Perception of change in education, training and development in the NSW Police Service, post the Wood Royal Commission

Don Gillies
University of Technology, Sydney

Abstract

This study examined the perception held by members of the NSW Police Service as to the effectiveness of changes made to education, training and development; post the implementation of changes recommended in the Wood Royal Commission report of 1997.

The study basically adopted an empirical, quantitative research methodology, supplemented by qualitative statements made by participants during discussion sessions. Two separate questionnaires were developed: one for respondents in the broader NSW Police Service (one city and one rural region), and the other for teaching staff at the NSW Police Academy. The Service questionnaire addressed participant perception of the effectiveness or otherwise, of changes made in relevant aspects of individual, team and organisational learning. The Academy questionnaire addressed the perceptions held about the effectiveness or otherwise, of changes made in general learning issues, curriculum development, course delivery and the evaluation of training. An analysis of responses based upon a range of demographic characteristics was also made.

The findings indicated that respondents perceived some improvement in the effectiveness of education, training and development Post the Royal Commission. These findings have possible implications for practice and further research in the NSW Police Force and other police jurisdictions.

Introduction

This paper gives a brief background to the research questions, methodology issues and findings together with recommendations made following the completion of a PhD research project at UTS in 2006. The study was a follow-up to a previous study (Gillies, 1995) into the NSW Police Service (NSWPS) (now NSW Police Force). This earlier project involved a major review of the literature on learning organisations and the history and characteristics of the NSWPS. This contextual phase involved interviews with members of the Executive and other senior officers. It was subsequently suggested that this study be expanded to include input from a wider range of members of the Service. In the meantime, The Royal Commission into corruption in the NSWPS (Wood, 1997) had a significant impact on the Service. This current research examines the perceived influence of the implementation of the Wood recommendations on education, training and development (ETD) within the Service.

Literature review

Vocational training, as with all training, requires examination of the context in which it occurs. Thus this study involved a wide ranging review of the general and policing literature on organisational theory, organisational behaviour, teaching and learning theory, with an emphasis on workplace learning. It also involved an examination of historical developments within the NSWPS related to ETD provision.

Allegations of police corruption and inefficiency have been a feature of policing in NSW for some years. In an effort to revitalise policing, Justice Lusher was appointed to report on and if necessary, make recommendations for improvements in police administration. The resulting Lusher Report (1981) had far reaching implications for the structure and administration of policing and the training and education of police officers. Lusher was particularly critical of recruit and management training and advocated that the education of police officers be broadened to include involvement of higher education and study of social issues. The Lusher Report was to lead to the setting up in 1984 of a residential NSW Police Academy at Goulburn.

The Wood Royal Commission was appointed to investigate allegations of corruption and if necessary, make recommendations for its minimisation. The Wood Report (1997:207-212) provided an overview of the problems faced by the Service. These can be summarised as being:

- Insularity of police education and training
- Inability to implement change
- Inadequate leadership
- Lack of direction
- Lack of openness
- Inadequate focus on staff.

In addressing ETD matters the Report (1997:269-282) examined Recruit Training, Continuing Education and Career Development, the Police Academy, Management and Leadership training and Ethics and Integrity. The recommendations made included:

- The restructure of Recruit Training with higher education, delivered by skilled civilian educators, being given a more predominant role. The civilian educators to also take a more prominent role in framing curriculum and the delivery of courses.
- Eradication of "training decay" caused by the undermining of the formal curriculum by operational and occupational realities. This adversely affected the development of "reflective and critical understanding in which practice drove theory rather than the reverse."
- A review to be made of continuing education and career development courses for content and quality, including use of distance education and with more involvement of civilian educators.
- Management and leadership training for commanders and supervisors to be provided by external providers.

- Ethics and integrity training to be integrated into every aspect of education and training in accordance with adult learning principles.

Thus this study addressed issues related to:
- Police Culture. Culture change as a key element in effective reform.
- Police approach to diversity. Awareness of cultural, racial, gender and other issues affecting minority groups.
- Police management and leadership. Being essential but only provided to selected senior officers. Leadership should be seen as an education and development process involving all police.
- Police professionalisation. To develop committed and professional employees, to police in smarter, more effective ways in response to constantly changing environments. This involves the development of "more mature and knowledgeable officers".

From the review of the adult and vocational teaching and learning literature it was determined that the study should involve a general Service Questionnaire examining relevant issues related to Individual, Team and Organisational learning. A separate Academy Questionnaire would be required for staff at the Academy, to address issues related to the training process i.e. Curriculum Development, Course Delivery and Course Evaluation.

Research method

Specifically the research was to gain answers to the following questions:
1. What were the perceptions of the effectiveness of changes made in the individual, team and organisational learning aspects of ETD, held by members, post the implementation of the recommendations from the Wood Royal Commission?
2. What was the perception of the effectiveness of the instructional or training process at the Academy held by staff involved in the formal police teaching-learning environment?

The Service Questionnaire was developed for respondents in the selected regions (three Local Area Commands (LAC's) in the City East Region and five in the Western Region). Both the Service and Academy questionnaires required responses as to the perception held pre and post Royal Commission driven changes made in ETD. The Service questionnaire contained 34 questions related to ETD at the individual, team and organisational levels. The Academy questionnaire consisted of 31 questions and addressed general issues in policing, as well as more specific aspects related to Curriculum Development, Course Delivery and Evaluation.

A good working relationship was established with the Education and Development Officer (EDO) network (those officers responsible for co-ordinating training in the LAC's). Through this network it became clear that members of the Service were "surveyed out" and that questionnaires were being delivered to the waste bins. It was

therefore arranged for participants in training sessions, conference attendees and officers changing shift to be approached for their voluntary participation. These officers were given an explanation of the aim of the survey. After completing the questionnaire respondents were invited to comment on issues they thought were important. Notes on these discussions were recorded and have provided valuable data to assist in the development of the study findings. 224 members responded to the Service Questionnaire and 55 to the Academy Questionnaire. Six people did not complete the Service questionnaire and four the Academy Questionnaire.

Questionnaire Pre and Post responses, using a five point Likert Scale ranging from Strongly Agree (1), Agree (2), Neutral (3), Disagree (4), Strongly Disagree (5) were reduced to mean values and mean difference scores (difference between Pre and Post means) to examine the change in perceptions held. If the Post mean value was smaller than the Pre mean value the response was considered to be reflecting an improvement or being positive. Where a mean difference score was ≥ 0.3 this response was considered to be of practical significance.

Table 1 MEAN AND DIFFERENCE SCORE RESPONSES TO QUESTIONS: SERVICE QUESTIONNAIRE

Section 1. Individual				**Section 2. Team**			
	Means				**Means**		
	a	**b**	**d**		**a**	**b**	**d**
Q1	2.46	2.36	+0.10	Q13	3.62	3.19	+0.43*
Q2	3.00	3.04	-0.04	Q14	3.60	3.31	+0.29
Q3	3.11	3.19	-0.08	Q15	3.04	2.91	+0.13
Q4	3.15	3.08	+0.07	Q16	3.58	3.10	+0.48*
Q5	3.16	3.03	+0.13	Q17	2.69	2.57	+0.12
Q6	3.32	3.00	+0.32*	Q18	2.87	2.64	+0.23
Q7	2.90	2.73	+0.17	Q19	3.23	2.95	+0.28
Q8	3.42	3.34	+0.08	Q20	3.48	3.35	+0.13
Q9	3.32	2.84	+0.52*				
Q10	2.94	3.82	-0.88*				
Q11	3.65	3.30	+0.35*				
Q12	3.56	3.23	+0.33*				

Total Individual Mean:				**Total Team Mean:**			
	3.40	3.28	+0.12		3.25	3.00	+0.25

Section 3. Organisation

Q21	2.91	3.57	-0.66*	Q28	3.12	2.80	+0.32*
Q22	3.06	3.02	+0.04	Q29	3.40	4.03	-0.63*
Q23		3.08		Q30	3.22	3.04	+0.18
Q24		2.56		Q31	3.49	3.01	+0.48*
Q25	3.67	3.40	+0.37*	Q32		2.69	
Q26	3.40	3.38	+0.02	Q33	3.22	3.47	-0.25
Q27	3.19	3.14	+0.05	Q34	3.20	3.53	-0.33*

Total Organisation Mean: Service Overall Mean:

	2.96	3.05	-0.09	3.19	3.11	+0.08

Note: 1. "a" refers to the mean response score Pre RC and "b" Post RC.
2. "d" indicates the difference score.
3. A neutral position is "3". The smaller the mean the more positive is the response. A "+" sign indicates perceived improvement. A "-" sign indicates perceived no improvement.
4. Where only a single mean is shown against a question, it indicates that the question has relevance to Post RC perceptions only.
5. * indicates "d" being of practical significance ($. \geq 0.3$).

In the Service Questionnaire questions found to be of practical significance were:
Individual
Q10. Relevance of Academy training to an officer's efficient and effective performance of operational duties. (-0.88)
Q6. Opportunity and encouragement for reflection and learning from mistakes. (+0.32)
Q12. Encouragement given to participation in problem solving training. (+0.33)
Q11. Encouragement given to participation in conflict resolution training. (+0.35)
Q9. Effectiveness and acceptance of Ethics and Integrity training. (+0.52)

Team
Q13. Encouragement given to identify problems for resolution by project teams. (+0.43)
Q16. Discussion of Ethics and Integrity issues in teams. (+0.48)

Organisation. (+0.43)
Q21. Effectiveness of the Academy in providing quality training. (-0.66)
Q29. Use and retention of knowledge and experience of long serving and retiring members. (-0.63)
Q34. Effectiveness of the Service in developing a "more mature and knowledgeable officer". (-0.33)
Q28. Encouragement given to propose new ideas to improve the way duties are performed. (+0.32)

Q25. Collection, analysis and dissemination of operational information, or lessons learnt during duties is communicated speedily throughout the Service. (+0.37)
Q31. Service consults with the wider community on issues related to learning and the improvement of managerial and operational performance. (+0.48)

Questions requiring a Post response only and being positively perceived were:
Q24. The Service has become more open and accepting of ideas from members. (2.56)
Q32. General acceptance of the Mandatory continuing Police Education Scheme. (2.69)

**Table 2. MEAN RESPONSES TO QUESTIONS BY SECTION:
ACADEMY QUESTIONNAIRE**

	General Issues		
Quest	**Pre**	**Post**	**d**
1	2.91	2.44	+.47*
2	3.40	2.80	+.60*
3	3.58	3.15	+.43*
4	3.63	3.19	+.44*
5	3.45	3.13	+.32*
6	2.73	1.85	+.88*
7	2.27	2.31	-.04
8	3.11	2.60	+.51*
9	3.40	2.56	+.84*
10	3.35	3.02	+.33*
11	2.82	2.53	+.29
12		3.26	
13	3.62	3.30	+.32*
Gen Issues Mean	3.18	2.72	+.46

Curriculum Development

Quest	Pre	Post	d
14	2.73	2.55	+.18
15	3.29	2.75	+.54*
16	3.09	2.38	+.71*
17		2.05	
18	3.35	2.75	+.60*
19	2.93	2.42	+.51*
20	2.53	2.73	-.20
C Development Mean	2.98	2.59	+.39*

Course Delivery

Quest	Pre	Post	d
21	2.65	2.65	0
22	3.06	2.70	+.36*
23	3.07	2.89	+.18
24		2.02	
25	3.50	3.38	+.12
26	2.93	2.55	+.38*
27	2.91	2.87	+.04
Course Delivery Mean	2.97	2.79	+.18

Course Evaluation

Quest	Pre	Post	d
28	3.15	3.19	-.04
29	3.00	2.87	+.13
30	3.36	3.15	+.21
31	3.41	3.54	-.13
Course Evaluation Mean	3.20	3.15	+.05

Academy Overall Mean	3.10	2.77	+.33*

Note: 1. 'Pre' = Mean score of Pre Royal Commission responses
2. 'Post' = Mean score of Post Royal Commission responses
3. 'd' = mean difference score
4. Questions with only a 'Post' mean response, indicate that they are relevant to perception of 'Post' ETD effectiveness only
5. * indicates "d" being of practical significance (≥ 0.3).

The Academy questions found to be of practical significance were:

General Issues

Q6. Ethics and Integrity training is included in all training at the Academy. (+0.88)

Q9. Recognition of prior learning, where appropriate, for those re-joining the Service or joining from other Services is granted. (+0.84)

Q2. Supervisors give encouragement and support for officers to engage in continuing professional development activities. (+0.60)

Q8. Training in conflict resolution is encouraged at the Academy. (+0.51)

Q1. Members of the Service attach importance to their own workplace learning. (+0.47)

Q4. Officers take the opportunity to discuss learning issues with other officers outside their immediate work environments. (+0.44)

Q3. Senior officers and supervisors are effective role models of involvement in learning. (+0.43)

Q10. There is an appropriate balance between the number of designated sworn and non-sworn positions at the Academy. (+0.33)

Q5. Members who assist others to learn are valued and rewarded for their efforts. (+0.32)

Q13. Senior officers and supervisors provide effective leadership and involve staff in educational decision making. (+0.32)

Curriculum Development

Q15. Inter-personal relationship training is included in Academy training. (+0.54)

Q16. Emphasis is placed on monitoring the need for curriculum changes. (+0.71)

Q18. Extensive consultation with external education and community groups on the need for changes to curriculum content. (+0.60)

Q19. General acceptance at the Academy of the need to involve field officers in curriculum changes. (+0.51)

Course delivery

Q22. Effectiveness in developing a "reflective professional practice" mindset by both staff and students. (+0.36)

Q26. Differences in culture, gender, training and experience which colleagues and students possess are valued. (+0.38)

Course Evaluation

Nil.

Questions requiring a Post response only and being perceived positively were:
Q17. Extensive, planned curriculum changes have been made in Academy courses, post the royal Commission. (2.05)
Q24. There is now an increased use of distance and self-paced learning methods. (2.02)

Findings and discussion

Overall, the Service Questionnaire respondents perceived some improvement in the effectiveness of ETD. This improvement was seen in many of the positive mean difference scores in the Pre-Post responses to questions. However, upon examining the Post mean scores, it was apparent that many of the respondents' perceptions remained in the general vicinity of the neutral point on the Likert scale (3). It is significant to note that the majority of questions that recorded positive means, involved issues that were relevant to the creation of a learning culture. For example, members now tended to attach more importance to their own work-based learning and team members assisting each other in gaining new knowledge and skills.

In contrast, staff at the NSW Police Academy possessed, on average, a more positive perception of post Wood Royal Commission changes in the formal training process at the Academy. This perception was shown by the more positive mean difference score responses and means that were generally located further into the 'Agree' (2) or positive side of the scale, away from the neutral point (3).

More specific responses to the research questions were:

1. *What were the perceptions of the effectiveness of changes made in the individual, team and organisational learning aspects of ETD, held by members, post the implementation of the Royal Commission recommendations?*

Individual learning. It was perceived that there had been some improvement in individual learning, particularly in the effectiveness of ethics and integrity training and encouragement given to participation in conflict resolution and problem solving training. It was encouraging to see a response which indicated that opportunity and encouragement was given to learning from mistakes. From the responses, there is an indication that more has to be done to develop reflective, self-managed learners, who are motivated to initiate and achieve their own professional development. Respondents did not perceive learning at the Academy as being relevant to a member's performance of operational duties. Thus problems remain in the interface between the provision of formal learning at the Academy and the "real" learning perceived as being required for effective performance of operational duties in the field.

Team Learning. Respondents were more positive about team involvement in discussing ethics and integrity issues and the encouragement given to identify problems to be resolved by Service-wide project teams. More encouragement to participate in such teams and the use of the positive aspects of diversity in teams was seen to have occurred. Statements made by respondents during discussion sessions supported the view that the

effectiveness of team learning, information gathering and lessons learnt from experience was very much influenced by the involvement of supervisors, duty and senior officers and managers. Comments made in discussion sessions also indicated that besides the requirement for leadership commitment to team learning, there was also a need for leadership commitment to the use of information and communications technology (ICT) in capturing, storing and disseminating information, intelligence and lessons learnt from experience.

Organisational learning. Responses here were overall more negative. Respondents were a little more positive about consultation with the wider community on issues related to educational, management and operational performance; and encouragement given to officers to propose new ideas to improve the performance of duties. However, discussion sessions indicated that more improvement was still required. Negative responses, to the questions related to the ability of the Academy to provide quality training; the Service's retention and use of the knowledge and experience of departing and long serving officers, and the ability of the Service to develop a "more mature and knowledgeable officer", indicated that more still needs to be done. Discussion sessions also indicated that there was still a need to develop a learning culture. In particular, the need for leaders at all levels to involve themselves in learning issues and to establish and maintain effective ETD practices. These practices include the selection, training and support of those engaged in facilitating the training of others in the field. It was apparent that the quality of leadership was seen as being variable. Leaders needed to provide good role models of learning. It was perceived that leaders had a significant influence on learning outcomes and the impact of those outcomes on the effectiveness of operational performance. Respondents in rural areas expressed the need for better distance learning facilities to reduce the requirement to travel long distances to attend training and briefing sessions.

> 2. *What was the perception of the effectiveness of the instructional or training process at the NSWPS Academy held by staff involved in the formal police teaching-learning environment?*

Staff at the Academy perceived overall improvement in the effectiveness of changes made in the formal training process at the Academy and in General Issues affecting ETD provision 'Post' the Royal Commission. In examining responses as to the effectiveness of specific aspects of the training process, respondents perceived improvement in Curriculum Development. The perception of the effectiveness of changes in Course Delivery and Course Evaluation were less positive.

General issues. As could be expected, following the results of the Service wide responses, the Academy staff saw the greatest improvement; post the Wood Royal Commission, to be in the area of Ethics and Integrity training, followed by Recognition of Prior Learning (RPL) for experienced re-enlistees. Responses to the majority of questions in this section indicated a perceived improvement in all aspects related to the development and maintenance of a learning culture within the Service and Academy. It was interesting to note the positive responses to questions related to leaders, i.e. supervisors encouraging and supporting Continuing Professional Development (CPD)

activities and effective role modelling of involvement in learning. These responses were not collaborated by statements made during discussion sessions. Respondents perceived an improvement in the balance between the number of uniformed and civilian staff engaged in teaching at the Academy.

Again, as reflected in the Service wide responses, Academy respondents were less enthusiastic about the relevance of what is learned at the Academy to an officer's efficient and effective performance of operational duties and the positive influence of university level recruit education on police culture. The statements made by civilian teaching staff during discussion sessions, gave a clear indication that although improvements have been made more work was required. They also indicated that there was a requirement for more improvement in the relationship between civilian and uniformed staff.

Curriculum Development. There was an indication that whilst there have been improvements made in curriculum development, more attention needed to be placed on this aspect of the training process. A more collaborative approach to curriculum development, involving both Academy staff and field operatives was required.

Course Delivery. Perceptions by Academy staff about course delivery effectiveness showed only slight improvement. Nevertheless, the value placed on the positive aspects of diversity used in training was seen as being of some importance. The use of distance and self-paced learning was also seen as being effective.

The Wood Report (1997: 274) placed emphasis on the development of "reflective professional practice". This was seen as achievable by the delivery of higher education using external civilian educators. The overall aim was to produce a "…more mature and knowledgeable officer, who would be better prepared to deal with the demands of modern policing." (p.277). The development of 'reflective professional practice' was seen to involve adult learning principles and appropriate course delivery methods with people engaging in "reflecting on experience". The response to the question addressing the "development of reflective professional practice" indicated that staff perceived an improvement in the Academy's effectiveness. On the other hand, the response to the question which specifically addressed the development of a "more mature and knowledgeable officer", indicated that no perceived improvement had occurred.

As there was overall only a slight positive response to this section, it could be inferred that more emphasis needs to be placed on course delivery, with the use of a wider range of more effective experiential learning methods.

To gauge the perception of the influence of educational leadership on course delivery, the question was asked concerning the 'recognition and reward for excellence in training delivery' by Academy staff. Responses indicated that, although some improvement has occurred, more needs to be done. This is considered important as recognition of excellence in course delivery is an indicator of the presence of a learning culture, supported by the leadership. Collaborative team learning and problem solving methods,

such as experiential and action learning, were not generally accepted by uniformed Academy staff who tended to adopt a more behaviourist or didactic approach to training. This deficiency can only be seen as having a negative influence on the ability of the training methods to contribute to the development of "reflective professional practice" and "more mature and knowledgeable officers" (Wood, 1997).

Course Evaluation. The Academy Questionnaire asked for a direct response as to whether there was effective evaluation of initial, specialist and field training. The 'Pre' response was somewhat negative and the 'Post' response was even more negative. The statement made during a discussion session that "[t]here is a need for more evaluation of courses and checks to ensure theory is converted into action", indicated that there are outstanding issues involved in the transfer of learning and evaluation of training needed to be further addressed. The statement can again be interpreted as further indicating conflict between academic and policing skills training at the Academy and in the wider NSWPS.

Conclusions

Implications for practice. The following matters may be worthy of further consideration by the NSWPF and indeed by other police jurisdictions:

1. Commanders, senior officers, supervisors and managers at all levels of the Service, may have to take more leadership responsibility and accountability for ETD in achieving effective performance outcomes. They may need to appreciate the importance of being effective role models of learning and of their influence on the development of appropriate learning cultures.

2. The leadership may have to take further action to address the differences in attitudes that are apparent in the provision of formal recruit training at the College and "on-the-job" learning in the field (Harris, Simons Carden, 2004; Chan, Devery, Doran, 2003; Rushbrook, Maxwell, Browne, Booth, Gillies, Caddy, 2002). There may be a case for more effective communication between civilian teachers, academic staff and sworn uniformed staff at the College and between the civilian teachers, academic staff and police in the field. Regular and programmed exchange familiarisation visits could be of mutual benefit.

3. There could be further emphasis placed on the selection, training, continuing professional development (CPD) and recognition and reward of those who have formal roles in ETD provision, both Service wide and at the College.

4. To develop self-directed or self-managed learners (Long, 1990), consideration should be given to providing 'Learning how to learn' (Smith, 1982) awareness training for all police attending training sessions. This could include recruit training, other College courses, as well as, training conducted within LAC's. This awareness training needs to emphasise the role and characteristics of formal, informal and incidental learning.

5. Further consideration could be given to the use of ICT and flexible, self-paced distance learning training methods delivering a wide range of academic and policing skills.

6. Leadership Development training could be made available to a wider range of officers down to the rank of Senior Constable. Such training should include responsibilities for developing and supporting an effective corruption resistant learning culture. In the longer term, leadership development training could be introduced early in a police officer's career. There may be a need to evaluate the inclusion of a topic such as 'Introduction to leadership/followership' at some stage in the Constable Development Program (CDP). The topic of Followership (Chaleff, 2003) could have an influence in culture change and the development of corruption resistance.

7. Education Services could perhaps further its endeavours to revitalise the training or instructional process. The curriculum needs be under constant review because of the diverse and rapid changes occurring in society. The review process could involve appropriate community members, as well as civilian educators. The review process needs to involve the LAC's and their local communities. ETD practitioners in the field need CPD opportunities to keep up-to-date with training and learning considerations as adult learning principles are developed and refined. Similarly, quality control systems could be improved to ensure that ETD activities are effective and contribute to the wide range of Service performance objectives.

8. Commanders and managers could place more emphasis on their important role and responsibility for the assessment of current competence of all ranks. This will ensure that they provide regular and timely performance feedback and use of Personal Learning Plans to meet the identified training and CPD needs of individual officers and teams under their control.

9. More support and encouragement may be required for the development of 'learning networks', 'learning communities' or 'communities of practice' (Wenger, 1998) to spread collaborative learning practices throughout the Service. Identified issues and new developments can be subject of collaborative action research. ICT can play an important role in this networking process. At the individual level ICT can be of real assistance to officers serving in remote rural areas.

10. Knowledge management (KM) (McElroy, 2003) has a significant place in policing. The collection, analysis, dissemination, use, storage and retrieval of information are all important in contributing to organisational learning and operational effectiveness. Knowledge management has an important role in capturing the knowledge and experiences of members with specific expertise. An appropriate ICT system could record the expertise of members to facilitate access by others requiring their assistance. Knowledge management systems can also capture the knowledge and experience of officers about to leave the Service. This will ensure that the Service does not lose this important source of previous and perhaps unique learning.

11. Similarly, the development of an 'After Action Review' (AAR) (Baird & Henderson, 2001) or gaining lessons learnt process could analyse and record the knowledge and insights gained from training and operational events. This will help to ensure that the same lessons do not have to be learnt repeatedly. It is important that this process includes effective analysis, storage and dissemination procedures and gains the active support of all officers. ICT resources can play an important role in the AAR process.

12. More emphasis may have to be placed on the quality assurance of all ETD processes and outcomes. There is now a general expectation that enterprises place more importance on achieving quality of service, accountability and effective use of resources. Thus, besides the evaluation of formal training courses, there could be quality assurance processes put in place to ensure that ETD is contributing effectively to Service outcomes. This process should be supported by continuous improvement teams who network on strategic change and the development of proactive and effective solutions. Quality assurance does not mean more control, but provides "an opportunity for *critical questioning* and *becoming better at learning*." [italics in original] (Field & Ford, 1995: 136).

Implications for further research. Policing based upon "a more intimate relationship between practitioners and researchers in general and the police and researchers in particular" is required to make police organisations more efficient and effective in their crime reduction practices (Laycock, 2001: 1). Again, to emphasise the point "[m]ost published, academically rigorous, police-related research has been about, rather than for, policing." (Bradley, 1996: 89). What is required is the development of a 'policing discipline' based upon rigorous police leadership of innovative research.

Research can contribute to the development of new knowledge which can be applied to improve the achievement of performance objectives. The need for continuous new learning to facilitate the ability to anticipate and manage change has been emphasised in the Organisation Development, leadership and change literature. The literature also indicates that people need to be consulted and engaged in the process of change. Research should be about creating productive change and not about resisting change to maintain the status quo.

This present study indicated some areas where future research may be of relevance to the NSWPF and policing generally. Topics that are considered as warranting further research are:

- Professionalisation
- Recruit, CPD and Specialist training
- Leadership/Followership development and distribution

For further information or to make comments on the findings, the author can be contacted at:

      University of Technology, Sydney
      C/- Faculty of Education
      PO Box 123
      Broadway NSW 2007   e-mail. drg@ozemail.com.au

REFERENCES

Baird, L. & Henderson, J.C. (2001).The knowledge engine. Berrett-Koehler. San Francisco

Bradley, D. (1996). Contemporary police education in Australia. In Chappel, D. & Wilson, P. (Eds.) Australian policing: Contemporary issues (2nd edn.) Butterworths, Sydney

Chaleff,I. (2003). The courageous follower (2nd edn.) Berrett-Koehler

Chan, J., Devery, C., Doran, S. (2003). Fair cop: Learning the art of policing. University of Toronto, Toronto

Field, L. & Ford, B. (1995). Managing organisational learning. Longman, Melbourne

Gillies, D. (1995). The New South Wales Police Service as a learning organisation. MEdAdmin thesis (UNSW). Unpublished

Harris, R., Simons, M. & Carden, P. (2004). Peripheral journeys. Learning and acceptance of probationary constables. Journal of workplace learning, 16: 4, 205-218

Laycock, G. (2001). Research for police: who needs it? Trends & issues in crime and criminal justice. No. 211 (June)

Long, D.G. (1990). Learner managed learning. Kogan Page, London

Lusher, E. (1981). Report of the Commission of Inquiry into the New South Wales Police administration. NSW government Printer, Sydney

McElroy, M.W. (2003). The new knowledge management. Butterworth-Heinemann, Boston

Rushbrook, P., Maxwell, J., Browne, R., Booth, A., Gillies, D., Caddy, A., (2002). Reform from the middle: Organisational learning in the New South Wales Police Diploma of Policing Practice (DPP) practicum program. Unpublished paper

Smith, R.M. (1982). Learning how to learn. Open University Press, Milton Keynes

Wenger, E. (1998). Communities of practice. Cambridge University Press, Cambridge

Wood, JRT. (1997). Royal Commission into the New South Wales Police Service. Final Report Volume II: Reform. NSW Government, Sydney