Treading the front-line: Tartanisation and Police Academic Partnerships

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Introduction

Although the idea of the police as a profession is not a contemporary one (Holdaway, 2017), the past couple of decades have witnessed a considerable upswing in the development of close working partnerships and relationships between police organisations and higher education institutions (HEIs) (Rojek, Smith and Alpert, 2012). Unsurprisingly, the development of closer relationships between policing organisations and academia has been controversial and has led to variations in how different police organisations and HEIs interact (Hallenberg and Cockcroft, 2017). Furthermore, differences exist across the United Kingdom in terms of how police forces have engaged with HEIs and vice versa. With the introduction of the Police Education Qualifications Framework (PEQF) last year, for example, there is an expressed commitment by the College of Policing to police education in England and Wales.

The PEQF sets a minimum education standard for different ranks in the police, with a level 6 Bachelor's degree requirement for constable and a minimum of a level 7 (Master's degree) for Superintendent rank. Although the development of enhanced training and provision is not new, the introduction of the PEQF in England and Wales marks a significant formalisation of previously ad-hoc arrangements to education and training (Tong and Hallenberg, 2018).

In Scotland, however, the PEQF does not apply and the route towards police education and training has taken a subtly different route from that in England and Wales. One of the reasons underpinning the differences between England and Wales and Scotland could be as a result of what Walker (1999) argues, is the distinct nature of policing in Scotland. While there are clear differences in relation to an alternative legal system, laws and governance to those of England and Wales, other identifiable traits are harder to pinpoint (Donnelly and Scott 2010). Walker (1999: 94) argues that:

'The policing of Scotland, like the policing of any territory, with its own political and cultural identity, consists of a distinctive but broadly familiar pattern set of social practices informed by a distinctive but broadly familiar pattern of historical development'

The contrasting experiences of the development of police education between England and Wales and Scotland is interesting, and this paper will argue that these different cultural and political contexts are important. The distinct nature of the development of policing in Scotland needs to be considered when recent academic police partnerships and police education is examined. In particular, relationships between Police Scotland and the Higher Education Institutions (HEIs) have developed in a coordinated manner for some time, but we will argue that full collaboration in relation to Higher Education is yet to be fully realised. The aim of this article is to outline the recognisable development of police and academic partnerships in Scotland while also taking into account the specific Scottish context. Lessons will be drawn from the experiences of developing recent educational policing programmes in Scotland to the wider police professionalization agenda.

Police and Professional Education in Scotland: A Brief History

Like in other constituencies, police links to higher education and the desire for higher academic standing are not new in Scotland. Donnelly (2014) suggests that from the 1960s there has been a greater focus on developing higher education in Scottish Policing. He notes that prior to this time there was little desire to professionalise the service, with higher education playing less of an important role in the police. However, from the 1960s and due to an identification of broader social changes and challenges, it is noted that the recognition of more formalised educational opportunities were required. Early examples of police and academic relationships are evident in the sponsorships of police officers from Aberdeen City Police being supported to complete Business Management Courses at a local college, this was followed by the development of the Accelerated Promotion Course in Scotland in 1964 and the development of a Higher National Certificate in Police Studies in 1968 (Donnelley 2014:46). From the 1960s then, it is evident that there is an emphasis on qualifications and a

qualifications framework for some policing functions in Scotland. This early 'professionalisation' fits alongside attempts to enhance credentials and match attempts to professionalise the service elsewhere, particularly in England and Wales where similar emphasis was placed upon developing the managerial skills and credentials of particularly senior officers (Holdaway 2017).

A focus on validating police training and enhancing the quality of educational provision has continued to be a core strategy for policing in Scotland. Scott (2004) suggests that police forces in Scotland have always had a high regard for education and ensuring that its officers are better qualified and that professional development is facilitated. This is clearly illustrated in the development of a unique stand-alone degree that was developed for Police Officers at Bell Technology College in the 1990s. Several officers benefitted from this, mostly from the West of Scotland, and they were supported by their local police service to undertake these degrees (BBC News, 1998). Since 2007, there has been a more sustained engagement between HEIs and the police in Scotland, with two key examples. The first was the development and launch of the Scottish Institute of Policing Research (SIPR) network in 2007. SIPR is 'a strategic collaboration between 14 of Scotland's universities and the Police Service of Scotland, offering a range of opportunities for conducting relevant, applicable research to help the police meet the challenges of the 21st century and for achieving international excellence for policing research in Scotland' (SIPR, 2018). This network contains an education and leadership strand (see figure 1), highlighting the importance placed on the relationship between education, professionalization, HEIs and policing in Scotland. The second relates to the development of a collaborative Postgraduate Policing Studies Diploma and MSc which was launched in 2011. This was Scotland's first distance-learning programme developed specifically for police professionals and those who work with police organisations. Five universities (University of Dundee, University of Glasgow, Robert Gordon University, University of St Andrews, and the University of the West of Scotland) delivered the programme in a unique collaborative initiative, supported by development funding from the Scottish Funding Council and Scottish Police Services Authority (SIPR 2012:7).

These initiatives highlight cooperation between higher education and the police and set the groundwork for the more extensive recent projects developed to create higher educational routes into Police Scotland from HEIs. Reflecting on this process, our experiences in some ways echo the argument of Donnelly and Scott (2010: 463) who note that there is an increased openness within the police to new ideas, including research, evidence informed practice and education. On the contrary, we also identify with another point made by these authors that 'Scotland has a history of bringing about change only at its own pace and on its own terms' (ibid, 463). In order to explore this further, firstly, we examine the development of police related higher education in Scotland through the lens of a long-term and supportive partnership established through the Scottish Institute of Police Research and police agencies.

The role of SIPR in HEI and Police relationships in Scotland

The SIPR model of police academic partnership was established following the Hedderman Review into police research in Scotland in 2005. The review identified that while there was some evidence of high quality research on policing in Scotland, that it was ad hoc, infrequent and the results of the research were not being fed into police practice (SFC 2017). It was also noted that within this post-devolution landscape that there was a need to provide a richer analysis of Scottish Policing as it compared to broader national and International trends. This overview led to the development of the Scottish Institute of Police Research in 2007. With a dispersed network organised round different themes, SIPR has been deemed particularly successful in formalising police research partnerships in the Scottish context, as noted by the recent Scottish Funding Council 10-year review (SFC, 2017).

A key aim of SIPR has been the development of an 'interactive approach to knowledge exchange and knowledge use', where both 'individual and organisational engagement with policing research' has been a significant part of SIPR's development (Fyfe and Wilson, 2012: 30). Additionally, it has been an important aim of SIPR to maintain a sustained engagement process, which goes beyond a series of

one off events that typify knowledge exchange partnerships (Fyfe and Wilson, 2012; Engel and Henderson, 2014).

While originally aimed at developing and enhancing research capacity, SIPR has also contributed to the development in other key areas, most notably supporting other policing priorities for example leadership training and in providing support and advice. As Engel and Henderson (2014: 229) note, SIPR are the best example of 'a fully collaborative police-academic partnership', which over time can facilitate 'incremental change on police practice based on research' (233).

The current organisational setup of SIPR is as follows:

Diagram inserted here

Figure 1: The structure of SIPR (SFC 2017: 26)

It is under this extended remit that SIPR has engaged in the policing pathways project for the past three to four years. Network 3, the Education and Leadership network has been the vehicle for the policing pathways project and is made up of members from HEIs in Scotland and Police Scotland representatives. The Education and Leadership network within SIPR has a clear remit to:

'promote research in police education and leadership development; to support Police Scotland with research in education and leadership towards increased professionalism and capability; and to address issues of professional education and CPD' (SIPR, 2018).

The policing pathways project was established to examine different routes into policing, to try and further enhance existing probationer training and develop it through improved immersive training, including the potential development of a higher educational route into Police Scotland. The initial meetings brought together representatives from Police Scotland and the SIPR Education and Leadership network to examine ways of addressing the aims above and, importantly, developing police related HEI degree programmes.

A number of factors differentiates the pathways model from the PEQF in England and Wales. Firstly, Police Scotland have always maintained a desire to keep existing mechanisms in place to recruit police officers meaning that the academic route will be in addition to existing entry routes. This reluctance to go down the route of requiring a degree to become a Police Scotland officer has meant that the potential for creating a specific Police degree was limited, with only one HEI developing a stand-alone police degree. This is reflected in projected numbers, with existing entry routes recruiting around 800 new police recruits per year, while the academic route will eventually produce around 100 graduates per year across four HEIs, not all of whom will go on to become police officers. Secondly there will be no direct access to Police Scotland for students graduating from the HEIs, in contrast to the framework in England and Wales. Thirdly, the funding model in higher education in Scotland meant that there had to be careful consideration given to the merits of offering full police degrees by the HEIs involved with the pathways project.

Primarily a concern for Higher Education Institutions is that the marketization of the sector has led to Universities analysing markets for programmes prior to supporting the development of full degrees. With Police Scotland not supporting a direct route in to the organisation through HEIs, developing full degrees was a risk. Additionally, Higher Education places in Scotland are determined by funding from the Scottish Funding Council and there are limits on the funding available for Full-time Equivalent (FTE's) students. Scotland, unlike England and Wales, do not charge home students or their European counterparts for undertaking a degree. Universities then, rather than create new degree provision, have often balanced their existing programme and reallocated FTE's based on demand. When that demand is unknown, as is the case with Police Scotland, it can then be difficult to make a case to implement new courses. With the degree being only seen as one possible route into policing there has been difficulties in some HEIs in trying to convince University management that resources should be invested in developing full policing programmes.

As a result, the ways that police degrees have been developed in the Scottish context has been relatively cautious. What has occurred is that HEIs have identified innovative ways to increase educational provision while also meeting Police Scotland knowledge and skills requirements. This was achieved by a mapping exercise where Police Scotland staff involved in the policing pathway project worked with academics from a small number of HEI's to look at existing modules and identify where synergies and gaps existed in current degree programmes already offered at the Universities. Following this mapping process and also thinking about the broader goals and needs of policing, a number of HEI's began to develop potential police-related routes through programmes. For one of the authors this meant mapping new police-related content onto the existing undergraduate Criminal Justice degree at levels 9 and 10 (3rd and 4th year). This created a policing pathway programme, which a number of students from existing degree programmes could articulate on to. At the other author's institution a full BSc (Hons) Policing and Criminology programme was developed, making use of existing criminology modules and developing a number of new modules. These programmes have been approved and will begin in September 2018.

While the initial mapping process was completed very much in co-operation with the Police Scotland pathways project, the subsequent programme and module development has been mainly driven by the academics involved in the project. While the police have demonstrated a willingness to engage with the process, this has not always been consistent or collaborative. Possible explanations for this are outlined below.

Police-University partnerships in Scotland: A coordinated or a collaborative model?

In order to contextualise the Scottish experience of developing police education alongside Police Scotland, it is helpful to refer to consider partnership working more generally. Police-academic partnerships have a long history, with Rojek, Smith and Alpert (2012) noting that while police academic partnerships have increased in number and intensity in the past 5 years, they have existed for a century. In the case of policing, some of the great academic work of the twentieth century emerged

from academics doing work within police forces (Banton, 1964; Bittner, 1967; Westley, 1970). The foundational work of these early scholars illustrates the fact that research relationships between the police and academics have long been a part of the policing landscape. As Rojek et al (2012: 243) note, however, 'they represented short-term client relationships, or collaborations where universities provided educational services while law enforcement agencies provided access to information for a mutually agreed on research project'. Although the geography of police-university partnerships is uneven, there are examples of the formalising of these relationships through, for example, SIPR and the N8 partnership[i]. In addition to research networks, police education is also supporting the formation of these partnerships through, for example, the introduction of the PEQF framework in England and Wales.

 With the development of education partnerships, it is important to revisit the way(s) in which these partnerships are developed. Partnerships are well theorised, particularly in relation to research between police forces and universities, but increasingly also through the police professionalisation agenda in the English and Welsh contexts (see Neyroud, 2011; Loftus and Skinns, 2015). However, in Scotland, given that the development of formalised police education pathways is still in its infancy, it is useful to consider the strength and duration of partnerships and the reliance of different roles that academic partners can play in supporting, enabling and facilitating police decision making in relation to education. As Moore (2006: 335) notes academics and practitioners 'have to learn to work together in kind of intellectual and practical partnerships to solve problems as best they can – not compete with each other over whose knowledge is more authoritative'.

Negotiating partnerships under these circumstances can be complex, relying on individual relationships between the academic institution and police force concerned. There are different ways of framing these partnerships theoretically, with cooperation, coordination and collaboration being particularly useful (Rojek et al, 2012). Partnerships take a variety of shapes, with Nutley, Walter and

Davies (2008) noting that there are research-based practitioner models, embedded research models and organisational excellence models.

SIPR promotes all three models through different mechanisms, with, for example, research-based practitioner models being supported by practitioner fellowships[ii]. Of most relevance to partnerships and police education in Scotland, however, is the organisational excellence model which advocates the importance of leadership and organisation in policing, the collecting and analysing of local data, a learning organisational culture and, importantly, partnerships with local universities (Nutley et al, 2008). The development and awareness of organisational excellence models internally in Police Scotland led the force to approach the SIPR Education and Leadership group and the formation of the pathways to policing project.

As the pathways project has developed, the HEI-Police Scotland partnership has also matured. As Rojek, Martin and Alpert (2014: 32) note:

'Cooperative partnerships represent efforts with limited interaction between the agency and researcher that suggest a partial commitment to the idea of bringing in external knowledge and resources to improve the function of the agency'.

Cooperative partnerships are where partnerships often begin, where organisations and groups identify key areas that they can complement each other. In the case of police education in Scotland, there was discussions early on in the pathways project about the benefit that the constituent Universities could bring to the training and educational development of police officers in Police Scotland. The fact that Police Scotland approached the SIPR Education and Leadership group (rather than vice-versa) signalled a positive direction for this partnership early on. The initial cooperative approach taken by the police in terms of approaching SIPR helped set the tone for the way that the pathways project developed. Coordination and collaboration represent the next steps of the development of partnership working (Rojek et al, 2015).

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As Rojek et al (2014) note, the distinction between coordination and collaboration relates to the length of time and number of projects which are undertaken together. In terms of the pathways project and development of police education in Scotland, the partnership has been sustained at a coordinated level rather than fully realising a collaborative relationship. In other words, the pathways project could be described as a partnership focused on a specific goal which has yet to become a collaborative endeavour.

The pathways project required a large amount of coordination with other universities and Police Scotland. As noted above, this coordination involved alignment of curriculum areas between the general topics that Police Scotland would expect to train new recruits in (e.g. community policing) and the existing module provision within partner universities. This coordinated approach allowed the participating universities to consider the ways in which they could meet the needs of Police Scotland in terms of provision, while at the same time maintain an academic critical distance. The constituent university's progressed the development of new programmes with regular input from the Police Scotland pathways teams in a coordinated manner.

As a result of a number of obstacles, moving from a coordinated to collaborative partnership has been a largely unrealised in terms of the pathways project. This in part reflects the complex multi-scalar challenges involved with setting up a degree programme. Indeed, the occupational approach towards the pathways to policing programme illustrates some 'organisational and cultural hitches' (Marks et al., 2009). In particular, Police Scotland and the constituent Universities in the pathways project have not always been aligned in outlook to the extent required to enter a truly collaborative relationship. Part of this has emerged from the structural differences between Police Scotland and HEIs; business cases and planning cycles at university are five years, whilst planning cycles within Police Scotland tend to focus on far shorter timescales.

These timescales are often at the behest of the changing of police personnel. The pathways project, for example, has been led by five Chief Superintends, while Police Scotland has had three separate

Chief Constables over the duration of the project. Not only does this create differing visions for Police Scotland in terms of their direction of travel for training and professionalisation, but also unsettles academic partnerships. In order to build the shared values, mutual trust and sense of purpose required to move towards a collaborative partnership, a continued dialogue which clarifies purpose and priorities is required (Rojek et al, 2014). However, there is also a broader cultural challenge, influences by internal and external factors, which have influenced the direction of travel in relation to police higher education routes in Scotland. This has also led to the partnership between Police Scotland and the universities to be coordinated, but some way off being collaborative (Rojek et al, 2015).

Challenges to the development of Police Degrees in Scotland.

In their research with Police Officers undertaking in-service degrees at Canterbury Christ Church University, Norman and Williams (2017) identified a number of benefits and challenges to the acceptance of police learning within the organisation. Individually officers felt empowered and better understood their role, however when attempting to apply that knowledge to the workplace a number obstacles emerged. They found that organisational infrastructure in existing police services was one of the key barriers that police officers identified when applying the knowledge they gained in higher education to their practice. Additionally, the continued focus on performance targets or narrowly defined goals were also key inhibitors. In the Scottish context there is some evidence to suggest that enforcement-led activities were prioritised over other areas at the beginning of the pathways project (SCSN, 2012). This is supported by Teprstra and Fyfe (2015) who argue that the initial priorities set out by the first Chief Constable to focus on violent crime came at the cost of other priorities and led to a substantial increase in the use of stop and searches. As Fyfe (2016) describes, the shifting 'cultures of control' relating to the introduction of Police Scotland, where at least in the early days of the force, enforcement appeared to be prioritised over partnership work, had a negative impact on some existing police-community partnerships. This echoes earlier commentaries (see Martin 2003) which have argued that, focusing on crime control in this way can have a detrimental impact on the police's

relationships in a number of ways. While a key concern with stop and search is the loss of trusting relationships with particular communities (Murray 2014), more broadly the drive to improve performance based on a few core objectives set centrally is not conducive to creating positive partnerships[iii]. This 'democratic deficit' associated with the single police force was challenging, particularly in relation to partnerships, and much of the discussion at this time focused on New Public Management discourse around efficiency, effectiveness and 'benefits realisation' (Fyfe and Richardson, 2018: 154). Furthermore, if officers' actions are informed by crime focused imperatives, their ability to be reflective and have the space to apply a range of skills and knowledge is limited. Thus, despite Police Scotland coming to SIPR, the pathways project struggled to gain traction in the early days of Police Scotland, partly because of the focus on performance and organisational infrastructure (Williams and Norman, 2017).

There is currently much concern over the continued politicisation of the police, something which has been witnessed since devolution in Scotland but has arguable increased since the formation of Police Scotland in 2013 and the perceived loss of local accountability that has occurred as a result of centralisation (Fyfe and Richardson, 2018; Tepstra and Fyfe 2015, Wooff 2016). Fyfe and Richardson (2018: 158) argue that for academic researchers to engage with the police, they need to balance critical distance with the risks associated with their research findings being 'tamed' by the police. While not directly related to the development of police education per se, some politicians have made it clear that they do not favour some of the approaches adopted in England and Wales and a 'taming' of the initial policing degrees in Scotland has occurred as a result. Michael Mathieson, the current Justice Secretary, emphasised in a speech to the Scottish Police Federation in 2017, that he did not support a direct entrant scheme being introduced into Scotland, nor did he believe a degree was a necessary requirement:

'There is a school of thought that such an approach breathes new life in to the police and provides a fresh perspective and that may be true. However, there is something bigger at stake here and it is my

view that in order to lead – and to command officers under your control - a police officer must first have walked in their boots' (Matheson 2017).

This is reflected in the view of the former Justice Minister Kenny MacAskill, who was similarly dismissive about the need for a degree, arguing that this could potentially reduce the diversity of the force and narrow the types of recruits entering the service. Since the formation of a centralised force, there is strong opinion amongst some that a degree does not necessarily improve policing (http://www.policeprofessional.com/news.aspx?id=25382). It should be acknowledged that the broader Scottish Nationalist political agenda around the distinctiveness of policing in Scotland in the broader UK context, reflected in their manifesto commitment not to reduce police officer numbers, is important when considering their approach to police education. This political rhetoric may have a direct impact on police priorities and their willingness to move towards policing as a degree profession in Scotland both in the short-term and the longer term.

These organisational and political barriers can create tensions for effective partnerships and can aim to serve existing cultural barriers (Dorrach, 2018). Evidence from previous assessments of police and higher education partnerships suggest that the route towards developing police degrees has not always been affective in removing the barriers between academics and police recruits and that the 'them verses us' mentality that has been identified as being part of street level culture (MacVean and Cox, 2012, Norman and Williams 2017). This might be determined by the types of learning that are taking place. White and Heslop (2012) in their comparison of teaching and nursing with policing, argue that one of the core issues for the police learning has been the emphasis on vocationally based competencies rather than being more embedded in theoretical foundations. Furthermore, if learning concentrates more on practice as it does in a training style model, then the abilities of officers to engage effectively with knowledge development might be reduced. However, this is quite a simplistic way of examining the relationship between learning and training and as White and Heslop (2012:345) further reiterate, borrowing from the work of Bourdieu (1990, cited in White and Heslop), we need to

understand how the broader field of 'Professional Practice (habitus) occurs within fields' constituted by social relationships and objectified in artefacts and practices'. Put more simply police education or the way it is constructed is influenced not just by the content delivered, but also in the way(s) it is delivered and by whom it is delivered. This is relevant to the points made by Normal and Williams (2017), where the personal achievement and ability to be a reflective police officer was enabled by through experience of being at university, but returning to the organisation (or 'field'), generally inhibited ones' ability to put this knowledge into practice. Considering these reflections in relation to the development of police related degrees in Scotland, it is clear that the determination from Police Scotland to maintain existing routes into policing and the traditional probationer training (including elements of the 'military' style passing out parades) due to their perceived cultural value, have also informed the way the shift towards degrees have been perceived across some parts of Police Scotland. The Scottish Police College has traditionally identified itself as the key actor in police learning and is viewed as a Centre of Excellence in Scotland, priding itself on having the ability to accredit its' own training through the Scottish Credit and Qualifications Framework (SCQF)[iv] (Donnelly 2014). This may have inhibited the partnership within the pathways project from becoming more collaborative. Indeed, a reluctance in the investment both culturally and implicitly in degrees routes by Police Scotland means that the opportunities and space to create the development of professional practice through police academic partnerships is potentially reduced.

Towards the future: Sustaining Higher Education within Police Scotland

At present it is unlikely that Scotland will move in a similar direction to their counterparts in England and Wales and adopt a framework similar to the PEQF and make a degree mandatory. While the discussion of police and education is not a new one in Scotland and there have been links between enhancing Higher Education opportunities in the past for police (Scott 2004), the current developments are a step change in terms of HEIs being involved with police training in Scotland. This highlights a recognition of the need to consider the educational development of police officers and

there has been increased support towards the strengthening of police and academic partnerships in relation to improving Police Scotland. While not directly a police degree in the English and Welsh sense, the opening up of police related programmes across a number of Universities suggest that there is progress towards enhancing academic provision. There is also a clear commitment from the police to further enhance opportunities for staff at all levels across the organisation. Police Scotland have recently launched their ten year strategy, Policing 2026, which emphasises that in order to meet future challenges and operate effectively in the longer term that there needs to be a clear plan to enable their workforce:

'We will develop a workforce plan that clearly identifies what capabilities we require and how, we will attract, retain, develop and realise these capabilities. We will support our people to deliver an effective service.'

A 'day in the life' scenario comparing a police officer from 2016 against 2026, also mentions that the officer of the future has a 'recognised police qualification', suggesting there is the desire to shift towards embedding education within staff development. A further commitment is made to innovation and making the police a 'learning organisation'. While difficult to arrive at an agreed definition of what a 'learning organisation' actually is, Garvin (2003) suggests that there are five key attributes required including:

 'systematic problem solving, experimentation with new approaches, learning from their own experience and past history, learning from the experiences and best practices of others, and transferring knowledge quickly and efficiently throughout the organisation.'

This suggests that Police Scotland will need to embrace a different style of learning approach than currently exists. Although there is evidence of knowledge generation and exchange, in engaging with and testing new approaches in collaboration (rather than coordination) with SIPR and through practitioner fellowships, there is still some way to go before this is embedded throughout the organisation. Partnership approaches like the existing research links between Police Scotland and SIPR

are likely to make the possibility of developing as a 'learning organisation' more viable. Despite strong partnership models and a step change in the relationships between police and academic relationships, these could go further in terms of developing models of education in policing in Scotland. As argued by Honey (2014), universities/police collaborations are still not operating at their full potential or capacity. Darroch (2018) in his analysis of the development of Higher Education in Policing in New Zealand suggests that the appetite for learning and embedding research is police practice is evident and that there is a critical role for academic learning in this. But there is a need for them to find a new occupation loyalty that prioritises evidence over tacit knowledge and moves towards considering broader outcomes rather than their core role of crime control. Whether this can be achieved without increased forms of academic learning has been questioned (Honey 2014).

Conclusions

Overall, then, at the broader political and structural level, there seems little appetite to introduce a mandatory degree for entry route into Police Scotland. Nevertheless, four universities now have police related degrees or degree routes in place for students who wish to focus their learning on police related studies. Working through the pathways programme, a coordinated partnership approach has emerged between HEIs and Police Scotland. This has been someway short of a collaborative arrangements, but has allowed HEIs to maintain a critically distant approach to the development of policing programmes in Scotland and develop them is a way that also fits in with their institutional demands.

With the development of the new programmes, SIPR has provided a useful mechanism for supporting the discussions between Police Scotland and HEIs. As a result of the coordination within the education and leaderships networks, there have been opportunities to align evidence informed practice and training more closely. Discussions more broadly about linking continual professional development, research and leadership in to the Police Scotland and the academic interests of staff involved in

pathways has also been fruitful. Additionally, pursuing policing programmes in Scotland has opened up relationships at an international level, where discussions with the Norwegian and Finnish police training academics have been helpful in developing our understanding of the best way to proceed.

There are a number of challenges outstanding, least of all the extent to which the new degree programmes will facilitate entry into Police Scotland. Although this is not a new problem unique to Scotland, the continued pace of change within Police Scotland has made synergising long term plans between HEIs and Police Scotland a challenge. However, with strategy 2026, the direction of travel for professionalization in Scotland is becoming clearer. Additionally, there is a strong engagement from Police Scotland in supporting potential future recruits on the academic programmes, for example through attending University employment events and strategies to support students becoming Special Constables. However the landscape of police education through full collaborative partnership programmes, as in the case under the English and Welsh Models, is still someway off being realised.

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[i] The N8 Policing research Partnership is an established network of policing practitioners and senior researchers across the North of England with the aim of formalising a regional network of research and innovation in policing, with national and international significance.

[ii] The Fellowships are aimed at all practitioner groups involved with the policing of Scotland, including police officers and other police staff. The Fellowships provide an opportunity for practitioners to work together with members of academic staff from the consortium universities on the practical and/or policy applications of a policing topic or issue. Academic staff will provide guidance on issues of research design and methodology, including topics such as data collection and analysis, the relationship with other relevant research, and the writing up and presentation of the project.

iii For a really good discussion on this point and the challenges faced by Murray (2014) in having her findings recognised by Police Scotland in relation to the controversies of Stop and Search see Hendry (2016)

iii The SCQF helps education and training providers of all kinds to identify the level that has been studied in a particular subject and make it easier to transfer credit points between different learning programmes. It is similar to other qualifications frameworks and the PEQF. http://scqf.org.uk/the-framework/about-the-framework. Accessed 27/06/2018.

iv The SCQF helps education and training providers of all kinds to identify the level that has been studied in a particular subject and make it easier to transfer credit points between different learning programmes. It is similar to other qualifications frameworks and the PEQF. http://scqf.org.uk/the-framework/about-the-framework. Accessed 27/06/2018.