‘It must not be forgotten that An Garda Síochána will necessarily depend for the successful performance of their duties, not on arms or numbers, but on the moral force they exercise as representatives of a civil authority which is dependent for its existence on the free will of the people whose servants the members of the police are’

Commissioner Staines 1922

The Garda Síochána and Garda College Coat of Arms
(Courtesy of the Garda Síochána and Garda College 2009)
Abstract

The findings of a longitudinal, qualitative investigation of educating and training Irish trainees in a competency development framework and the meanings of training, and education and integration of both are explored. Themes’ emerging from the analysis of in-depth interviews and surveys with police trainees, police and civilian teacher/trainers, police administrative and operational members suggests the induction programme for new entrants to the Irish police is not achieving its intended development for trainees. Police trainees, police personnel and police and civilian teacher/trainers have their own views on the quality of the induction programme which do not always match that of the police organisations leadership policies, directives or mission statement. The findings inform on ways in which the accelerated recruitment campaign between 2004 and 2008 impacts on the quality of the education and training programme, initiatives and have implications for a wide range of policing services.
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Design of the questionnaire

Undertaking of confidentiality

Use of quotations

Achieving data for analysis

Ethical considerations/validly and insider research

Selection of administrator to assist in my role

Did my insider status compromise the validity of my research study?

Cross referencing with relevant published data

Privacy and confidentiality

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Participants and sample

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Declaration

“Whilst registered as a candidate for the above degree, I have not been registered for any other research award. The results and conclusions embodied in this thesis are the work of the named candidate and have not been submitted for any other academic award”

John, Stephen, Mark Foley
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Abbreviations – terminology used for and in the Garda Siochana

An Garda Siochana – (The Irish Police)

{An is pronounced (on)}; the Garda Siochana (literal English translation - Guardians of the Peace). Its style and traditions are based on the English controlled Royal Irish Constabulary (RIC) which predated the forming of the Garda Siochana in 1922.

Garda and Gardai

How to use the Irish pronunciation

(a) The Garda (in the preceding names, Garda ‘guard’ is a collective noun, like police); the Gardai; ‘guards’, plural); or the Guards. An individual member is also called a garda (plural gardai), or, informally, a guard.

The use of “garda” in the text

(b) The term “garda” is only used with a capital ‘G’ when it refers to a name, place and/or organisation, eg., Garda Mark Foley or Garda Siochana (capital G is used), ‘the garda walked down the street’ (small g is used as it does not refer to a person, place or organisation) this also applies to the plural of garda (gardai).

Garda rank

(c) Garda is also the lowest attested sworn rank within the service, also used as a title (e.g. Garda Mark Foley, analogous to the British term ‘constable’). ‘guard’ is the most common form of address used by members of the public speaking to a garda on duty, but is still used colloquially in place of the now gender-neutral garda. This also applies using the rank sergeant and inspector.

(d) Garda Siochana Officer
The term ‘officer’ in the Garda Siochana is for the rank of superintendent up to and including the rank of commissioner.

(e) Trainee Garda
Shall be construed to mean student gardai (pre-attestation – 62 weeks), who are for the time being following the garda degree programme on phases one, two and three.

(f) Probationer Garda
Gardai post attestation that is, for the time being following the garda degree programme on phase four and five.

Trainee Garda Education Programme
The first 62 weeks of the trainee programme.

Education/Training per the Garda College Current Programme
The evolution of these two terms education and training is in the title of the Review of Student Garda Education/Training Programme – Final Report of Review Group 1999. Through my research, I have established that the term education is not defined in the above work. It was introduced for developing knowledge, skills, character and culture so that it would link and capitalise on the:

‘changing concepts of education in terms of its value and contribution: questions of access: developments in learning methods, delivery and assessment and the emergence of credentialism in Irish society’ (p13),

as the proposed programme was now at third level diploma status. In this regard, aspects of the course promoting theoretical aspects of law and legislation are regarded as educational in value. The term training refers to the acquisition of skills based learning through a systematic process to a pre-determined standard such as drill, PE&HS and elements of the programme that required continual rote learning procedures and repetition that are more defined in a practical application when brought into the experiential learning phase of the trainee programme.
It was the first of a series of reports on education and training for the Garda Síochána (only one published from this period, the remainder on different aspects of training was never published by the government). The report is commonly known as the 1985 Walsh Report after its chairperson, Dr. Thomas Walsh. It was implemented in 1989, however; the diploma in police studies was only awarded in 1993.

Review of Student Garda Education/Training Programme, Final Report of Review Group
The Report of the Review of the Student Garda Education/Training was a review recommending the adoption of a competency based education/training and development programme listing 52 recommendations to be implemented to achieve this competency development framework. Only 50 recommendations were accepted for implementation, it is commonly known as the 1999 Review of Training. It was implemented in February 2003. This programme was awarded a BA (level 7 ordinary) status when HETAC changed their awarding structures in 2003.

Designated Training Stations for Trainees
Operational stations selected to meet operational/administrative guidelines as laid down by the Assistant Commissioner, Human Resource Management. This is to ensure that the trainees are given the opportunity to meet the learning outcomes designed for them in the Generic Professional Competency Model (GPCM).

Higher Education Training Awards Council (HETAC)
Formerly, HETAC was the National Council for Education Awards (NCEA). The Irish government in 1979, set up this statutory body for the accreditation of third and higher level educational qualifications in Ireland outside the university sector.

The Walsh Teacher/Trainer Certificate - (pre 2003)
Formerly, a six week course on micro teaching skills delivered and facilitated by St Patrick’s College, Dublin for primary teachers. The course was awarded an in-house certificate in education from St Patrick’s.

**Teacher/Trainer Certificate in Adult Education and Training – (post 2003)**

A one year (part time) 3rd level certificate accredited by National University Ireland, Galway. NUI (G).

**An Garda Siochana - Competitive Interview**

Progression and advancement in the Garda Siochana is by formal interview. As from 2004, all interviews are competency based assessment interviews.

**The Royal Irish Constabulary**

The Royal Irish Constabulary (RIC) was Ireland’s armed country-wide police force between 1822 in 1922 and 85,028 men passed through its ranks. Dublin had its own unarmed Dublin Metropolitan Police from 1836 to 1925. The RIC was instrumental in organizing practically all the police forces in the British Colonies. The RIC was disbanded on the 31st August 1922 and replaced in the Irish Free State by the Garda Siochana (formed on 21st February 1922) and replaced in Northern Ireland by the Royal Ulster Constabulary (formed on 1st June 1922).

**United Nations Terminology**

1. **United Nations Truce Supervision Organisation (UNTSO)**

The United Nations Truce Supervision Organisation (peace mission) with a mandate was established in 1948. Its aim (still to this day) is to secure peace and stability between the State of Israel and its Arab neighbours. It is the oldest surviving mission and regarded as the parent mission of all other missions. All selections processed for field service work starts with UNTSO. Members of An Garda Siochana are allowed join this mission without interference to their police service, it is a special privilege dating back over 40 years. The author spent 5½ years with this peace mission serving in several capacities and in different countries.

2. **United Nations Field Service Officer (F.S.O.)**
To work in a United Nations field mission one must be appointed a Field Service Officer. There are many different sections in which one can be recruited and employed in i.e., security, finance, procurement, human resource management, general services, supply, procurement etc.
Acknowledgements

To my family (the Foley’s) in particular, Mum (Cissy) and Dad (Paddy) and my younger brother Philip, without them this work may not have been finished, the old saying holds true, ‘blood is thicker than water’, thanks everyone (I have too many brothers and sisters (5 & 3 respectively) in the family to mention them all, on second thoughts I will:

Paul (Paulo)
Ciaran (best not to mention it)
Dermot (Der the baby)
Eamonn (Yamon)
Miriam (Mir- Mir)
Patricia (Trica)
Fiona (Fi)
Dedication

My Sanity

Caroline, my wife who always believed I could do it (well possibly not all the time, but she was very patient), thanks Car. Your bill is in the post.

Rhian and Martin

As I begin to write this thesis my 11 year old son’s words echo in my mind, ‘Jack Frost is throwing snow-balls at the spring because he doesn’t want spring to arrive’ and ‘look up mama – someone’s been painting the sky’ (he was 5 years old at the time). As I finished this thesis the words of my daughter who is now a beautiful teenager shouted to the world outside of our house on one early Saturday morning when she was 6 years old, it will stay with me always because of its innocence, its purity and she is right, ‘I love the smell of Saturdays’.

(Courtesy of my family)