking and monitoring their performance.
- ❖ The majority of respondents the 2nd and current programme stated the Garda College had no interest in the effort trainees put into the diary and received very little assistance on their development.
- ❖ The majority of respondents stated the experiential learning diary was not useful for development on phase one.
- ❖ Respondents **including college staff and operational staff** stated the experiential learning diary (ELD) should reflect the following:
 - Entries to reflect the reality of what competency development means.
 - Entries to reflect the phase they are studying in, i.e., the Garda College is a sterile environment and makes some entries in the diary difficult to complete.
 - The diary to reflect its true purpose – assisting development in trainees and not to be used as a weapon of discipline.

Garda College IT and supports in the 2nd and 3rd programmes from 1989 to 2008

- ❖ 62% of respondents in the 2nd programme found the Garda College IT and supports a key strength.
- ❖ Only 12% of respondents in the current programme found the Garda College IT and supports a key strength. This positive rating from respondents fell **by 50%** in the current programme to a key weakness.
- ❖ Access to IT equipment and technical support went from key strengths in the 2nd programme to major key weaknesses in the current programme.

Phase two – 22 weeks

Phase two – 22 weeks in garda operational/training stations – data from 1989 to 2008

Learning developments – measurement scale used “1 = weak) to 6 = excellent”

Trainee learning developments on phase two	2nd programme	Current 3rd programme
Social studies programme	2.9	2.8
Specialist placements	3.8	4.2
Working with unit	4.55	5.3
Assessment of interview one	n/a	4.5
Assessment of interview two	n/a	4.45
Working with Tutor Garda	4.35	4.6
Beat patrol duties	4.	4.8
Station duties	3.5	4.2
Clerical duties	4.	3.9
Patrol car duties	4.4	4.85
Phase two classes	4.35	4.15
Meeting with superintendent	4.05	4.35
Administration of phase two by training staff	3.85	4.35
Correction of diary by training staff	4.	4.4
Correction of diary by supervisory staff	4.	4.3
Competency development	n/a	4.35
Achieving learning outcomes	n/a	4.4
Rapport with Tutor Garda	4.85	4.85

1. Positive experiences on learning developments rose up by 8% in the current programme.
2. Working with the regular uniform unit was (4.55 to 5.3- excellent)
3. Rapport with Tutor Gardai was (4.85 to 4.85 - excellent) and received the highest learning development mode in both programmes.

4. Social studies programme was (2.8 to 2.9 -fair)
5. Clerical duties (3.5 to 3.58 – fair/good) received the lowest development ratings in both programmes.
6. The provision of limited powers equivalent to garda reserve members was the main recommendation from both programmes.
7. The current programme trainee respondent's positive experiences of working with the regular unit increased by 9%.
8. Beat patrol duties increased by 6% in the current programme
9. Fulfilling their competency development by completing station duties increased by 15% in the current programme
10. Patrol car duties increased by 8% in the current programme
11. Correction of their diary by their supervisory sergeant by 10% in the current programme
12. The overall positive experience rating for working with the operational uniform unit in various policing capacities was 10% higher in the current programme.
 - *76% of respondents from the 2nd programme stated that working with the regular uniform unit was the most useful development with 24% stating their period with certain specialist operational placements.*
 - *The current programmer trainee respondents stated working with the regular uniform unit was the most useful development at 70% with 30% stating the most useful development was certain specialist units (in detective, traffic, drugs units).*
 - *The overall positive rating for the regular unit is 73% from both programmes with 27% for operational specialist units.*
 - The social placements and specialist administrative placements were regarded as the weakest developments on phase two.
 - The social placements received a higher negative rating from trainees in the current programme.
 - Both programmes trainees stated the social placement was the least useful for development.

Types of specialist administrative placements trainees regarded as “non-developmental” on phase two - 1989 to 2008

1. Warrants office,
2. Communications, centres/command control centre in Dublin,
3. General clerical duties, fines office, district office
4. Sergeant’s office,
5. Immigration,
6. Vetting office (security clearances),
7. General clerical duties and fines office

Trainee respondents’ experiences on social placements – 1989 to 2008

1. Fire brigade placements were rated as very important
2. Woman’s refuges placements were rated as very low importance
3. Health board placements were rated as acceptable
4. Garda special projects placements, (Probation and Welfare Service, prisons and treatment centres for drug and alcohol abusers were rated as acceptable.
5. 78% stated the two week placement was too long.
6. 50% stated relevant, 31% stated not relevant with 19% stating neither option.
7. 45% believed their position as trainee did contribute, 41% believed their position as trainee did not contribute with 14% stating neither option.
8. 12% higher positive experiences in meetings with the local superintendent at 70%
9. 7% higher positive experiences for the divisional training staff administering their phase two programme at 70%.
10. 8% higher positive experiences for the correction of their experiential learning diary by the divisional training staff at 72%.
11. The overall positive experience rating for training staff was 70% for both programmes.
12. The completion of the experiential learning diary went up by 15% in positive experiences in the current programme which produced an overall positive experience rating of 72% for the experiential learning diary for both programmes.

Trainee ratings on the top five (5) operational developments in the experiential arena of phase two, 1989 to 2008

Developments on phase two	2nd programme	Current 3rd programme	Best trainee programme
Working with uniform operational unit All capacities	73%	82% ↑	9% higher in current programme
Beat patrol duties with uniform operational unit	66%	72% ↑	6% higher in current programme
Station duties with uniform operational unit	58%	73% ↑	15% higher in current programme
Patrol car duties with uniform operational unit	70%	78% ↑	8% higher in current programme
Correction of diary by supervisory sergeant	64%	74% ↑	10% higher in current programme

All 5 areas of development received higher positive experiences in the current programme, positive experiences went up from 8% to 15%, with an average of 9.6% increase overall.

Phase 3

Trainees' (322) positive experiences on 34 learning outcomes on phase three (12 weeks at Garda College before attestation from 1989 to 2008

Learning outcomes Phase Three	Comp 2003/ 2008 3 rd Prog	Pre-comp 1989/2002 2 nd prog	Higher rating from	Percentage Difference
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Managing Victims	47%	50%	Pre-Comp	3%
Scene Management	42%	57%	Pre-comp	15%
Witness statements	51%	63%	Pre-comp	12%
I.D. of Suspects	50%	53%	Pre-comp	3%
File preparation	56%	57%	Pre Comp	1%
Use of force	66%	50%	Comp	16%
The use of Discretion	58%	65%	Pre-comp	7%
Community Involvement	58%	59%	Pre-comp	1%
Community Policing	54%	57%	Pre-comp	3%
Cultural Diversity Training	51%	49%	N/A	N/A
National Heritage Issues	32%	36%	Pre-comp	4%
Arrests	66%	66%	Comp	No difference
Warrants/Summons	64%	59%	Comp	5%
Custody Regulations	72%	66%	Comp	6%
Interviewing Suspects	51%	66%	Pre-Comp	15%
Audio Video Regs	58%	60%	Pre-comp	2%
Management of Evidence	51%	59%	Pre-comp	8%
Prosecuting Suspects	58%	64%	Pre-comp	6%
Court Practices	72%	63%	Comp	9%
District Court Rules	54%	55%	Pre Comp	1%
Road Traffic Accidents	50%	70%	Pre-Comp	20%
Road Safety	55%	64%	Pre-Comp	9%
Drunk Driving	59%	71%	Pre-Comp	12%
RTA Practical Scenarios	33%	50%	Pre-Comp	17%

RTA General Offences	54%	62%	Pre-comp	8%
Provision of Tutorials	41%	54%	Pre-Comp	13%
Learning through Case Studies	56%	64%.	Pre-Comp	8%
Role Plays	54%	55%	Pre-comp	1%
P.E.	40%	55%	Pre-Comp	15%
H&S Regulations	49%	69%	Pre-Comp	20%
Professional Ethics	51%	53%	Pre-comp	2%
Drill	51%	57%	Pre-comp	6%
Domestic Violence	66%	69%	Pre-comp	3%
Total	54%	59%		5%

Phase three results

1. The 2nd programme results produced positive experience ratings between 50% and 71%, the current programme was between 33% and 72%.
2. Overall, the 2nd programme has 28 higher positive experience development ratings, with only 4 higher positive experiences from the current programme.
3. The overall positive percentage rating from both programmes is 56.5% for the phase three learning areas. The 2nd programme positive experiences are 5% higher than the current programme.
4. In the current programme trainee positive experiences for facilitation and locations decreased by “21%” to a low 41%. Facilitation mode and location received between 31% and 59% positive ratings from the current programme with an overall average of 41% positive experience rating.
5. The 2nd programme results showed learning legislation at 58% and completing case studies at 24% were the best developments of phase three
6. The current programme results showed court practical’s at 54% followed by preparing case studies and file preparation at 32%. These were the best developments of phase three.
7. The 2nd programme results show least useful development is the duration of phase three and the last two weeks at 66% of phase three. This was followed by group case studies at 20% and European Languages at 12%.

8. The results show the least useful developments in the current programme are European languages at 25%, general theatre and classroom weaknesses at 10%, social & psychological studies at 12%, dissertation studies at 9%, contextual studies at 12%, Irish studies at 6%, MAOS at 10% and single themes 16%.

Trainee recommendations to improve development:

- The 2nd programme results show 80% of respondents recommending “more court practicals, file preparation and legal tutorials”. The current programme results show the same at 63%.

Current Trainees 2003 to 2008

Current trainee (2003-2008) responses on modules and modular integration in phase three, and the reasons why trainees found little integration for their personal and professional development

MODULE	Very poor	Poor	Satisfactory	Good	V. good	Excellent
Victim Mgt Module		Always delivered in Lecture Theatres				
Offence Mgt Module		Always delivered in Lecture Theatres				
Social Issues			due to outside social agencies			
Station Admin	Always delivered in Lecture Theatres					
Traffic Mgt Module		Always delivered in Lecture theatres				
Court Practical's			due to outside social agencies			

1. Court practical's received the highest rating for quality in the phase three programmes; the rest of the modules received ratings from 3.16 to 3.37 (fair), the findings for each of these modules were comparative.
2. The overall positive experience from respondents on integration for modules of learning and development is a low 39%.
3. The court practical's module received the highest rating at 48% with the station administration module the lowest at 33%.

{Scale used was - 1 (poor) to 6 (excellent)}

Trainees' positive experiences on Garda College and divisional training staff involvement for the three phases – 1, 11 and 111	2nd programme	Current programme
College Legal Staff	4.03	4.05
PE& HS Staff	3.59	3.42
Social Studies Staff College	3.3	3.1
Irish Staff	2.91	3.25
MAOS Staff	3.53	3.66
European Languages Staff	3.43	3.42
PULSE Staff College	3.21	3.64
Contextual Staff College	n/a	3.21
S/P College Administration Staff	3.49	3.32
Phase Two Training Staff	4.17	4.53
Unit Sergeant	4.94	4.50
Tutor Garda	5.16	4.96
Unit Gardai	5.45	5.33
Other trainee Gardai	3.73	4.76
Probationer Gardai	4.07	5.15
Gardai in Specialist units	4.63	4.92
Senior trainee Gardai	3.52	4.6

(Contextual studies was not in 2nd programme)

- ❖ Trainee respondent's produced positive experience at 60% on staff involvement in their development in the 2nd programme.
- ❖ The positive experience of staff involvement in the current programme is 67%, an increase of 7%.
- ❖ The major increases in positive experiences on staff involvement in the current programme are associated with probationary gardai, senior trainee gardai and fellow garda trainees ranging from 18% to 22% in higher positive ratings than the 2nd programme.
- ❖ The 2nd programme has 8 positive experiences on staff involvement (5 in the college) higher than the current programme ranging from 1% to 12%.
- ❖ The range for these positive experiences was from 58% to just over 90% for those in operational policing, the positive experience on college staff involvement was from 49% to 66%.
- ❖ The current programme has 8 positive experiences on staff involvement (5 in operational policing) higher than the 2nd programme ranging from 1% to 22%.
- ❖ A positive experience on operational staff involvement was from 67% to just over 80%. Positive experiences on college staff involvement was from 42% to 65%. Garda College staff received a 3% higher positive rating in the 2nd programme; divisional training/operational staff received an 8.5% higher positive rating from the current programme. The Garda College lost ground to operational staff involvement in the current programme.

Detailed summary of main findings in the second (2nd) and current (3rd) programmes from 1989 to 2008

Respondent's (all) experiences – identification in charts

“positive experience” in blue

“negative experience” in darkish red

“mixed equal experience” -50/50 positive/negative in black

“M (+y)” = mixed with more positive experiences in blue

“M (-n)” = mixed with more negative experiences in darkish red

n/a = non-applicable in black

Phase one – 22 weeks in Garda College

Respondent’s positive and negative experiences – both programmes 1989-2008

Phase One	Interviews conducted with respondents	Competency Surveys with respondents	Pre Competency survey with respondents	Overall result of experiences from respondents
Legal & GPPS studies	Positive	Positive	Positive	Positive
PE&HS studies	Positive	Positive	Positive	Positive
Irish studies	m(+y) Positive	m(+y) Positive	Positive	Mixed positive – with more positive experiences
Pulse studies	Positive	Positive	Positive	Positive
European Languages studies	m(+y) Positive	m(+y) Positive	Positive	Mixed - with more positive experiences
Accommodation	mixed	mixed	Positive	Mixed – with more positive experiences
Discipline in Garda College	Positive	Positive	m(-n) Negative	Mixed – with more positive experiences
Contextual studies	Negative	Negative	Negative	Negative
Examinations	Negative	Negative	Negative	Negative
Lecture Theatres	Negative	Negative	Negative	Negative

Experiential Learning Diary Development	Negative	Negative	Negative	Negative
IT & supports	Negative	Negative	Negative	Negative
Communications and feedback from teacher/trainers	Negative	Negative	Negative	Negative
Correction of diary by supervisory staff	Negative	Negative	Negative	Negative
Competency development	Negative	Negative	n/a	Negative
Accelerated recruitment issues	Negative	Negative	n/a	Negative
Learning Outcomes	mixed	mixed	mixed	Mixed – 50/50
Accommodation	mixed	mixed	mixed	Mixed – 50/50

Phase Two – 22 weeks at operational training centres – 1989 to 2008

Respondent’s positive and negative experiences – both programmes

Phase Two	Interviews conducted with respondents	Competency Surveys with respondents	Pre Competency survey with respondents	Overall result of experiences of respondents
Training staff	mixed	m(+Y) Positive	Positive	Mixed – with more positive experiences
Operational Staff and Unit staff	Positive	Positive	Positive	Positive
Tutor Garda	Positive	Positive	Positive	Positive
Learning outcomes	Positive	Positive	Positive	Positive
Training station	Positive	M(+y) Positive	M(+y) Positive	Positive
Learning developments on phase two	Positive	Positive	Positive	Positive
Specialist placements – operational	Positive	Positive	Positive	Positive
Assessment of interview one	Positive	Positive	Positive	Positive

Assessment of interviews (two)	Positive	Positive	Positive	Positive
Phase two classes	Positive	Positive	Positive	Positive
Meeting with superintendent	Positive	Positive	Positive	Positive
Correction of diary by training staff	Positive	Positive	Positive	Positive
Correction of diary by supervisory staff	Positive	Positive	Positive	Positive
Competency development	Positive	Positive	Positive	Positive
Experiential Learning Diary	Positive	Positive	Positive	Positive
Specialist placements - administrative	Negative	Negative	Negative	Negative
Acc-recruitment Issues	Negative	Negative	n/a	negative

Social Placements	m(-n) Negative	m(-n) Negative	m(-n) Negative	Mixed - with more negative experiences
Specialist placements administrative	Negative	Negative	Negative	Negative

Phase three – 12 weeks at Garda College before attestation to probationary garda respondent’s positive and negative experiences – both programmes 1989 to 2008

Phase Three	Interviews Conducted with respondents	Competency Surveys with respondents	Pre competency Survey with respondents	Overall result of experiences of respondents
Programme Delivery	Negative	Negative	Negative	Negative
Content of programme	Negative	Negative	Negative	Negative
Legal studies	Negative	Negative	Negative	Negative
Social & Psychological Studies	m(-n) Negative	m(-n) Negative	m(-n) Negative	Mixed – with more negative experiences
Integration of subjects	Negative	Negative	n/a	Negative
Phase three time period	Negative	Negative	Negative	Negative
Learning outcomes	Negative	Negative	Negative	Negative
Acc-recruitment Issues	Negative	Negative	n/a	Negative

MAOS Studies	m(-n) Negative	m(-n) Negative	m(-n) Negative	Mixed – with more negative experiences
PE&HS Studies	Negative	Negative	Negative	Negative
Contextual studies	Negative	Negative	n/a	Negative
European Languages studies	m(-n) Negative	m(-n) Negative	m(-n) Negative	Mixed – with more negative experiences
Communications and feedback from teacher/trainers	Negative	Negative	Negative	Negative
Learning Outcomes	Negative	Negative	Negative	Negative
Examinations	Negative	Negative	Negative	Negative
Lecture Theatres	Negative	Negative	m(-n) Negative	Negative
Experiential Learning Diary development	Negative	Negative	Negative	Negative
Discipline in Garda College	m(-n) Negative	m(-n) Negative	m(-n) Negative	Mixed – with more negative experiences

Information Technology & supports	Negative	Negative	Negative	Negative
Dissertation studies	Negative	Negative	Negative	Negative
Irish studies	m(+y) Positive	m(+y) Positive	m(+y) Positive	Mixed – with more positive experiences
Pulse studies	m(+y) Positive	m(+y) Positive	m(+y) Positive	Mixed – with more positive experiences
College Infrastructure	Positive	Positive	Positive	Positive
Accommodation	mixed	mixed	Positive	Mixed – with more positive experiences

Themes from data

Thirty Two (32) themes and within them; major themes emerged through the research and in findings

1. Induction training delivery from 2003 to 2008 was predominantly a lecture-based approach in the Garda College, influenced by government policy of accelerated recruitment of trainees - **MAJOR THEME.**
2. A lack of proper training facilities 2003-2008, i.e. classrooms – **MAJOR THEME.**
3. A lack of IT infrastructure and supports 2003-2008 – **MAJOR THEME.**
4. The trainee programme (2003-2008) over time became inappropriately structured. The proposed curriculum was significantly different than originally implemented in 2003 due to government policy of accelerated recruitment.
5. The official and/or unofficial changes to the programme were not consistent with the accreditation requirements of HETAC.
6. Communication/feedback deficits from Garda College staff to trainees. This also existed in the Walsh programme (1989-2008 - 19 years) – **MAJOR THEME.**
7. A lack of practical skills based learning on phases one and three from 2003-2008 – **MAJOR THEME.**
8. Overuse of didactic teaching methods in phases one and three from 2003-2008 – **MAJOR THEME.**

9. The development ethos of the experiential learning diary was lost in the college phases over the two trainee programmes 1989-2008 – 19 years.
10. No standard progression in learning outcomes for phases one and three over the course of the 2 trainee programmes 1989-2008 – 19 years.
11. Delivery of subjects not conducive to integrated knowledge and skills development on phase three in both programmes from 1989-2008 – 19 years.
12. Respondents recommended the need for garda powers earlier in the programme, from the moment they enter the operational world of policing - **MAJOR THEME FROM TRAINEES.**
13. Levels of physical competence not aligned to operational requirements i.e. self-defence from the 2 trainee programme from 1989-2008 – 19 years.
14. Dissertation component not perceived as relevant over the course of the 2 trainee programmes 1989-2008 – 19 years.
15. European language of French and German studies (in general) not perceived as relevant, a call from respondents to provide languages now relevant to modern Ireland.
16. Psychological and Social Studies programme regarded as non-developmental over the course of two trainee programmes from 1989-2008 – 19 years – **MAJOR THEME.**
17. Contextual studies programme regarded as non-developmental.
18. Integration of modules failed on phase three – **MAJOR THEME.**
19. The tutor garda role was predominately occupied by gardaí with less than 2 years service in the current programme.

- 20. The social placement on phase two was regarded as non-developmental in both programmes from 1989-2008 – 19 years – MAJOR THEME.**
- 21. Administrative specialist placements on phase two were regarded as non-developmental in both trainee programme from 1989-2008 – 19 years.**
- 22. Inconsistency in exposure to experiential learning opportunities, i.e. urban locations versus rural locations.**
- 23. Insufficient learning from experiential opportunities, i.e. no garda powers to assist in operational policing on phase 2.**
- 24. Tutor Gardai were not sufficiently experienced from 2003 to 2008 with a very high percentage having less than 2 years operational experience.**
- 25. A lack of continuous professional development for teacher/trainers from 2003 to 2008– MAJOR THEME.**
- 26. The reform movement using competency development in trainee education/training was sidelined by large garda trainee intake numbers to facilitate government policy.**
- 27. Results indicate that ‘Garda cultural attitudes’ need to be reformed and must be constant and consistent in the trainee environment, i.e. the “us and them” culture of the Garda College versus the operational way of doing things and vice-versa.**
- 28. Results show control of trainee development must be shared equally between Garda HRM/the operational Divisional Officer and the Director of Training and Development at the Garda College.**
- 29. Results show accelerated recruitment policies did not allow the competency programme develop fully.**

- 30. Results show there was very little difference in development between those who trained in the Walsh programme from 1989-2002 and those from the current programme 2003-2008.**

- 31. Problem Based Learning (PBL) was the trainees preferred option in development combined with case studies and case scenarios.**

- 32. Results show a singular dominance of legal studies and legal staff over other subject areas in the phase one curriculum in the college, which many believe disadvantaged generic development.**

The following appendices which are in the rear of my thesis include information used in the collection of empirical data. This information also includes numbers, demographics and characteristics of the trainee's programmes.

Q.9 Are you currently engaged in part time study in conjunction with the Garda education programme?

Yes 1 No 2

Q.10 What is the educational attainment of your father?

2nd level - 3rd level - Other _____

Q.11 What is the educational attainment of your mother?

2nd level - 3rd level - Other _____

Q.12 What is the occupational background of your father? _____

Q.13 What is the occupational background of your mother? _____

(Please state homemaker if your mother rears the family)

Q.14 Marital Status before joining An Garda Siochana?

Single, - Married – Divorced – Separated - Full Time Relationship

Q.15 Earnings per year before joining:

0000-5000 - 5000-10000 - 10000 15000 - 15000-20000 - 20000-25000 - 25000-30000 - 30000-40000 = 40000+

Q.16 Religious Faith

Christian – Catholic – Protestant - Other please state _____

Q.17 Sources of influence on Garda Choice (more than one can be chosen)

Family members – Relatives – Friend - Garda Website - Newspapers, Reading Material - Other

Who/what was the main influence from the above? _____

<p>1.1 PROGRAMME INFRASTRUCTURE/ SUPPORTS</p> <p>In your experience what are the key strengths of the college in terms of <u>any</u> or <u>all</u> of the following?</p> <ul style="list-style-type: none"> - Suitable graduate working space / Rooms / Desks / Library, etc - Access to equipment and information resources e.g. computing facilities, online databases - Technical support e.g. IT, - Financial support - Pastoral or social support - Other (please specify) 	<p>1.2 PROGRAMME INFRASTRUCTURE / SUPPORTS</p> <p>In your experience what are the key Weaknesses of the college in terms of <u>any</u> or <u>all</u> of the following?</p> <ul style="list-style-type: none"> - Suitable graduate working space / Rooms / Desks / Library, etc - Access to equipment and information resources e.g. computing facilities, online databases - Technical support e.g. IT, - Financial support - Pastoral or social support - Other (please specify)
<p>1.3 How could the college infrastructure / supports be improved to better support your study/experience at the college? (i.e. consider student recruitment, induction, registration etc) (For ease of reference bullet point your answers)</p>	
<p>2.1 In your experience what are the key strengths of the college in terms of <u>any</u> or <u>all</u> of the following?</p> <ul style="list-style-type: none"> - Integration into the wider college student/probationer community - Opportunities for social contact - Other (Please specify) 	<p>2.2 In your experience what are the key weaknesses of the college in terms of <u>any</u> or <u>all</u> of the following?</p> <ul style="list-style-type: none"> - Integration into the wider student/probationer community - Opportunities for social contact - Other (Please specify)
<p>4.1 SUPERVISION: In your experience what are the key strengths of the college in terms of supervision of your work and study of <u>any</u> or <u>all</u> of the following?</p> <ul style="list-style-type: none"> - Availability when needed - Constructive and frequent feedback - Understanding difficulties - Guidance on research in any area - Other (Please specify) 	<p>4.2 SUPERVISION: In your experience what are the key weaknesses of the college in terms supervision of your research of <u>any</u> or <u>all</u> of the following?</p> <ul style="list-style-type: none"> - Availability when needed - Constructive and frequent feedback - Understanding difficulties - Guidance on research in any area - Other (Please specify)
<p>4.3 How can student/probationer supervision be further enhanced to better support your needs at the college? (For ease of reference bullet point your answer)</p>	
<p>a. YOUR GOALS & EXPECTATIONS: In your experience what are the top five key strengths of the college as an institution for undertaking the B.A. in Police Studies?</p> <ol style="list-style-type: none"> 1 2 3 4 5 	<p>a. YOUR GOALS & EXPECTATIONS: In your experience what are the top five key weaknesses of the college as an institution for undertaking the B.A. in Police studies.?</p> <ol style="list-style-type: none"> 1 2 3 4 5

5.3 Based on your experience to date, would you recommend the Garda Siochana to a friend as the service to undertake as a career? Please briefly outline the reasons for your response to this question including specifying what you feel are the barriers that would not make you recommend the Garda Siochana.

6.2 What are the best aspects of your programme? Please explain why these are good.

(For ease of reference bullet point your answers)

6.3 What aspects of your programme that could be improved? Please explain why.

(For ease of reference bullet point your answers)

I would like to get your views and comments on the taught programmes listed below.

Please feel free to comment on content, mode of delivery etc. in the space provided under each of the course titles or on separate continuation sheets provided.

(For ease of reference bullet point your answers)

1. Legal
2. Social, Studies
3. Management & Organisation Studies
4. P E &HS,
5. Irish Studies,
6. European Languages
7. Pulse,
8. Legal, Contextual

Do you have any other comments or observations in respect of the programme?

phase two survey

Phase two

This questionnaire is designed to obtain your views on and understanding of various issues now that you have finished phase two and is being used to evaluate the impact of this phase of the programme.

Using the following scales

- 1 = Very poor level of
- 2 = Poor level of
- 3 = Fair level of
- 4 = Good level of
- 5 = Very good level of
- 6 = Excellent level of

Please rate the quality of the phase **content** (relevance and value of topics covered) by ticking the relevant box.

Very poor Poor Satisfactory Good Very good Excellent

Social Placement						
Specialist placements						
Working with Unit						
Assessment of Interview One						
Assessment of Interview Two						
Working with Tutor Garda						
Beat Patrol Duties						
Station Duties						
Clerical duties						
Patrol car duties						
Phase Two Classes						
Meeting with Superintendent						
Administration of your phase Two						
Correction of diary by training Staff						
Correction of Diary by Supervisory staff						
Competency Development						
Achieving Learning Outcomes						
Diaries entries on phase two were						

Do you have any other comments or observations in respect of the programme?

In your opinion what was the **most** useful part of phase two for you personally and why?

In your opinion what was the **least** useful part of phase two for you personally and why?

What service did your tutor garda have?

Do you have any suggestions for **improving** this phase of the programme?

Thank you very much for completing the questionnaire,

Phase three survey

Please rate the quality of learning development (per the programmes integrated aims and objectives) you received on phase three – please tick the relevant box

MODULE	Very poor	Poor	Satisfactory	Good	Very good	Excellent
Victim Mgt Module						
Offence Mgt Module						
Social Issues						
Station Admin						
Traffic Mgt Module						
Court Practicals						

Gender – male –female - please circle

Age 18/21, 22/25, 26/29, 30/36 – please circle

I would like to get your views and comments on the taught programmes listed below.

Please feel free to comment on content, mode of delivery etc. in the space provided under each of the course titles or on separate continuation sheets provided.

(For ease of reference bullet point your answers)

1. Legal
2. Social, Studies
3. Management & Organisation Studies
4. P E &HS,
5. Irish Studies,
6. European Languages
7. Pulse,
8. Legal, Contextual

In your opinion how did the following contribute to your development as a trainee garda during phases 1, 11 and 111?

	1 - Very Poor	2 - Poor	3 - Fair	4 - Good	5 -Very Good	6 - Excellent
College Legal Staff						
PE& HS staff						
Social Studies Staff College						
Irish Staff						
MAOS Staff						
European Languages Staff						
PULSE Staff College						
Contextual Staff College						
College Administration Staff						
Phase Two Training Staff						
Unit Sergeant						
Tutor Garda						

Unit Gardai						
Other Student Gardai						
Probationer Gardai						
Gardai in Specialist units						
Senior Student Gardai						

In your opinion what was the **most** useful part of phase three for you personally and why?

In your opinion what was the **least** useful part of phase three for you personally and why?

Do you have any suggestions for **improving** this phase of the programme?

Respondent numbers, demographics and characteristics of the trainee's programmes

Different approaches were applied to collect both qualitative and quantitative data. The data gathering methods included surveys (questionnaires), semi-structured interviews and a focus group interview. The data gathered was processed and analysed using grounded theory and content analysis. Best practice methods were used throughout to gather data and analyse results and validate. A representative sample was used across the organisation. The following chart presents the six key modules in the data gathering period

Data gathering

Six key modules in data gathering:

	Interviews conducted	Survey conducted	Analyses conducted
First programme	Yes	Yes	Yes
Second programme	Yes	Yes	Yes
Third programme	Yes	Yes	Yes
Operational sergeants and tutors	-----	Yes	Yes
Teacher/trainers	Yes	-----	Yes
Previous Findings (limited)	Yes in 2003/2004	Yes in 2003/2004	Yes in 2003/2004

Surveys (questionnaires) and interviews were used for the first and second programme. Surveys (6 questionnaires) for trainees in the current competency programme. A focus group interview with trainees (at this stage they were in their probationary period) in the current competency programme was used. Surveys with operational sergeants and tutor gardaí were also conducted, finally * a review of previous Irish findings in background research was undertaken.

*Review of background research

The analysis enabled understanding of the following themes:

- Key findings from each report or survey
- Lessons learned so far from the work.

a) The reports evaluated as part of the background research included:

1. The Report of the Conroy Commission on Conditions of Service in the Garda Síochána (1970) (Irish publication)
2. Ryan Committee on Pay and Conditions of Service (1979) (Irish publication)
3. Report of the O'Briain Committee on Safeguards for Persons in Garda Custody and for Members of An Garda Síochána (1978) (Irish publication)
4. Garda Training Committee Report on Probationer Training, (Walsh 1985)
5. Review of the Student/Probationer, Education, Training and Development Programme, (1999)

6. An Garda Siochana Training and Development Review a project from the Garda Executive Leadership Programme (GELP) – “A critical analysis of the current student/probationer training model and recommendations which will meet organisational and community needs”, (Leahy, O’Mahony and Todd, 2008).
7. Dissertation: “The Garda Siochana Act 2005: Implementation Review Group”, (Hayes, 2005). (BA in Police Management, Garda College)
8. Dissertation: “Working Group Report on Garda Training in Response to the Morris Tribunal II”, (Rice 2006). (BA in Police Management, Garda College)
9. Dissertation: “Performance Management, A study of the effectiveness of a competency model as a performance based assessment instrument for operational police officers”, (Brennan, 2006). (BA in Police Management, Garda College)
10. The ‘In-Service/Management Development Training Review (SMI Report)’ by the Institute of Public Administration (2000) focused on training for ranks up to chief superintendent and for civilian staff

b) Additional data from the 3rd programme

The Garda College collected the following “limited” data from two competency intakes which were not subject to accelerated recruitment¹ in 2003. These surveys and interviews were conducted at the Garda College in 2003 and 2004 as part of the process of monitoring the new competency based trainee programme. The Unit (PDIU) through scheduled meetings monitored and interviewed a random selection of trainees on aspects of the programme. There are no demographics or characteristics available for these two intakes except for gender and location for the phase two experiential posting. No surveys or interviews took place for phase three. The following charts present the respondent numbers, locations, demographics and characteristics in this research.

Research conducted in 2003/2004 at the Garda College - respondents are trainees

267 trainees (questionnaires)
30 trainees were interviewed from the 267 respondents
179 males (67%) % - 88 females (33%)
“20 weeks for phase one” & “20 weeks for phase two”
Two intakes - the total time period under research was 40 weeks.
Trainee’s geographical location for phase two was 57% in the Dublin Metropolitan Region (DMR) and 33% in urban towns and other cities.

These two intakes received a Diploma in Police Studies. The awarding of BA status for the current competency programme was only introduced in 2005, two years after its implementation; it was not back dated by HETAC for these two intakes.

1st Programme 1964 – 1988

50 garda respondents - surveys (questionnaires) and interviews were conducted

15 respondents recruited and trained in the 1960's
15 respondents recruited and trained in the 1970's
20 respondents recruited and trained in the 1980's (4 from accelerated recruitment period)
The respondents are from 25 garda divisions – urban and rural
2 respondents per division
40 male respondents & 10 female respondents
80% (m) and 20% (f) representing the approximate gender difference in this programme
Respondents from all different ranks – garda, sergeant, inspector, superintendent and chief superintendent (uniform and detectives)
Respondents selected from serving garda and retired garda
Surveyed 26 garda respondents (postal questionnaire) with follow up telephone interviews
Interviewed (semi-structured) 24 garda respondents in person at their work place and home
Time frame for this research was one year
Average age of respondents was 57years

The demographics/characteristics of the above respondents

All respondents in this research were Irish citizens at time of recruitment
98% were Catholic
Family influence to secure a steady job was the main reason for joining.
70% of the trainees were from rural villages and small towns.
Occupations were mixed and similar to their parents; the socioeconomic background of all can be classified as middleclass.
30% of the trainees (all male) came back from England where they were working to take up a position which offered so much security.
All trainees were single at time of entry.
No trainee had a 3rd level qualification at the time of entry however, 38% now have 3rd level qualifications ranging from diplomas to masters degrees.
All availed of grants from the Garda Siochana to undertake their 3 rd level qualifications.

2nd programme (Walsh programme) from 1989-2002

50 garda respondents - surveys (questionnaires) and interviews conducted

32 uniform garda
7 uniform sergeants
1 D/sergeant
10 Detective gardai
25 garda divisions – urban and rural
2 respondents per division
34 male respondents & 16 female respondents
68% (m) and 32% (f) representing the approximate gender difference in this programme
All serving members
Surveyed 50 garda respondents (postal questionnaire) with follow up telephone interviews
Time frame for this research was one year

3rd programme – current from 2003 – 2008

322 trainee respondents - surveys (questionnaires) and interviews conducted

67% of two intakes, 6 months separated the two intakes
60% of accelerated recruited trainees
12% of trainees between 2004/2008
195 male trainees & 127 female trainees
60% (M) and 40% (F) representing the approximate current ratio in this programme
The same trainees for each of the six surveys
Trainee respondents were between 19 and 34 years old
Independent member present for each survey and administered by independent member (dates, times, trainees and location)
All trainees surveyed (questionnaire) and interviewed at the Garda College
Trainees surveyed at the end of phase one (for phase one)
Trainees surveyed at the beginning of phase three for phase two data
Trainees surveyed at the end of phase three (for phase three)
All trainees entered Garda College by accelerated recruitment
Group interview at the Garda College – 5 probationary garda , 3 male respondents and 2 female respondents from the intakes surveyed
3 separate surveys per intake (longitudinal) over 62 weeks – one survey in the 20th week, the second survey in the 45th week and the third survey in the 60th week, conducted over 15 months

The following chart presents the data collection timeframe and location used in this part of the research

Data collection timeframe – 2007/2008/2009

Intake	Location	Survey	Survey	Survey	Survey	Survey	Survey	Interview
	College	20 wks	20 wks	45 wks	45 wks	60 wks	60wks	99wks
A	College	Phase 1						
B	College		Phase 1					
A	College			Phase 11				
B	College				Phase 11			
A	College					Phase 111		
B	College						Phase 111	
A&B	College							On phase V

Demographics/characteristics for 2nd and 3rd programme

The 62 weeks trainee time frame is the same for both programmes under research:
<i>“Phase one is 20 weeks at the Garda College</i>
<i>Phase two is 20 weeks experiential learning at an operational Garda station</i>
<i>Phase three is 12 weeks at the Garda College”</i>
Both programmes were accredited by HETAC.
70% of the trainees come from villages and towns with 30% from cities in the accelerated competency programme, from 2004 to 2008,
In the precompetency programme from 1989 to 2002, 76% and 24% respectively come from these areas.
Trainee’s level of education before entry to the Garda Siochana is comparative with 44% from the pre-competency programme and 43% from the accelerated competency programme. 3 rd level qualifications are from certificates up to master’s level.
Family and relatives are the dominant influence to join: <i>56% in the precompetency programme</i> <i>63% in the accelerated competency programme</i> Combined family influence is 60% for both programmes
The gender of trainees is comparative, with male trainees at 72%, female trainees at 28% from the pre-competency programme and 69% and 31% respectively in the accelerated competency programme.
Trainees marital status on joining the Garda Siochana was 100% single in the pre-competency programme
81% single in the accelerated competency programme; the increase from 26 years to 35 years for recruitment is reflected in the accelerated competency programme with 19% married and/or in a full time relationship.
Trainees were 96% catholic in both programmes.
The nationality of trainees is 100% Irish in the pre-competency programme
98% Irish in the accelerated competency programme. With open recruitment for non-Irish nationals from 2005, the recruitment of non-Irish nationals (2%) is slightly reflected in the accelerated competency programme.
Parents and respondents’ occupations from both programmes are comparative, ‘middle class’ coming from a wide cross section of Irish society.
The two programmes show a difference in trainee’s financial earnings before joining, with 56% of the precompetency respondents earning between €5000/15000 and 44% of the trainees earning between €15000/40000.
In the accelerated competency programme 76% earned between €15000/40000 with 24% earning between €5000/15000. The influence of the Irish ‘Celtic Tiger’ is reflected in the accelerated competency programme when full employment in Ireland was virtually achieved.
Based on the programmes recruitment criteria, all of the pre-competency programme trainees were in the age categories of 18/26 when joining the Garda Siochana.
In the accelerated competency programme with 70% in the age categories 18/25. The increase in the age profile for recruitment from 26 years to 35 years is reflected in the accelerated competency programme due to the changes in the recruitment criteria with 30% over 26 years.
<u><i>Phase two demographics for trainees:</i></u>
52% of trainees were stationed in the main cities for both programmes
48% stationed in large urban towns for both programmes
<u><i>Phase two demographics for tutor gardai:</i></u>
Tutor garda average service was 6 ½ years in each programme.

54% of tutors between 12 weeks and 5 years
34% of tutors between 6 years and 10 years
12 % of tutors with 11 years+.
35% of tutor Gardai had less than 2 years service in the precompetency programme,
80% of tutors Gardai had less than 2 years service in the competency programme,
45% of the tutor gardai in the competency programme were still in their probationary period.

Summary of respondents in research

	First prog.	Second prog.	Current prog.	Sergeants & tutors	Teacher/trainers
Respondents	50	50	322	10	12
Interviews	Yes	yes	yes	-----	yes
Surveys	Yes	yes	yes	yes	-----
Total	50	50	322	10	12

Questions used for trainees

Phase one

The first 17 questions were used to collect socioeconomic, workload, characteristics and demographic data. The questions involved gender, nationality, profession, occupational background before joining the Garda Siochana, age and distribution, education level attained, backgrounds before entry, residential background before entry, parents standard of education and occupation, students marital status before entry, earnings before the Garda Siochana, religion and sources of influence for joining the Garda Siochana. The demographic data for both programmes is tabulated using a number of graphs where appropriate.

Questions were based on the experiences of the respondents and framed around the following educational themes; “the infrastructure and support structures” in the Garda College, “integration” within Garda College life, “communication”, “professional and social” contact between trainees and Garda College staff, “student community development”, “development of professional and personal skills”, “supervision of/for trainees by Garda College staff”, the suite of “subjects”, “subject delivery”, “the Garda College as a third level institution” and “student administration involvement”. Several of the questions were open to allow the respondents to express their experience of the above; others are presented as strength and weakness questions. A choice of answers is provided in a number of the questions. One question relates to respondents views on recommending the Garda Siochana as a career. Part two finishes with questions on the best aspects of phase one and respondents overall experience of the first twenty weeks. In the final question the respondents were asked to comment on the content and mode of delivery of the subjects. Primary data using tables/graphs for both programmes is presented.

Phase two

The second part of the survey contains questions on the educational/training component parts and framed around the following educational themes; the first question involves 14 experiential developments on “quality aspects of the phase”. This is followed with a question on “Garda Siochana members” involved directly or indirectly in their learning requirements for progression. Questions progressed in line with the structured time frame of phase two and respondents were asked to rate their experiences of their “social placement and specialist placements”. A question on “useful and least useful” aspects of phase two was also asked. The second last question involved “recommendations” respondents might have to further develop the experiential aspects of phase two. The last question asked the respondents to rate the “overall

quality” of phase two. Other questions were closed with some open allowing the respondents to express their experiences. The questions contained in part two links directly with the aims and objectives, research questions and ultimately act as variables when exploring relationships in chapter eight. Mixes of straight forward questions, strengths and weaknesses questions were used.

Phase three

The questions were framed around the following educational themes; the first question is on the “integrated competency based learning modules”. The second question addresses “operational, administrative and communication functions” of policing in specific service categories. Respondents in this question were asked to rate their opinion on the relevance of their service provision to practical operational work, these two questions were closed. The third question includes a “cross section of the major learning issues”, which they are expected to, receive on phase three. The selection of issues was at times specific which then opened to the types of programme delivery and finally to the locations in the college of these deliveries. The respondents were asked to rate the “quality of the content of these learning topics and formats”. A small number of current learning issues were not relevant to the pre-competency group and not asked. This will be highlighted in the presentation of the results for the pre-competency group. The fourth question asked the respondents to rate the “Garda participants involved in their learning process” (college, divisional training and operational Garda) on how they contributed to the respondent’s development on the first three phases. The last three questions were open-ended questions on what was the “most useful and least useful” part of phase three and finally had the respondents any ‘suggestions for improving development’ on phase three. The primary data from each programme is presented at times by graph/table. This completes all primary data gathered by way of survey from the Garda trainee programmes.

Garda College and divisional teacher/trainers

The following charts present the teacher/trainer respondents numbers, characteristics, demographics used in this research.

12 teacher/trainers (9 male and 3 female)
12 interviews (semi-structured) at their workplace
<u>Garda College staff:</u>
7 teacher/trainers from the Garda College
(5 uniform sergeants (4 male and one female)
2 civilian teacher/trainers (one male and one female, one employed before the introduction of the 1999 Review of Training and one employed for this programme)
<u>Divisional staff:</u>
5 Divisional teacher/trainers
(2 teacher/trainers from 2 city divisions, 2 teacher/trainers from large urban divisions and one teacher/trainer from a rural division
(4 male teacher/trainers and one female teacher/trainer)

Demographics/characteristics of the teacher/trainer gardai

All teacher/trainers joined the Garda Siochana pre the introduction of competency development.
The average service as a teacher/trainer is 11 years.
The average operational experience before entering the training environment was 12 years.
All served in the Garda College as teacher/trainers and the average service is 6 years.
Teacher/trainer average service in the divisional training centres is 5½ years.
All the teacher trainers received a teacher/trainer course pre 1989.
Five of the teacher/trainers possessed 3 rd level qualifications before entry to the Garda training environment.
The qualifications ranged from certificate to masters in many different disciplines however, none were connected to education.
All teacher/trainers took a 3 rd level qualification while in the training environment; eight of the teacher/trainers applied and took the certificate in adult education and training, on offer to Garda teacher/trainers.
Four of the teacher/trainers took courses that involved management, coaching and mentoring.
All received funding once from the Garda Siochana for their 3 rd level courses. The overwhelming opinions here was that all stated that the Garda Siochana should be providing a menu of courses in education and training or an opportunity to further their education that teacher/trainers could take so as to keep up to date with the latest developments in education and training especially in the area of information technology.
Eight teacher/trainers stated they were transferred to the Garda College on promotion (Garda to Sergeant) and they had no say in the matter however, they enjoyed this element of policing and stayed within the training environment.
Seven of the eight teacher/trainers stated they sacrificed promotion and transfers so they could remain within the training field.
Three teacher/trainers stated Garda management (District Superintendent) recognised certain attributes and recommended them for teacher/trainer positions, and one stated it was to experience variety and new challenges.

Questions used for teacher/trainers

The list employed comprised questions on all aspects of the trainee programmes, which allowed teacher/trainers to express themselves freely and without restriction. It was particularly insightful in highlighting concerns regarding some issues relating to the change process in the current competency trainee programme. The interviews were conducted in late 2008 and early 2009. Quotations from the teacher/trainers are used where necessary so the issue at hand is expressed fully.

Operational garda sergeants and tutor gardai

The following chart presents the garda sergeants and tutor gardai numbers and demographics used in this research

20 garda sergeants and tutor gardai respondents - surveys (questionnaires) and follow up phone calls

10 operational sergeants
6 from rural divisions
2 from city divisions
2 from Dublin divisions
7 male & 3 female
All uniform sergeants working the regular tours of duty
Average service was 24 years
Average service as a sergeant was 11 years
All recruited and trained (at the end) in the Walsh programme
10 operational tutor gardai
6 from rural divisions
2 from city divisions
2 from Dublin divisions
6 male & 4 female
6 recruited at end of Walsh programme
4 recruited in and trained at the beginning of the current programme
Average service was 7 years
Tutor gardai were between 28 and 45 years
All tutor gardai working regular uniform tours of duty

Questions used for garda sergeants and tutor gardai

There was ten questions used in this survey, the first three questions were on demographics. The following questions related to their respective roles (sergeant/tutor): assessments, content, social placement, tutor garda, supervisory management, experiential learning diary, garda management, and specialist placements

Teacher/trainers – letter of introduction

Dear -----

As you are aware I am conducting research for my PhD, which is going well. As part of my research I am sending out questions first and then interviewing staff as part of my research strategy. On its receipt I will be in contact to arrange an interview which, will be based on your personal experiences of the training programmes and training environment. All information given to me as part of my research will be totally confidential, no names, locations etc will be given. On completion of my thesis I will be happy to forward a copy to you.

Teacher/trainers

When did you receive your initial Garda education/training – Pre 1989 or post 1989?

How many years have you been attached to the Garda College or involved in Garda education/training at divisional level?

Please state which (a) Do you possess a third level qualification? (b) Please specify

What operational service did you have before entering the training environment?

Did you have your 3rd level qualification before entering?

Did you seek financial assistance from An Garda Siochana while undergoing the course?

If no financial assistance was given would you have still taken the course?

If you took your 3rd level qualifications while in the training environment who/what prompted you to take it?

What attracted you to the education/training environment?

Did you receive any formal training on the current system? If so when, who gave the training.

In your opinion if you received training did this assist you in facilitating this programme?

Has the new educational programme placed you under any pressure professionally or otherwise?

Have you received continuous professional development with regard to the current system?

In your opinion what level of education is required as a staff member with the S/P Programme

Have you received any training in the principles and application of competency development behavioural statements for the programme?

In your opinion has An Garda Siochana/Garda College provided the necessary educational and training tools to guide reform in the new system for staff ?

Have you as a teacher/trainer been involved in any quality assurance for the new system?

How long were you a teacher/trainer before you offered an in-house teacher/trainer course and/or the Certificate in Adult Education from NUI Galway?

In-house and Certificate -

What are your views on the Certificate of Adult Education/Training now on offer to Teacher/trainers?

What are your views on the one week residential course now on offer to Garda members now involved in the training environment?

In your opinion has the new education programme placed you under any pressures to achieve or further achieve education qualifications because you are in the training environment?

Questions on Trainees

In your opinion are students developing in line with the designed competencies per the respective phases?

In your opinion are there any differences between the old system pre and post the 1999 review of training in the development of students and probationers?

In your opinion has An Garda Siochana/Garda College provided the necessary educational and training tools to guide the new system for trainees?

Do you as a college/divisional teacher trainer see any changes taking place within the student population since the introduction of the competency development?

In your opinion, have trainees 'police, social perspectives and knowledge' increased or decreased due to the competency development framework?

What are your general views (as they apply to you) on the assessment of the Experiential Learning Diary – for: Phase one, Phase two, Phase three?

Garda College

In your opinion has the accelerated recruitment effected your working environment?

In your opinion has accelerated recruitment placed a burden on the college infrastructure?

In your opinion how would you rate the overall progression of the new educative process?

Operational field

In your opinion is the operational field an obstacle to develop for students and probationers? if there are obstacles, what are they?

Garda management

In your opinion do you see any area(s) of conflict which are not being addressed by Garda Management?

In your opinion is there any area(s) of conflict which was identified to Garda Management and is still not addressed?

Accelerated recruitment

In your opinion has the accelerated recruitment had any negative/positive effects on the student and probationer working environment?

Ethnic/diversity

Have you participated in any training with regard to diversity awareness/ethnic minorities?

Do you have any other views you would like to share that I have not touched upon?

1999 Review of Training

In your opinion has the Garda Siochana developed teacher/trainers in adapting to the new programme?

In your opinion do you see any difference(s) in the: Quality of the current programme from the Walsh programme? If your answer is yes or partially yes please state where you see the difference?

In your opinion has competency developments improved the standard of trainees education and training

In your opinion has the course content improved?

In your opinion the course programme is easier to facilitate due to trainees taking responsibility for their own learning?

Please indicate in you own words what you see as the main advantages or disadvantages of the current programme

In your opinion as they relate to your working environment how do you view the assessment interviews on phase two

The following questions relate to the design of the current education programme, please state your opinion on the following:

Phase one

Assessments, subject content, student time, lecturing/tutorials, and experiential diary

Phase two

Assessments, content, social placement, tutor garda, supervisory management, experiential learning diary, garda management, and specialist placements

Phase three

Content, integration of subjects, assessments, and experiential learning diary

Interviews

Interviews were conducted through the 'semi-structured' interview format with gardai from the pre-competency programme (1989-2002). This was followed with a group interview of probationary Gardai from the competency programme (2003- present) to obtain detailed and contextualised account of experiences of the various phases and views of the organisation. These interviews are paraphrased with discussion and analysis taking place in chapters eight and nine.

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