

## ANNUAL REPORT 2018





# Overview

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## Dr Steven Chase and Professor Jean Hartley

The criminal justice system is facing many challenges, and the role of the Centre is to create and use new knowledge. We do this by working collaboratively with police organizations in order to improve policing and to add value to the public realm. To achieve these aims, the Centre undertakes joint research, develops informal and accredited learning, and works on how research evidence can be used in policy and practice.

Societies are in a period of unprecedented change, and police are at the sharp end of responding to problems created by those changes. Globalisation and its discontents; technological changes leading to new crimes and new vulnerabilities; immigration, ageing of the population and climate change are just some of the challenges facing policing. In addition, police organizations are themselves engaged in major change, with continuing budgetary pressures, increasing demand, actions to safeguard wellbeing and changes to professional standards, rewards and career structures. Austerity in other public services has also placed higher demands on the police.

We now live in a highly dynamic, complex 'VUCA' world where there are high levels of Volatility (change may occur rapidly and suddenly); Uncertainty (difficulties in predicting what will happen and its effects on people and society); Complexity (inter-relatedness of processes and with emergent properties); and Ambiguity (unclear events and meanings, with different groups making different interpretations). These conditions mean that police have to problem-spot (not only problem-solve); access the best available evidence; be able to evaluate that evidence in particular contexts; and be familiar with whether and how to apply research evidence. To contribute to these capabilities and knowledge bases, the Centre has placed research into practice and practice into research at the heart of its approach to creating and using new knowledge collaboratively with police agencies.

Centre research is organised through four key themes, with cross-cutting interest in learning, knowledge exchange, evidence and practice. These themes have been refined and developed during 2018, also adding the theme of health, well-being and resilience.



Research projects are jointly decided between the 21 police partner organizations and the academics affiliated to the Centre – who come from all faculties and institutes of The Open University, which reflects the wide range of disciplines drawn on to tackle key research questions. Police partners add valuable insights, expertise and context to design, carry out and interpret the research. This generates evidence-based practice. Projects range from demand management, individual and organizational learning, leadership, and police wellbeing through to tackling gun crime, how police and citizens use social media to investigate crime, simulations to enhance training, and using complexity science to tackle policy and practice issues.

The Open University has always had a strong reputation in relation to both formal and informal learning. The Centre draws on this expertise to design and make available both accredited and non-accredited courses and learning materials to enhance professionalism and foster continuous professional development. This year there has been rapid development of policing degrees (both apprenticeship and degree holder entry programmes) at the OU, working closely with the Centre to ensure that curriculum is linked to leading edge research. The challenges to policing make a continuous learning mind-set more important than ever before.

There are many challenges ahead, but the collaboration ensures that the Centre can focus on what is important to policing, to universities and to the public good. The 21-agency partnership generates and steers the Centre's programme of activity, which is then shared openly and widely with all police forces through academic publications, reports, conferences and workshops. Our ambition is to take the Centre to new levels of innovation in research and in policing practice.



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# The Partnership

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## Purpose

At the heart of the Centre for Policing Research and Learning's (CPRL) work is the strategic partnership of The Open University working with 21 member police forces/agencies. Academics and police work together to develop the strategic plan for the Centre in its programme of education, research and knowledge exchange activities. Other forces can access many of the Centre's open educational resources, visits, conferences, and publications but partners are closely involved in the co-design and co-production of the Centre's work, and can access valuable additional resources such as the Centre's PhD programme, Senior Practitioner Fellowship scheme, as well as funding and support for research projects. Our partners also provide advice and support to activities and they gain value from detailed discussion of early findings and from new innovations in the Centre's work.

The Centre is genuinely collaborative and the police and academics jointly steer the ambitious programme of education, research and knowledge exchange.

The police, as well as the academics, shape the research programme, including the focus, the research questions and sometimes the undertaking of the research. It is disseminated through both academic and practitioner-oriented channels. Research methods are employed to reflect the specific question being addressed, so that quantitative and qualitative methods from a large range of disciplines are used.

Research is produced to high academic standards but collaboration ensures that the work also has direct practical value. The Centre is also interested in using evidence not just creating it, so understanding what helps and hinders the use of evidence in the workplace or organisation is also important.

Education is based on end-to-end learning from free and informal small chunks of learning resources right through to PhDs, providing a learning system that is highly relevant to continuing professional development (CPD) across all ranks and backgrounds.

## Organisation of the Centre

The Centre membership consists of police partner organisations, which vary in size, geographical location and policing challenges. They include forces in England, Wales and Northern Ireland; large ones like the Metropolitan Police Service and Greater Manchester Police, and smaller ones like Gloucestershire Constabulary or Dorset Police as well as national organisations like the National Crime Agency and the British Transport Police. This provides a rich variety of contexts in which to conduct research, test out findings and share innovative practices.

From The Open University, there are more than 50 academics involved across a diverse range of fields of academic expertise, including social sciences, health, criminology, science and computing, technology, web science, leadership and management, and organisation studies.

The Centre is hosted in the Faculty of Business and Law, co-supported and funded by the Faculty of Arts and Social Sciences, and has involvement from all OU faculties and institutes.

The Centre is chaired by a senior police partner, elected biennially. The current Chair is Dr Steven Chase, Head of People at Thames Valley Police. The Membership Group has representatives from all member forces and is the key decision-making body. A Steering Group guides the work and makes recommendations to the Membership Group.

## Current Centre Partners

- Avon and Somerset
- Bedfordshire Police
- British Transport Police
- Cambridgeshire Constabulary
- Dorset Police
- Essex Police
- Gloucestershire Constabulary
- Greater Manchester Police
- Gwent Police
- Hampshire Constabulary
- Hertfordshire Police
- Humberside Police
- Lancashire Constabulary
- Merseyside Police
- Metropolitan Police Service
- National Crime Agency
- North Yorkshire Police
- South Yorkshire Police
- Police Service of Northern Ireland
- Thames Valley Police
- West Midlands Police (from Dec 2018)

The Centre maintains close links with the College of Policing (particularly research, education and CPD areas) and the National Police Chiefs Council. A number of staff of the Offices of Police and Crime Commissioners are involved.

The Centre operates on the basis of membership fees to create a joint fund. Each partner pays an annual subscription which creates the research and education fund which is used to directly support research, the development of learning resources, workshops and other activity approved by the members.

The fund enables each police partner to get more out of the fund than they individually put in and to be part of strategic decisions about research, education and CPD.

In addition, the Centre partnership creates leverage for bidding for other funds, e.g. the Centre has been successful with 2 large external grants this year: the Police Transformation Fund grant from MOPAC to work with the Centre on enhancing the transformation of police learning and development across English and Welsh forces; and the citizen forensics grants as well as others. These are listed later in the report.

A legal agreement exists between The Open University and the partners. The agreement sets out the commitments, rights and responsibilities as partners of the Centre. Partners renew their commitment annually.

The Open University provides the infrastructure and administrative support (Centre Manager, Project Manager and Centre Secretaries) and solid systems for the three inter-woven programmes of education, research and knowledge exchange.

The Centre is led by the Academic Director and three Directors, each of the latter responsible for one of the streams of work (learning, research and knowledge exchange). Matthew Jones, Teaching Director is responsible for the policing degrees programme.

**Learning** is offered in several stepping stones, or entry points, to build and strengthen capability amongst police officers and staff from free on-line resources through to postgraduate qualifications including PhDs. The stepping stones cater for all levels of engagement, expertise and education including free online learning organised to policing themes and a Postgraduate Certificate in Evidence-Based Practice

shaped by the partners where member forces had the first opportunity to study. We also have a thriving set of part-time PhD studentships for police officers and staff.

The Centre, through all its membership, decides on the key **research** projects to pursue, ensuring that they are of strategic importance to the police. The three themes for the Centre changed during the year and the four new current research themes for the Centre are:

1. Investigation, community and vulnerability
2. Digitally enabled policing
3. Leadership, management and organisation
4. Health, well-being and resilience

And now include 4 cross-cutting themes of:

1. Learning
2. Knowledge exchange
3. Evidence
4. Practice

**Knowledge exchange** aims to ensure learning becomes truly embedded within police organisations in practice. The Centre has a significant range of knowledge exchange activities relevant to officers and staff across their organisations, enabling them to use research evidence and learning in practice.

## Learning and Education Activities and Outputs

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The Centre continues to develop end to end learning in key stepping stones, each tailored to meet different needs and starting points. These stepping stones enable learning to use research evidence.

Centre activities include:

- Open Educational Resources (OERs) which provide bite-sized informal learning and can be accessed for free anytime and anywhere. The resources include a YouTube playlist and Massive Open Online Courses (MOOCs)
- The Police Constable Degree Apprenticeship (PCDA) and Degree Holder Entry Programme (DHEP)
- Postgraduate Certificate in Evidence-Based Practice included an evidence-based improvement initiative designed and created specifically for the police
- Accredited modules at undergraduate degree level in subjects relevant to evidence-based policing and practice, shaped and presented for the police
- Part-time PhD places available to police officers, and staff, from member forces (part-funded by the Centre)

### Open Educational Resources (OERs)

The Open University has a large repository of OERs and those relevant to policing were updated and extended during the year. They are all categorised and made accessible on the [Centre for Policing website](#). In summary, there are presently courses in the following areas:

Subject Area	No. of courses
Achieving Evidence-based Policing	9
Business and Organisation Studies	10
Computing and Technology	7
Criminology and Forensics	9
Cybersecurity	4
Judicial and Law	6
Management and Leadership	19
Professional and Personal Development	13
Protecting Vulnerable People	11
Psychology	9
Religion and Culture	6
Skills for Learning	6
Society and Social Work	9
Well-being and Mental Health	14
Youth and Youth Offending	10

The free resources continue to be the most accessed web pages on the Centre's site. Police forces see these resources as valuable in helping officers and staff get on the ladder of continuing professional development (CPD). Some forces have put links to the OERs on their learning and development intranets. Likewise the centre staff are proactive in advertising what is available (for example sending relevant links out via twitter during the College of Policing's CPD week).

The "**Collaborative problem solving for community safety**", launched in 2017, as a collaboration with the Police Service of Northern Ireland (PSNI) continues to be highly successful. The 16-hour course offers a range of techniques for community police officers, other community-based public service professionals and members of community groups working to solve problems collaboratively and creatively. Although

this is a relatively niche course, over 7,400 visitors have viewed the course pages and nearly 1,500 have enrolled formally onto the course. The course has one of the highest completion rates for a free course within the University's offerings, with over 63% of people going on to complete the course. The other positive consequence of this course is that one in eight participants go on to investigate higher-level courses and qualifications.

The course can be found at: [http://www.open.edu/openlearn/money-business/collaborative-problem-solving-community-safety/content-section-overview?utm\\_source=OpenLearn+newsletter&utm\\_campaign=ebd6dcdbae-OpenLearn\\_newsletter\\_April\\_2017&utm\\_medium=email&utm\\_term=0\\_260c5edc30-ebd6dcdbae-9685933](http://www.open.edu/openlearn/money-business/collaborative-problem-solving-community-safety/content-section-overview?utm_source=OpenLearn+newsletter&utm_campaign=ebd6dcdbae-OpenLearn_newsletter_April_2017&utm_medium=email&utm_term=0_260c5edc30-ebd6dcdbae-9685933)

The work has been so successful that PSNI are now commissioning a series of new, short courses scoped during April-May 2018 with the main development period of material in late 2018/early 2019. In May 2018 Drs Zoe Walkington and Paul Walley ran a development workshop with a wide range of PSNI officers and staff in Belfast to generate new ideas for training materials on community leadership, engagement and decision-making. The group also came up with some innovative ways to engage participants through lively online activities and case study materials. The next two topics now in development are:

- Taking responsibility for problem-solving
- Engagement with others – talking to people

The PSNI group and the academics also discussed their plans for four other modules to be developed in future years, (subject to funding).

Paul and Zoe are always happy to discuss ideas for OERs that forces would find useful, such as Open Learn courses, and indeed MOOCs.

### Video and YouTube resources

The Centre now has over 70 videos on its YouTube playlist, with more than 20 of these added in the last 12 months. About half of the new material was developed as part of the SEBP conference held in March 2018, providing an accessible and permanent record of many of the Centre's contributions to this conference. The YouTube channel was also used to engage officers and staff from all forces during the 2018 College of Policing CPD week. Every day during CPD week, (12-16<sup>th</sup> November), the Centre posted several messages on the Centre website and on social media, inviting people to join in CPD through drawing on the Centre's free resources. Dr Paul Walley challenged all police officers and staff to participate in the University's free courses. The rest of the week included:

1. Anne Adams' discussion of tricky topics
2. Leah Tomkin's discussion of organizational learning
3. Graham Pike discussing face identification skills
4. Jean Hartley's challenge to learn more about public services innovation
5. Matt Jones' explanation of the PEQF programmes at the OU

### College of Policing CPD Week 2017

The Centre participated in the College of Policing's CPD Week in November 2017. In 2017 the themes for CPD week were:

1. Personal responsibility;
2. Leadership and;
3. Personal resilience and wellbeing.

- Monday – A challenge to start learning something new (and free)
- Tuesday – Leadership and one of our favourite videos on our YouTube Playlist is entitled “Politically astute leadership for public managers” featuring a discussion by Centre Academic Director, Jean Hartley.
- Wednesday – Personal Resilience and Wellbeing and free courses that cover the topics of personal resilience, wellbeing and mental health.
- Thursday – Most viewed courses and videos which included “Introduction to Cyber Security” has now passed the 150,000 learners milestone.
- Friday – We looked at the Centre partnerships and the free course “Collaborative problem solving for community safety”.

### OU and BBC Collaborations

Staff at the Centre continue to collaborate with BBC colleagues on television programmes relevant to policing. At present, Matt Jones, and Zoe Walkington are working, with colleagues from Law, on “The Murders that Changed Britain” (Working Title) a historical programme which looks at key cases that have developed the criminal justice system. Additionally, Zoe Walkington is working on a programme about the work of detectives. Such projects offer the Centre the ability to utilise the material from such programmes in teaching materials – allowing for engaging and, where possible, scenario-based learning.

### Policing Degrees

During 2018, the policing degrees curriculum was further developed to meet the needs of the [Police Education Qualifications Framework \(PEQF\)](#).

The University has designed and validated two programmes: the Police Constable Degree Apprenticeship (PCDA) and the Degree Holder Entry Programme (DHEP). The design for both was informed by the policing National Curriculum along with the Centre’s engagement with partners in a series of Centre workshops held in the 2017/18 academic year. The models behind these programmes have been externally reviewed, validated and quality approved at a university level, putting us in a good position to respond positively to procurement invitations.

The OU has invested heavily in its apprenticeship infrastructure across the institution. There are apprenticeships in Chartered Management, Senior Leadership, Nursing, Laboratory Sciences and Digital Technology, provided to a wide range of public and private sector employers (including the NHS and civil service). In December 2017, the OU won the award of Higher Education Provider of the Year at the Education Investor 2017 awards, in recognition of the OU’s response to higher and degree apprenticeships requirements.

The OU has strategically invested in the development of policing qualifications in recognition of the success of the Centre. The Centre now has an established and growing PEQF team, based in the Faculty of Business and Law, who are developing and delivering the PEQF curriculum. This includes three academic staff appointed in 2017/18 and a Lecturer in Policing Practice seconded from Hertfordshire Constabulary. The academic team has been busy developing and producing dynamic and relevant learning, and a further eight academics have been recruited, joining the Centre in February 2019.

These policing specialists bring a wealth of academic experience, policing practice and knowledge to the development of PCDA and DHEP curriculum and delivery models. For example, their expertise covers:

- Crime prevention
- Hate crime
- Online deviance
- Cyber-security
- Work -based learning
- Innovation and organisational change
- Victimology and vulnerability
- Leadership
- Investigative practice
- Ethics and accountability
- Demand management
- Forensic psychology

We also have serving operational police officers contributing to our programmes as consultants and critical readers to ensure a close synergy between academic knowledge and police practice; as well as providing higher education development opportunities for officers.

In addition, the Centre is a substantial resource for the development of apprenticeships with strong links between research, innovation, knowledge and evidence-based practice.

The PCDA will launch in October 2019 and the DHEP will launch one month later in November 2019. The first year consists of a 60 credit academic module (Evidence, Theories and Concepts in Policing 1) and a 60 credit work-based learning module (Professional Policing Practice 1).

For any questions related to our policing programmes, please contact Dr. Matthew Jones (Teaching Director: Policing) at [oupc@open.ac.uk](mailto:oupc@open.ac.uk).

### Recognition of Prior Learning (RPL)

A third route into a policing degree is through recognition of prior learning (RPL). This is the identification, assessment and formal acknowledgement of learning and achievement that occurred at some time in the past which is taken into account when police officers and staff register for study. For more information and to apply for OU study exemption please visit the credit transfer website at: <http://www.open.ac.uk/study/credit-transfer/>.

There are plans to develop direct entry degree courses and these will be able to fully utilise any policing RPL when it becomes established.

The Centre contributed to the College's work on RPL through the National Higher Education Forum. Paul Walley, Director of Learning in the Centre, continues to work on RPL in the context of the Policing Education and Qualifications Framework (PEQF) and the College of Policing RPL credit matrices. The process of accreditation is thorough and requires that all the courses go through external validation with an external examiner. In the first instance it is likely that the RPL will become available on the Open Degree. Once this is established we will work to identify the use of RPL on a range of degrees (e.g. on management degrees, such as the MBA).

The Centre has also produced a proposal to pilot a credit-bearing undergraduate module specific to policing. This would optimise the amount of credit transfer that can be obtained, whilst simultaneously ensuring that students have obtained the right study skills to continue their studies. Having spoken informally to forces about the concept it seems there is an appetite for this type of module, and it will allow officers to capitalise on their operational experiences, as a way of transitioning into more academic ways of thinking about that experience. This would open up the gateway to academic study for officers not involved in the PEQF route.

## Postgraduate Certificate in Evidence-Based Practice

This Certificate was launched with the first intake of part-time police officers and staff in May 2016. Non-graduate entrants have been enabled to use their prior professional experience as an alternative entry criterion for this postgraduate-level course.

Since then small cohorts of students have participated in each presentation. One version of the course is open to all applicants but we also have the police-specific modules in evidence-based practice. Police student grades and pass rates are significantly higher than other types of student on this course.

Students completing the Postgraduate Certificate can use their accumulated credits towards a Masters course. This information is available on the Centre website at: <http://centre-for-policing.open.ac.uk/learning/postgraduate-certificate>.

## PhD Research Degrees

The Centre's PhD studentship scheme has gone from strength to strength and each year the Centre receives a number of very high-quality applications from serving police officers and staff, who study on a part-time basis, and link their research into the Centre's research programme.

Due to this success with applications, the number of places offered in 2017-18 was doubled to four. As well as linking to the key research aims of the Centre, the studentships draw on the collaborative approach of the Centre by combining academic and police personnel on the supervisory teams. Current students are:

Student	Force	PhD title	Supervisory team
Ashleigh Bennett	Police Service of Northern Ireland	What works to increase female representation within specialist tactical roles	Dr Lara Frumkin, Dr Volker Patent, Dr Rose Capdevila
Phil Davies	Greater Manchester Police	The predictive potential of police operating models: How complex systems theory can support a data-driven simulation of police policy to improve efficiency	Professor Jeff Johnson, Professor Bashar Nuseibeh, Dr Jane Bromley
Charlotte Gaskell	National Crime Agency	The effect of using an interpreter on the accuracy of witness accounts gathered from police interviews	Professor Graham Pike, Dr Catriona Havard
Ben Hargreaves	Dorset Police	Ethics in policing	Dr Isidora Kourtis, Dr Nik Winchester
Kimberley Kuhnert	Dorset Police	Online dating initiated sexual offending	Dr Zoe Walkington, Dr Matthew Jones, Professor Graham Pike
Ruben Moreton	Metropolitan Police Service	Developing and evaluating a training and competency framework for forensic facial identification	Professor Graham Pike, Dr Catriona Havard
David Penney	National Crime Agency	Tackling serious and organised crime: Processes, challenges and consequences of prioritisation	Dr Paul Mulholland, Dr Mark Roycroft, Dr Lara Frumkin
Elliot Porritt	Metropolitan Police Service	Super-recognisers	Dr Hayley Ness, Dr Virginia Harrison, Professor Graham Pike
Nicole Woodhall	National Crime Agency	Indecent images of children in the UK: Has the current threat gone beyond policing's capability to respond to it?	Dr Paul Walley, Dr Heather Montgomery

For more information on the PhD programme, please visit: <http://centre-for-policing.open.ac.uk/learning/phd-research>

## Research Activities and Outputs

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### A collaborative model

The Centre aims to create high-quality research evidence which can be used in policy and/or in practice, so all the Centre's research is based on a genuinely collaborative working relationship, bringing together the key knowledge, skills and experience of academics with those of policing practitioners. Sometimes this involves a co-research approach, with trained police officers and staff on the research team for a period, designing research, collecting data and writing up results. This collaboration is important as it allows both the police and the academics to identify and also analyse problems in order to improve policing.

**Research** is designed on a collaboration of academics and policing practitioners and promotes innovation and improvement through the following four research topics:

1. Investigation, community and vulnerability (includes both cognitive and social aspects of investigating criminal activity and the relationships between police and citizens. The theme embraces research that includes criminal investigations, police relationships with community members/citizens (in non-digital settings) and issues regarding the vulnerability of the citizens that the police interface with)
2. Digitally enabled policing (explores how the police might use technology, data and knowledge management to best effect in the fight against crime and how current practice might be improved through technological innovation and improved learning and development. This theme also considers the evidence-base for making operational and budgetary decisions regarding digital tools and how digital learning technology can be used to enhance professional development)
3. Leadership, management and organisation (concerns research about the processes and effectiveness of police agencies as organizations, and within partnerships and networks of learning and implementation. The theme covers how demand is managed, how police officers and staff are lead, people management, financial management, ways to support learning within and across the organization, networks of organizational learning, and how public value is created for society)
4. Health, well-being and resilience (focuses on research and practice on the mental and physical health of the policing workforce and of their families, and broader considerations which influence wellbeing. The theme investigates the impact of current practice on police officer/staff wellbeing, potential interventions to improve health and wellbeing through policy, practice and new technologies, and the creation and maintenance of workforce resilience)

With four cross-cutting themes: Learning, Knowledge Exchange, Evidence and Practice.



In this way, the Centre contributes to the work of police forces, agencies and policing national bodies (including, but not limited to the College of Policing) as they adapt to a changing policing landscape, with its greater emphasis on evidence-based practice.

Projects may initially be proposed by either researchers or policing partners, or indeed jointly by both, and are then reviewed by the Steering Group (both academic and policing personnel). The group advises the Centre as to the likely impact of the proposed research with regards to the work and strategic needs of the police, and whether the research is likely to meet ethical and practical requirements and be academically original, significant and rigorous. Projects that the Centre deems to meet these benchmarks are then developed further, and (if possible) a team is constructed that brings together researchers and practitioners. If at this stage it is not possible to find *either* suitably qualified academics or policing interest for field work, then the project does not proceed. Where teams can be put together, a more detailed proposal, including timelines and costs, is drawn up for final approval by the Centre's Membership Group.

### Interdisciplinary topics and multidisciplinary teams

As well as bringing together academics and policing practitioners, another strength of the Centre is that it attracts and supports academic researchers from many different research perspectives and operational areas. This includes academic researchers from every faculty and institute within The Open University. As a result, the Centre is able to conduct research in business and management, psychology, criminology, educational technology, knowledge media, science technology engineering and mathematic (STEM) subjects, wellbeing and health and the social sciences. The Centre has successfully completed research programmes in policing areas from organised crime to public leadership.

As well as covering far more ground than would ever be possible from a single perspective, this approach also opened up a great deal of cross-fertilisation and new avenues. The nature of the research base has also proven invaluable in tackling areas of contemporary policing that are interdisciplinary in nature. For example, the Centre has put together multidisciplinary teams that have been successful in bidding for very large external funding, including in areas such as police training and development and citizen forensics. This breadth has helped establish the Centre as one of the most important locations for policing research in the UK and in March 2018 the Centre hosted the annual conference of the Society for Evidence Based Policing, which included Open University academics presenting research on a very wide range of topics.

### Achievements

Research projects are supported through three sources of funding: the subscriptions paid by each partner force/agency; funds provided by The Open University; and by attracting significant external grant funding, including £1.1M from the Police Transformation Fund (in collaboration with MOPAC) and £1.1M from the Engineering and Physical Sciences Research Council. A table of additional grants can be found in the financial report.

The Centre was also successful in translating its research programmes and producing a large number of written outputs in a variety of formats from executive summaries to full reports and publications in professional journals and academic journals. We also delivered a large number of conference papers at international and practitioner conferences, and videos, blogs and online, open articles based on our research. These may be accessed via the Centre website. Publications are listed later in this report.

## New theme launched: Health, wellbeing and resilience

Following an extensive review of the Centre's research themes and based on careful consideration of current trends and demands in policing and in research, the Centre Membership Group decided to add the new theme of 'health, wellbeing and resilience'.

To launch this theme the Centre held two 'sandpit' events that were co-organised with the Open University's Health and Wellbeing Priority Research Area and the National Institute for Health Research.



The events brought together multidisciplinary researchers and practitioners with expertise in health and wellbeing. The purpose of the events was to identify new research projects of interest to researchers and of strategic importance to the police, and to assemble teams to develop the projects further, with a focus on:

- The health and wellbeing of policing personnel
- Issues of health and wellbeing that fall within the scope of policing work, for example working with vulnerable witnesses and victims
- Use of digital technologies (e.g. digital games, gamification, mobile apps and eHealth programs) to aid physical activity, health and wellbeing of police personnel



*Health and Wellbeing in Policing Sandpit, May 2018*

The sandpits included presentations and facilitated sessions which encouraged free thinking and open discussion around police wellbeing needs. These sandpits resulted in the research projects (detailed below).

## New projects being launched in 2019 under the health wellbeing and resilience theme

### *Health, well-being and welfare of the UK first responder's community*

**Research leads:** Gini Harrison, Graham Pike and Helen King, collaborating with Kings College London

**Policing partners:** All Centre membership

**Proposed funder and funding status:** Funding agreed, with funder to be announced

**Research aim:** Collect preliminary data to establish state of first responders' (FR) health and wellbeing

and identify programmes which support this across blue light services in the UK. The OU team is particularly focused on police.

*Cognitive gaming as a vaccination for PTSD arising from CEOPs work*

**Research leads:** Graham Pike, Hannah Marston and Zoe Walkington

**Policing partner:** National Crime Agency

**Proposed funder and funding status:** Centre funding agreed for an initial pilot study, in preparation for an external grant application for a larger-scale study

**Research aim:** Investigate how PTSD like symptoms, such as flashbacks, might be reduced in police officers and staff who are repeatedly exposed to trauma.

## Centre projects in 2017/2018

Research projects underway in the current reporting period are listed below, and described in more detail in Appendix 1. Lead forces are those which are most closely involved in the research, though others may also comment and benefit from findings.

Reports, summaries and academic papers produced by projects from earlier reporting periods (in addition to end-of-project reports already published) are indicated in the publications section.

### Investigation, community and vulnerability

Ref	Research project title	Lead OU researcher	Research team members	Lead partner force
1.03	Threat, risk and harm: scoring of OCGs (Organised Crime Groups)	Dr Paul Mulholland		National Crime Agency
1.08	Collaborative problem solving for community safety	Dr Peter Bloom	Dr Mike Lucas	Police Service of Northern Ireland
1.25	Virtual inclusion: Tackling hate and extremism in the UK using virtual reality technology	Dr Peter Bloom	Professor Shailey Minocha, Dr Evangelia Baralou	Thames Valley Police
1.26	Community generated victim satisfaction surveys ('User Insight' project)	Dr Zoe Walkington	Professor Graham Pike, Dr Lara Frumkin, Dr Helen King	Merseyside Police
1.27	Mobile phone use while driving: enforcement and education	Dr Gemma Briggs		TBC

### Digitally enabled policing

Ref	Research project title	Lead OU researcher	Research team members	Lead partner force
2.14	Citizen forensics	Professor Arosha Bandara	Professor Bashar Nuseibeh, Professor Graham Pike, Dr Blaine Price, Dr Peter Bloom, Professor Mark Levine	Gwent Police and Thames Valley Police
2.15	Prospecting chatbots as a communication platform to tackle cyber grooming	Dr Lara Piccolo	Dr Pinelopi Troullinou	Metropolitan Police Service

## Leadership, management and organisation

Ref	Research project title	Lead OU researcher	Research team members	Lead partner force
3.07	Organisational learning	Dr Leah Tomkins	Professor Jean Hartley, Dr Alexandra Bristow	Metropolitan Police Service
3.15	Demand management in police services	Dr Paul Walley	Mr Matthew Adams, Senior Practitioner Fellow from PSNI	South Yorkshire Police
3.16	Implementing the transformation of police learning and development	Dr Denise Martin	Dr Denise Martin Professor Jean Hartley, Dr Loua Khalil, Ms Tina Papathoma, Richard Harding (from January 2019)	All forces
3.17	Visible policing: the affective properties of police buildings, images and material culture	Dr Matthew Jones	Professor Mike Rowe (Northumbria University), Professor Andrew Millie (Edge Hill University)	West Yorkshire Police, Greater Manchester Police, Lancashire Constabulary and Cumbria Constabulary
3.18	Research into practice and practice in research? Exploring the role and impact of CPRL (Centre for Policing Research and Learning) in supporting and mobilising use of research evidence into policing and academic practice	Dr Nicky Miller (from February 2019)		TBC

## Health wellbeing and resilience

Ref	Research project title	Lead researcher	Research team members	Lead partner force
4.01	Health, well-being and welfare of the UK first responders community	Dr Virginia Harrison	Professor Graham Pike, Dr Helen King	CPRL member forces
4.03	Cognitive gaming as a vaccination for PTSD arising from CEOPs work	Professor Graham Pike	Dr Hannah Marston, Dr Zoe Walkington	National Crime Agency

# Knowledge Exchange Activities and Outputs

Centre website (<http://centre-for-policing.open.ac.uk/>)

The Centre website is a source of updated information about education, including CPD, research, knowledge exchange, events and news. For 2018, there have been 10,000 separate users to the site, creating 14,000 separate sessions. There is evidence that CPD week did cause a rise in users per day by around 20%.

The website includes a members' area for policing partners to share work, which is confidential to the Centre's 21 police partners.

In addition, Twitter is used to support communications, see @OU-Police-Centre.



## Evidence cafés

An evidence café is an exchange of ideas or knowledge between the café lead and the participants. Forces are invited to host cafés, which are usually organised by the force's Evidence-Based Champion.

In most cases, the academic lead gives a short presentation of key research outcomes or a summary of the current evidence base on an area relevant to policing. Discussion ensues in practitioner participant groups, adding examples from practical experience, challenges to existing theory and evidence, and highlighting other issues not currently covered by the academic theories. In some events there have been other "hands-on" activities, such as the use of Q-board methodology to articulate issues such as demand priorities in a way that encourages debate.

The evidence café format has proved very popular with the police because the practical and participative approach is consistent with police approaches to learning and development. This approach has now been extended into *practitioner* cafés, at the request of some police forces, whereby the cafés are facilitated by practitioners rather than academics. This demonstrates the impact and reach of the café format.

One of the features of an evidence café is that normally there is no restriction on who in the organisation can attend and contribute to the learning and debate, with an open invite across the host force.



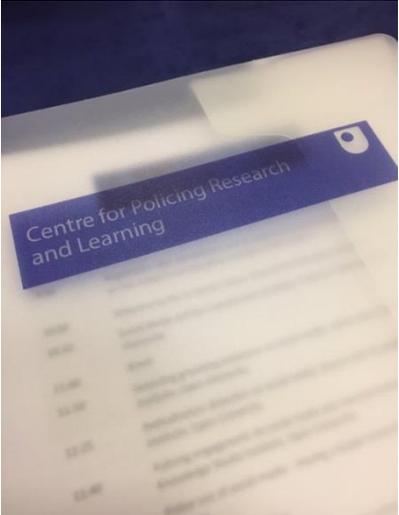
Evidence cafés are a valuable way to disseminate the Centre's own latest research output in a timely way directly to those who can apply the knowledge in the real situation. In some cases, this has encouraged further work. For example, one officer who attended the PSNI evidence café on demand management is now on secondment with the Centre as a Practitioner Fellow and who will be in an excellent position to enhance his own force's demand management practices when his secondment is completed.

Evidence cafés undertaken in partner forces/agencies across the UK were:

- The Divert initiative: mapping data to knowledge (Metropolitan Police Service)
- Digital forensics (Lancashire Constabulary)
- Demand management (cafes held at Hampshire Constabulary, Police Service of Northern Ireland, Gwent Police, College of Policing)
- Anti-social behaviour: mapping data to knowledge (Bedfordshire Police, Cambridgeshire Constabulary)
- Evidence-based champions (College of Policing)
- Child witness and technology enhanced learning (Cambridgeshire Constabulary, Bedfordshire Police, Hertfordshire Constabulary)
- Evidence café taster session 'evidence typology, demand management and Child Witness Interview Simulation (College of Policing)

There is a 'how to' guide for running evidence cafes available from the [Centre's website](#) or by contacting the Centre directly at [oupc@open.ac.uk](mailto:oupc@open.ac.uk).

## International lectures, conferences and events

<p><b>Society of Evidence Based Policing (SEBP) Conference, Milton Keynes</b></p>	<p><b>1 March 2018</b></p>
<p>The Centre for Policing Research and Learning hosted the SEBP annual conference at The Open University attended by nearly 300 participants.</p> <p>Talks included:</p> <p>Experimental... Behavioural... Digital... the future of policing: T/Assistant Chief Constable Alex Murray, (West Midlands Police and Chair, SEBP)</p> <p>An illustration of Q-methodology through the study of policing priorities: Quoc Vo, (Thames Valley Police) and Professor Jean Hartley, (The Open University)</p> <p>Detecting online grooming and radicalisation: Professor Harith Alani, (The Open University)</p> <p>Information and videos from the event can be found at: <a href="http://centre-for-policing.open.ac.uk/public/society-evidence-based-policing-conference-2018">http://centre-for-policing.open.ac.uk/public/society-evidence-based-policing-conference-2018</a>.</p>	
<p><b>Public and political leadership network 3<sup>rd</sup> international conference, Stockholm</b></p>	<p><b>19-20 April 2018</b></p>
<p>Jean Hartley gave a keynote address to the conference on the topic of “Ten public leadership propositions”. Her talk has since been published, in slightly redrafted form, in an academic journal.</p>	
<p><b>Anne Parpan Blaser</b></p>	<p><b>30 April 2018</b></p>
<p>The Centre for Policing Research and Learning hosted Professor Anne Parpan Blaser from the University of Applied Sciences and Arts Northwestern, Switzerland. Anne gave a presentation on innovation in social work and its implications for other public services.</p>	

**Exploring health and policing, Milton Keynes****11 and 25 May 2018**

These events were jointly organised by the Centre for Policing Research and Learning, and the OU Health and Wellbeing Priority Research Area. It was designed to bring together researchers and practitioners with expertise and an interest in health, wellbeing and policing. The purpose of the event was to identify new projects and teams, with a focus on:

- The health and wellbeing of policing personnel
- Issues of health and wellbeing that fall within the scope of policing work, for example working with vulnerable witnesses and victims
- Use of digital technologies (e.g. digital games, gamification, mobile apps and eHealth programs) to aid physical activity, health & wellbeing of police personnel

**Public Leadership Perspectives, London, Leading Organizational Change****13 June 2018**

A presentation by Professor Bernard Burnes of the University of Stirling on the topic of Leading Organizational Change.

“Leadership and Change in the Age of Sustainability”.

Bernard is the author of an influential book, *Managing Change* (2017), now in its seventh edition.

**Academy of Management Annual Conference, Chicago****10 to 14 August 2018**

A Centre team consisting of Jean Hartley and Matt Jones of The Open University and Ian Hesketh of the College of Policing participated in the Academy of Management Annual Conference and ran a workshop, with Debbie Blackman and colleagues of the University of New South Wales, Australia, on “Making it work: capability for research partnerships that improve lives”. While in Chicago, Jean, Matt and Ian also were hosted magnificently by the Chicago Police Department for one day.



Ian’s blog “Improving lives” - <http://centre-for-policing.open.ac.uk/taxonomy/term/265/dr-ian-hesketh-blog-improving-lives%E2%80%93academy-management-conference-chicago-2018>

Jean’s blog “Windy City Blues- Academics and practitioners learning together in Chicago” - [http://centre-for-](http://centre-for-policing.open.ac.uk/taxonomy/term/265/prof-jean-hartley-blog-windy-city-blues-academics-and-practitioners-learning)

<http://centre-for-policing.open.ac.uk/taxonomy/term/265/prof-jean-hartley-blog-windy-city-blues-academics-and-practitioners-learning>

<b>The OU and the London Mayor's Office for Policing and Crime, Transforming Police Training Seminar, London</b>	<b>23 February 2018</b>
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The first networking event of the action research project on Implementing the Transformation of Police Training, Learning and Development was an interactive event with L and D leads across most English and Welsh forces. It aimed to share learning about the current state of L and D and what might need to change to be ready for Policing Vision 2025. An outline of the project was also shared.

<b>Prisons, education and skills, Milton Keynes</b>	<b>10 October 2018</b>
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The OU, with the High Sheriff of Buckinghamshire Professor Ruth Farwell hosted a joint event on prisons, education and skills. The panel included the Centre's Academic Director, Professor Jean Hartley. Jean argued that both prison officers and police officers benefit from CPD and educational qualifications in working with suspects and offenders in prisons.

<b>Police CIPD conference, Birmingham</b>	<b>24 October 2018</b>
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The CIPD Police Forum Conference is an annual event widely attended by the HR and L&D professionals from all the UK police forces and the policing national bodies. Dr Loua Khalil from CPRL and Lizzie Peters from MOPAC presented an update of the project "Implementing the Transformation of Police Learning and Development". Additionally, they facilitated an interactive session to discuss the findings of the baseline survey of learning and development practices in English and Welsh police forces that was collected as part of that project.

<b>National Learning Network event, London</b>	<b>9 November 2018</b>
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MOPAC and The Open University hosted the first full-day National Learning Network event. The event was to recognise the current pressures on L&D and HR, and a programme was designed to help L&D professionals to map the journey for their forces towards greater evidence-based professionalism in policing, reflect on experience of other professions and outline potential tools to help on that journey.

<b>Network for learning, Thames Valley learning and professional development, Reading</b>	<b>28 November 2018</b>
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This event presented current thinking and evidence from the research project about learning and development across police forces in England and Wales. The work of the project and the need for change in learning and development was delivered in an interactive presentation by the Academic Director for the project Dr Denise Martin. The core audience at the event were Learning and Development staff and professionals drawn from across Thames Valley Police.

<b>SW Society of Evidence Based Policing</b>	<b>14 December 2018</b>
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The annual conference of the South-West section of the Society of Evidence Based Policing was hosted by Devon and Cornwall Police. The conference successfully brought academic and policing researchers and practitioners together and covered a broad array of topics of relevance to contemporary policing. CPRL research was well represented with presentations from Graham Pike and Zoe Walkington (OU), on 'FaceBook Detectives: Does citizen enquiry using social media affect eyewitness evidence?', and Jim Beashel (Dorset), on 'Leadership to create public value: a case study of Cambridgeshire's response to rural crime'.

## Research seminars at Membership Group meetings

The Membership Group meets quarterly to take forward the business of the Centre, and aims to have a lively research seminar at each meeting, as well as other speakers during the meetings.

<b>The following research seminars have been held during this year:</b>		
Perspectives about extremism in the community	Dr Lara Frumkin, Faculty of Arts and Social Sciences	26 April 2018
Demand management	Dr Paul Walley, Director for Learning, CPRL	14 June 2018
Understanding organizational change	Professor Bernard Burnes, Professor in Management Work and Organisation at the University of Stirling	14 June 2018
Comparing methods for assessing the risk of Organised Crime Groups	Paul Mulholland, Research Fellow, Faculty of Mathematics, Computing and Technology	13 September 2018
Pursuing validity in agent-based simulations of a UK Metropolitan Police Service	Phil Davies, Greater Manchester Police and CPRL PhD Student	13 September 2018
Visual and Cultural Representations of Policing	Dr Matthew Jones, Teaching Director, Policing, CPRL	27 November 2018

<b>The following practice-based seminars have been held at Membership Group meetings during this year:</b>		
Evidence-based policing – translation and dissemination	Dr Zoe Walkington, Deputy Director, CPRL	26 April 2018
Getting ready for workforce transformation and organization development	Dr Steven Chase, Thames Valley Police	26 April 2018
Evidence-based policing – translation and dissemination	Dr Paul Walley, Director for Learning, CPRL	14 June 2018
Provocations from the implementation of transformation of police learning and development (with MOPAC) training, learning and development report	Professor Jean Hartley, Academic Director, CPRL	13 September 2018
From opposite corners to the same side, what might effective police academic collaboration look like: tales from the field	Dr Denise Martin, Director of Implementing the transformation of police learning and development, CPRL	27 November 2018

## Financial Report 2017-18

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The Centre has three sources of income. These are:

- Centre income from police partner membership.
- Open University funding over 5 years from the Faculty of Business and Law and the Faculty of Social Sciences
- External grant income for specific research or education projects.

In addition, though not costed, the Centre is very appreciative of the pro bono time given by police officers and staff in Centre activities and to collaborate on designing and carrying out research and education projects.

The Open University manages all budgets in line with University process, procedure and regulations.

### Centre income from police membership

The Centre's financial and activity year runs from October through to September each year. Each partner force makes an annual financial contribution of £7,000. The membership fee has remained the same over the last 5 years, and will remain the same for 2018-19.

The number of subscribers has steadily grown throughout the time since the Consortium partnership was set up. The Centre's income in this year from membership fees was £126K (from 18 agencies). A further £1.12M is leveraged grant income and is detailed below. £140K from membership fees is due in 2018-19. A summary table of the income and expenditure is found below.

### Membership budget 2017/18

	<b>Year 1 2014/15 £</b>	<b>Year 2 2015/16 £</b>	<b>Year 3 2016/17 £</b>	<b>Year 4 2017/18 £</b>	<b>Year 5 2018/19 £</b>
<b>Number of forces at start of membership year</b>	11	15	17	18	21
<b>Income from membership</b>	56,900	87,500	119,000	126,000	147,000
<b>Expenditure</b>	23,195	26,519	42,162	97,772	346,752
<b>Budget remaining</b>	<b>33,705</b>	<b>60,981</b>	<b>76,838</b>	<b>28,228</b>	<b>0</b>
<b>Cumulative budget remaining</b>	<b>33,705</b>	<b>94,686</b>	<b>171,524</b>	<b>199,752</b>	<b>0</b>

Expenditure from the membership budget in this financial year (October 2017 to September 2018) has, again, been kept to a minimum and where appropriate staffing and other expenditure, infrastructure costs (e.g. library, computing, meeting rooms, offices) and overheads have been covered by The Open University.

Spending from membership funds has again been intentionally conservative on key projects approved by the Centre whilst making the most of grant funding.

The main expenditure incurred has been research projects (e.g. Evaluation of the Community Learning project in Northern Ireland and the Organised Crime Group Mapping study), the Evidence Café project and PhD student fees.

This financial conservatism has been agreed by members as a sensible way to proceed, particularly before the Centre gained the commitment of the University to longer-term funding. However, in 2018/9 the Centre will engage in higher expenditure to reflect member aspirations for further research projects, along with education and professional development. There is also a proposal to be considered by the Membership Group for an annual conference, which we would aim to run at cost.

### Centre funding from The Open University

The Open University has provided overheads and estates costs again at no impact on the membership budget. This approach to budget management ensures the best value can be obtained from member subscriptions. The University also covers costs of mainstream leadership, management and administration activities in the Centre.

### Leveraged income from external grants

In this reporting year, The Open University in collaboration with the Centre partners leveraged a number of additional funding streams. This provides funding beyond the partnership annual subscriptions, and the financial support now given to the Centre by the OU's Faculty of Business and Law, and Faculty of Arts and Social Sciences.

### Leveraged income 2017/18

Date	Topic	Status	Lead	Funder	Value £K
Sept 17	Organisational learning	In progress	Leah Tomkins	Metropolitan Police Service	172
Nov 2017	Implementing the transformation of police learning and development	In progress	Jean Hartley	London Mayor's Office for Policing and Crime	1,100
January 2018	Tricky topics	Complete	Anne Adams	College of Policing	2
May 2018	Health, wellbeing and policing sandpit events	Complete	Helen King	Open University Health and Wellbeing (OU Priority Research Area (PRA))	0.5
<b>Total</b>					<b>£1,275M</b>

## Leveraged income 2018/19

<b>Date</b>	<b>Topic</b>	<b>OU Lead</b>	<b>Funder</b>	<b>Value £K</b>
December 2018	Visible policing	Matt Jones	Economic and Social Research Council (ESRC) (in collaboration with Northumbria University)	50
December 2018	Community learning	Paul Walley	Police Service of Northern Ireland	30
January 2019	Computer science Platform grant	Bashar Nuseibeh	EPSRC Platform Grant	1,300 (but not all for work with CPRL)
January 2019	Knife detection, Defence and security accelerator	Jeff Johnson	Home Office	72

## Publications

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All publications are available for free, for personal use from The Open University's Open Access library [http://oro.open.ac.uk/view/research\\_centre/cprl.html](http://oro.open.ac.uk/view/research_centre/cprl.html) or by request to the first author, who can be contacted via [oupc@open.ac.uk](mailto:oupc@open.ac.uk).

Many are published journal articles which can also be obtained through university libraries to those with access.

Adams, A. (2018) *Winning evidence* [Online], Police Professional. Available at <https://www.policeprofessional.com/feature/winning-evidence/>.

Bandy, G. and Hartley, J. (2018) 'Debate: When spending less causes a problem', *Public Money and Management*, vol. 38, no. 1, pp. 52-57.

Beashel, J. (2018) 'Leadership to create public value: a case study of Cambridgeshire's response to rural crime', *South West Society of Evidence Based Policing*. Exeter, December 2018.

Benington, J. and Hartley, J. (forthcoming, 2019) 'Action research to develop the theory and practice of public value as a contested democratic practice', in Lindgreen, A. Koenig-Lewis, N. Kitchener, M. Brewer, J. Moore, M. and Meynhardt, T. (eds.) *Public Value: Deepening, Enriching, and Broadening the Theory and Practice*, London, Routledge.

Blackman, D., Hartley, J., Jones, M., Hesketh, I., Chase, S., Ashdown, N., Woods, R. and Cotton, T. (2018) 'Making it work: Capability for research partnerships that improve lives', *Academy of Management conference*. Chicago, August 2018.

Bloom, P. and Knell, L. (2017) *Collaborative problem solving for community safety*, Report. Milton Keynes, The Open University.

Davies, P. (2018) 'Complexity science and policing: developing new tools to help make better policy decisions', *Policing Insight*. Available at <https://policinginsight.com/analysis/complexity-science-and-policing-developing-new-tools-to-help-make-better-policy-decisions/>

Fernandez, M. and Alani, H. (2018) 'Contextual semantics for radicalisation detection on Twitter', *Semantic Web for Social Good Workshop (SW4SG)*. Monterey, California, October 2018.

Fernandez, M., Asif, M. and Alani, H. (2018) 'Understanding the roots of radicalisation on Twitter', *WebSci '18: 10th ACM Conference on Web Science*, Amsterdam, Netherlands, 27 - 30 May 2018.

Hartley, J. (2018) 'Keynote talk: Ten public leadership propositions', *Public and political leadership conference*, Stockholm, April.

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Hartley, J. and Khalil, L. (2018) *Implementing the transformation of police training learning and development: Baseline survey report*. Centre for Policing Research and Learning, The Open University.

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- Laing, M., Campbell, D., Jones, M. and Strohmayer, A. (2018) 'Trans sex workers in the UK: Security, services and safety', in Sanders, T. and Laing, M. (eds) *Policing the sex industry: protection, paternalism and politics*, London, Routledge, pp. 39-52.
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- Thirkettle, M., Lewis, J., Langdridge, D. and Pike, G. (2018) 'OU Brainwave: A mobile app delivering a gamified battery of cognitive tests designed for repeated play', *JMIR Serious Games*, vol. 6, no. 4, (2018): Oct – Dec.
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## Appendix 1: Current research projects

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### Theme 1: Investigation, community and vulnerability

#### 1.03 Threat, risk and harm: Scoring of OCGs (Organised Crime Groups)

Paul Mulholland, Knowledge Media Institute, (OU), Terri Cole (University of Bournemouth)

Lead force: National Crime Agency

January 2017 – December 2018

##### *Summary*

The National Crime Agency (NCA) uses an Organised Crime Group Mapping (OCGM) process to capture information about active Organised Crime Groups (OCGs) in the UK. A scoring mechanism is then used to translate the set of captured OCG features into a risk of harm assessment score. The risk of harm of each OCG is then used to assist with the prioritisation of police activity and strategic reporting. The OCGM was originally developed in 2007.

Currently, over 50 police forces and agencies submit information on OCGs on a quarterly basis. The reports describe each OCG according to a number of features. Each feature is broken down into a series of sub-questions.

The aggregated data from the contributing forces and agencies is used in a risk of harm calculation process that produces a score for each OCG. The risk score weights a number of factors related to intent, capability and criminality of the OCG.

The aim of the current project is to analyse both parts of the process by looking at:

- The method currently used by OCG contributors to describe the features of the OCGs
- The method currently used by the NCA to determine risk of harm from the aggregated OCG data.

Findings are being used to recommend improvements to how OCGs are described (i.e. how data is captured) and how those descriptions can be used most effectively in order to calculate risk.

##### *Methodology*

The project adopts a mixed methods approach including:

- Modelling, analysis and interpretation of risk assessment data
- Desk-based research to identify OCG/crime scoring mechanisms and alternative ways of calculating and modelling risk of harm
- User interviews to develop a deeper understanding of how risk assessment is carried out and elicit suggestions of how it can be improved

Risk assessment data has been prepared and stored in a form appropriate for analysis. This involved negotiating access to anonymised OCG datasets, agreeing a data management policy and translating and storing the data in a form suitable for analysis.

### *Key findings*

The work has focused on the OCGM and MoRiLE risk assessment methods, which are both in use across a number of forces as well as the NCA. MoRiLE (Management of Risk in Law Enforcement) is used to describe OCGs according to a number of thematic factors (physical, psychological, financial). A model of risk analysis was adopted that characterised OCGs in terms of their harm (negative impact), threat (probability of harm) and risk (product of harm and threat). This model was used to align the components of the OCGM and MoRiLE assessment methods.

An anonymised dataset was provided of OCGM and MoRiLE assessments of the same OCGs. For the data analysis, these were organised into matched pairs of assessments related to the same OCG and taken at similar points in time. Correlation analysis suggested that OCGM and MoRiLE are measuring the same thing in different ways. Data analysis confirmed that frequency of criminality is characterised as an element of threat in MoRiLE and an element of harm in OCGM. There was evidence that OCGM and MoRiLE have varying sensitivity to some forms of harm. Outliers from the correlation tended to feature high levels of financial or psychological harm. There is some evidence that MoRiLE is more responsive to rapid change in an OCG. OCGM and MoRiLE could be integrated in different ways and potentially supported computationally.

The current phase of the study aims to compare MoRiLE and OCGM in more controlled conditions, in which identical case information is assessed by multiple analysts. Measures include not only the OCGM and MoRiLE risk assessments but also workload measures and feedback from analysts. Analysis includes comparison of the MoRiLE and OCGM assessments, comparison of workload demands and identification of themes from user feedback.

Date of final report being agreed with lead force.

### *Outputs*

Mulholland P (2018) Organised crime group mapping project: Progress report

## 1.08 Collaborative problem solving for community safety

Peter Bloom and Mike Lucas

Lead force: Police Service of Northern Ireland (PSNI)

### *Summary*

PSNI worked with the Centre during 2017 on the design, delivery and evaluation of a new learning intervention which aims to improve community engagement in target neighbourhood areas. This derives from the Fresh Start Agreement of the Northern Ireland Assembly.

PSNI has developed a skills framework for officers working in communities, based on collaborative problem-solving. It includes the 16-hour OU course on collaborative problem solving for community safety. PSNI wish to evaluate the framework in terms of its impact on officer practice, and ultimately on community relations. Broadly speaking this encompasses:

- Collaborative working
- Problem solving
- Listening and negotiation skills
- Conflict handling
- Community assets mapping (Stakeholder engagement)
- Critical thinking

These skills are relevant to community policing in general, and could be beneficial to professionals and public leaders in a range of community based public service settings

### *Methodology*

The research has explored the impact of the on-line short course and the programme of face-to-face learning events for the pilot group of 147 PSNI officers. Initially this has focused on officers' initial reactions to the programme and their confidence levels.

### *Key findings*

The sample is small so caution is needed in interpreting the results, but there was strong positive feedback about the course, and considerable reported learning from the programme. Participants said that the course was relevant for their work in policing and their day-to-day jobs.

### *Outputs*

Bloom, P. and Knell, L. (2017) The evaluation of the "Collaborative problem solving for community safety" course. Report. Centre for Policing Research and Learning.

## 1.25 Virtual Inclusion: Tackling Hate and Extremism in the UK Using Virtual Reality Technology

Peter Bloom, Shailey Minocha and Evangelia Baralou

Lead force: Thames Valley Police

### *Summary*

Virtual Reality (VR) and Augmented Reality (AR) are moving into the mainstream. These advances create new opportunities and threats. Extremist organisations have shown themselves to be early adopters of new technology: the so-called 'Hollywood' propaganda of Islamic State and the use of social media by far-Right groups in the past years, are testament to this. Daniel Wagner, author of the book *Virtual Terror*, warns 'The virtual world is in some ways more compelling than the real world, because storylines can be artfully crafted to be maximally appealing, while omitting anything that may be perceived of as negative.'

This project thus seeks to tackle the problem of 'virtual extremism'. It is researching the role of virtual technology to promote social inclusion and tolerance. There is widespread agreement among policy makers that getting ahead of extremist use of new technology is vital.

Much effort has been put into the pro-active use of new technologies for spreading alternative values that challenge hatred such as the use of social media tracking by the police. This enables early identification of the online network 'Against Violent Extremism' powered by Google Ideas. This project is joining these efforts by developing a virtual reality technology educational resources for tackling hate and extremism head on – with the aim of simultaneously reducing its influence in real life communities and lessening its appeal as a potential hi-tech recruitment method. In particular we are piloting this technology and will make it available to schools and the wider public as an open access educational resource.

### *Methodology*

Create three immersive 3-D experiences for young people between the ages of 9-11 on the ongoing 'virtual field trips' research programme. Organise workshops with community leaders, the police and CVE practitioners including the ISD to design 'virtual field trips' that would allow diverse British young people to experience the challenges faced by young people in discriminated communities as well as the positive aspects of their culture. Work with the police and ISD to identify communities whose young people would most benefit from these virtual interventions- drawing upon their diverse expertise and community contacts. Present these virtual field trips to young people in selected schools. After allowing them to experience these 'virtual field trips' we would then hold a follow up 'critical reflection' session to explore whether and how these virtual experiences impacted their attitudes about hate and extremism. Conduct in-depth interviews with teachers from each of the three locations we visited to better understand how this can be used by educators, community leaders, and the police. These findings will be further supported by including these in an OpenLearn free educational resource, as well as a publicly available app to the public.

### *Key findings*

The project has created the three virtual reality scenarios, based on intensive consultation with young people and the police. These have also been presented to young people in grade 6 in Milton Keynes and High Wycombe. Our initial findings based on student and teacher feedback and survey evidence reveal that young people find it engaging, accessible, and thought-provoking. It appears to work best by first presenting to all students on a big screen then allowing them to watch it in on Chromebook in groups of 2-3 or by themselves using a VR headset. A further 60 Grade 6 students will have the screenings in Blackpool. The project is working on the public app and the OpenLearn resource.

## 1.26 Community generated victim satisfaction surveys ('User Insight' project)

Zoe Walkington, Graham Pike, Lara Frumkin, Helen King

Lead force: Merseyside Police

### *Summary*

The current 'user satisfaction' survey used by Merseyside Police is about to be phased out. The survey canvasses the opinion of victims, as well as other service users and members of the community. A replacement survey was therefore required.

In order to avoid the new survey including a lot of questions that might be meaningful to the police force organisationally, but which fail to address the feelings and thoughts of the community they serve, a focus group approach was used. The focus groups were held in order to find out what is important to community members about policing, and to discover what they would like to be able to feed back to the police. In this way the focus groups were held in order to find out what sort of questions community members would like to see included in the new survey.

The research enables Merseyside police to design a survey that asks questions about their service that reflect the concerns of the community members, and avoids asking questions that are not meaningful to the community members. It will also ultimately allow the gathering of meaningful and quantifiable data by which the police force are able to identify areas of strength and shortcomings in their policing practice.

### *Methodology*

Merseyside Police Community Engagement Unit identified participants (victims and people from independent advisory groups) to participate in three focus groups. The focus groups were facilitated by a team of four researchers from the Open University, with two researchers being present in each group. Informed consent was obtained from all participants, and the focus groups were audio recorded. A three-stage procedure, based on thematic analysis, was used to analyse data from the focus groups. Stage 1: Focus group recordings were listened to in pairs. First order coding of themes, as well as each researcher generating relevant potential questions for the survey took place in these pairs. The intention at this stage was to maximise potential questions and so discussion of themes and questions was encouraged in that meeting. Stage 2: Pairs typed up their own themes and questions individually, allowing them to generate additional themes and questions, then met to agree a comprehensive list of questions that related to that particular focus group (thinning out any overlapping questions or repetitions). Stage 3: All four researchers met together to organise overarching themes and put questions into a coherent structure (again thinning out and selecting the best questions for the survey).

### *Key Findings*

The team is about to discuss two variants of the final survey: one targeted for people after a specific incident has taken place; and one more general perceptions of the police (but without a specific incident in mind). Next steps will comprise communication with Merseyside about questions and issues that the community felt were important.

### *Outputs*

Presentation: User Insight workshop 19.10.18

## 1.27 Mobile phone use while driving: enforcement and education

Gemma Briggs and Graham Pike

Lead force: Thames Valley Police

This project has just launched and builds on earlier research by Gemma about cognition and perception during driving. Research into the effects of mobile phone use on driving performance has demonstrated serious implications for driver safety. Dual-tasking drivers are four times more likely to be involved in an accident than undistracted drivers. Explanations for these effects are often couched in terms of cognitive workload exceeding a threshold capacity. Whilst hand-held mobile phone use has been illegal in the UK since 2003, and new tougher laws were introduced in 2017, the law does not recognise the dangers of hands-free phone use.

This project aims to identify what education is currently available to drivers in relation to mobile phone offences. Project outputs will inform the creation of educational resources which will be freely available to the general public.

## Theme 2: Digitally enabled policing

### 2.14 Citizen forensics

Arosha Bandara, Bashar Nuseibeh, Graham Pike, Blaine Price, Peter Bloom and Mark Levine

Partners: Gwent Police, Thames Valley Police, Milton Keynes Council, Exeter City Council

#### Summary

This project reframes key challenges that underlie modern policing in a socio-technical world; a world instrumented with mobile and ubiquitous computing technologies, in which many citizens and communities live, work and play, but who must also manage threats to their wellbeing and their rights. The project aims to support a new engagement between authorities (such as the police) and communities of citizens in order to better investigate (and in the long term reduce) potential or actual threats to citizen security, safety, and privacy. This includes both empowering the police by opening up new ways of citizens providing data in ways that protect privacy and anonymity, and empowering citizens by using these new technologies to also hold the police to account. We will be harnessing many of the so-called Internet of Things, Smart City and Smart Home technologies to encourage and allow citizens to help the police collect and analyse disparate data to improve public safety at both local and ultimately national levels.

#### Methodology

This multidisciplinary investigation draws upon expertise in computing, policing, psychology and organisation theory. Research is being organised into four substantive work packages (see Figure 1 below). The first of these focuses on understanding Citizen Forensics processes and the creation of “virtual civic spaces” for citizen-police collaborations that enhance engagement and inclusion empowerment (WP1). This feeds into work on the interaction technologies that are informed by models of the cognitive psychology of citizen forensics (WP2). A further work package will develop the underlying adaptive software architecture for the overall system (WP3). Finally, a cross-cutting work package will develop example applications that integrate the other work packages for evaluation in both lab-based studies and field trials (WP4).

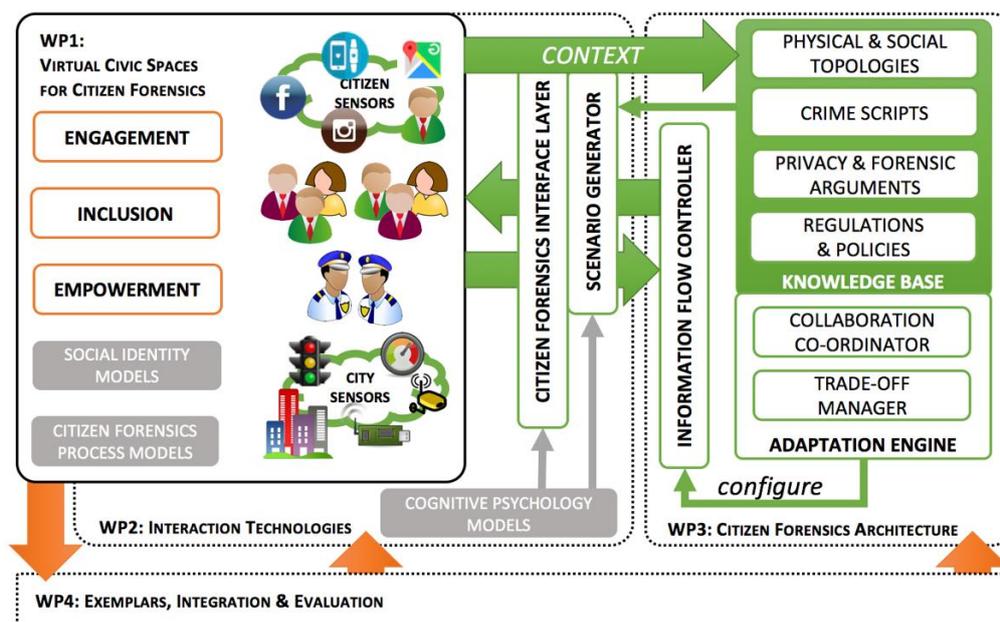


Figure 1: Overview of Citizen Forensics project

The project is currently in the start-up phase, with recruitment of research staff. Initial discussions in the research team have focused on gaining a shared understanding of the different disciplinary perspectives on *Citizen Forensics* and identifying some initial problems to investigate. These have included experiments on the effects of social media on witness accounts of incidents and information models for capturing the knowledge required to support automation of *Citizen Forensics* processes. Additionally, researchers are planning follow up discussions with policing partners and other stakeholders to elaborate their understanding of the operational problems that the *Citizen Forensics* approach could support.

### *Outputs*

The outputs from the project are expected to draw on the different disciplinary perspectives involved in the work to develop an overall solution to the challenges of *Citizen Forensics*. These include a range of models, design guidelines and software systems: Process models for *Citizen Forensics*; system design guidance for leveraging social identities to enhance citizen-police collaborations; guidelines for effective use of *Citizen Forensics*; cognitive psychology model for *Citizen Forensics*; interface design guide; prototype interfaces for data collection analysis and sharing; scenario generation and visualisation; specification language for *Citizen Forensics* processes; reference architecture for *Citizen Forensics*; adaptation engine for dynamic collaborations; prototype, exemplars and integrated system for *Citizen Forensics*.

## 2.15 Prospecting chatbots as a communication platform to tackle cyber grooming

Lara Piccolo, Pinelopi Trollinou

Lead force: Metropolitan Police Service

This project has just launched. Chatbots, also known as *digital assistants* or *conversational AI*, are natural-language processing software empowered with intelligence to simulate a human-like conversation. Based on the input of the user, they generate responses for engaging users in a dialogue for providing information, executing tasks, or offering services. Recent advances in Artificial Intelligence are rendering chatbots useful in a variety of contexts, however this technology is still evolving. It is thought chatbots could offer a way of tackling online cyber grooming by providing young people a way to ask for advice, report suspicious conversations, and to engage with educational content (e.g., from CEOP). This project will investigate the viability of using chatbots as a communication channel for the police to tackle online grooming. It seeks to understand their potential and appropriateness to policing organisations and practices, whether potential users would adopt such a platform, and what socio-technical requirements need to be considered to build trust and ethical bot behaviour.

## Theme 3: Leadership, management and organisation

### 3.07 Organisational learning

Leah Tomkins, Jean Hartley, Alexandra Bristow

Lead force: Metropolitan Police Service

#### *Summary*

The Metropolitan Police Service is undergoing significant and multiple strategic and operational changes, including new and emerging structures, roles, interfaces, processes and technologies. All of this is taking place against a backdrop of London as a global city as well as financial restraint across public services. In common with other police services, there is an increasing emphasis on safeguarding and protection of vulnerable people and specifically for the Metropolitan Police Service, there are growing expectations about the quality of relationships and partnerships with the communities of London.

A core concern of the MPS professionalism agenda is to understand and improve the ways in which knowledge and learning are developed, deployed and shared, working in synergy with colleagues in HR where appropriate, and to support the MPS transformation model. There is a sense that organizational learning and knowledge management in MPS are strong in high-risk, high-profile situations, but that they are less successfully embedded in everyday practices where learning and knowledge are discretionary and/or developmental.

Organisational learning (OL) is a complex phenomenon, involving individuals, teams, functions, institutions and sometimes communities that the organization serves. Increasingly, scholars emphasise organisational learning as enmeshed in social interaction, relationship and practice. In other words, OL is not something which can be studied in isolation from the personal, interpersonal and organisational context in which it does – or does not – take place. For learning to successfully support organisational objectives, therefore, the scope of includes people and cultural factors, not just systems, policies or structures. The approach in this project is based on the premise that knowledge is more than a resource which can be aggregated, codified and stored; knowledge is deeply embedded in people's sense of professional identity, belonging and wellbeing.

#### *Methodology*

This programme is taking place over 2 years and 4 months, with work in three phases. The research team is mindful of the MPS request to focus on possibilities for practical action, and all our work is therefore grounded in the principles of action research, which is focused on making a difference and adding value. For the particular scope and focus of this project, we have operationalised action research as consisting of four types of research and engagement activity:

- Action
- Reflection
- Connection
- Innovation

Relationships and stakeholder engagement are at the heart of this programme. Our approach is one of close collaboration, co-creation and co-ownership of a range of initiatives, events and outputs with stakeholders at multiple levels of the organisation. The team is responsible for delivering some of these initiatives and for empowering, facilitating and supporting many others.

This research began with a scoping study in late 2017 building collective ownership of the findings, (January-April 2018). This scoping phase assessed the current context and strategic priorities, and the

factors which both enable and inhibit organizational learning. This led to the articulation of core priorities for phase 2, which inform empirical and practice-based work (see next section). Data are being collected and analysed using a range of mostly qualitative approaches, criteria and sensibilities, and are being analysed with a framework of thematic analysis, complemented by other techniques, such as discourse analysis and narrative analysis.

### *Key findings*

#### 1. Strategy and scope:

Phase 2 (the current phase) focuses on four themes, which both MPS and OU deem key to enhancing understanding and practices of OL. These themes both inform, and are informed by, all our empirical work, whether formal or more naturalistic and ethnographic. They have been defined as:

- learning from success and failure
- leadership and OL
- the learning mindset
- evidence-based practice



Within this overall scope, there is particular traction around one set of discussions about the relationship between learning and the categorisation of failure. We have developed a model to capture some of the complexities of this relationship, highlighting three types of failure - Preventable, Tolerable and Intelligent – all of which have important, but different, implications for organisational learning, and indeed, for organisational culture more broadly. Our research proposes that a culture of learning is fostered when leaders, officers and staff feel reasonably secure in the belief that they will not be unjustifiably blamed for things going wrong, especially where this is due to the complexity or unpredictability of the event.

This research has been summarised in a paper for the MPS OL Board, entitled Learning and Well-being: Safety, Failure, Fault and Blame (see reference list), and is currently being shared both within MPS and beyond, e.g., with the Independent Office of Police Conduct.

#### 2. Governance:

The OU has helped to establish and embed a new governance mechanism, the OL Board. The OU project team reports on progress through this body, and uses it to gain crucial feedback on its findings and suggestions, as well as to build a sense of collective sponsorship and ownership for a range of emerging initiatives. This is now becoming a forum for successful cross-fertilisation and constructive challenge for ideas related to OL, involving a range of MPS functional representatives and many external agencies, including other academic institutions.

### 3. Change management:

The OU is working with MPS to mobilise an OL champions network, currently comprising around 100 officers and staff who have a functional or geographical responsibility for OL and/or a particular interest in it. Four events over 2018-9 are planned, of which two have already taken place. The research team is playing an active role in both design and delivery. The events are being designed to provoke discussion and reflection on four interrelated aspects of OL:

- Organising learning
- Empowering learning
- Building resilience for learning
- Celebrating learning

#### *Outputs*

Tomkins, L., Hartley, J. and Bristow, A. (2018). Learning and well-being: Safety, failure, fault and blame.

### 3.15 Demand management in police services

Paul Walley, Matthew Adams, (Senior Practitioner Fellow from PSNI)

Partners: South Yorkshire Police, Gloucestershire Constabulary, Police Service of Northern Ireland

This project is part of a wider programme of research by Paul Walley. Earlier work with Gloucestershire had examined failure demand. This project takes a wider look at demand across the UK. The police service in the UK has experienced similar financial pressures to other public services, at the same time as patterns of demand have changed considerably. Perceptions of demand and capacity imbalance have led to calls for more comprehensive assessment of demand and capacity within policing. All forces have to address ways of reducing demand, and a number of studies on demand management are underway with activity across a range of forces. This project contributes to this evidence base by investigating how forces are addressing the apparent mismatch between demand and capacity through changes to policy and practice.

### 3.16 Implementing the transformation of police learning and development

Denise Martin, Jean Hartley, Loua Khalil, Tina Papathoma, Gary Bandy, Richard Harding (from January 2019)

Grant success in partnership with the London Mayor's Office for Policing and Crime.

Working with English and Welsh forces, some non-Home Office forces.

#### *Summary*

The major changes occurring in policing to meet Policing Vision 2025 include the recognition of the value in enhancing and changing police forces' approaches to training, learning and development. This is a major undertaking so the project has been designed as action research – aiming to both understand but also work collaboratively with forces and national agencies to improve the training, learning and development function in police services, both strategically and operationally.

This 2-year project started in November 2017. It draws on organization development frameworks as well as learning and development theories, to contribute to the enhancement of L and D. Overall, this is about creating a shift in culture from viewing L and D as an abstraction problem to viewing it as a human resources investment through continuous professional development and organizational improvement. The three research questions examine what English and Welsh forces are doing to prepare for the changes to training, learning and development to implement Policing Vision 2025; how are forces improving and what models, tools and techniques help them to support improvement; and how are promising practices in L and D shared and applied across police forces and agencies.

#### *Research design and methodology*

This is an action research project, so the approach to design is iterative, based on momentum from earlier phases of the project. It enables the project to adapt in order to add value where forces see this as most useful. There are some key elements of the action research:

- A baseline survey of all forces across England and Wales to establish their current views on preparedness for the changes being introduced to learning, training and development in order to meet Policing Vision 2025. A further financial baseline assesses the financial resources, and changes over time.
- A literature review and an interview-based report on the professionalisation journeys of other relevant professions, notably paramedics and nursing.
- Five case studies or 'collaborative deep dives' to gain in-depth understanding of learning, development and training experiences. The first two are completed with first impressions feedback and discussion given to each force, and each having a later written report.
- Development of a small library of tools and techniques to aid L and D departments in considering improvement initiatives.
- A roadmap of change implementation and a number of models of what a police L and D function might look like.
- Networking events to share and adapt good and promising practices already in existence in L and D in forces, along with leading edge ideas from other sectors and from the digital learning space. There have been two networking events in 2018 with more to follow in 2019.

The research is gathering qualitative and quantitative data, documentary analysis of key policy and strategy documents. The research draws, where possible on co-researchers from other police forces as this enhances the research team, while also strengthening networks of L and D practitioners.

### *Key findings*

From the baseline survey of L and D in policing, it was found that the level of preparedness for change to achieve Policing Vision 2025 is low. Forces reported that there is much work still to do to prepare. For example, only 20% feel that their force is prepared, 47% think pace of change too fast, 58% feel that the volume of change is too great. The baseline survey also showed that some features may help police forces tackle change. For example: 84% value support from executive leadership, 58% think that organizational change will help L and D, 74% of forces say staff are willing to upskill, 96% wanted to learn from other UK police forces. However, there is still a lot of uncertainty in forces. For example: 31% are not sure why changes are occurring and 40% are not sure if Policing Vision 2025 will be implemented successfully.

The two completed collaborative deep dives indicated an L and D plan being implemented but sometimes impacted by reactive operational policing pressures. There is awareness of the need for stronger Performance Development Review (PDR), a strategic approach to learning needs analysis, and quality assurance/evaluation beyond classroom satisfaction to consider learning, behaviour and impact on service. The core focus on much learning still tends to be operationally driven more than considering reflective practice and continuing professional development.

### *Outputs*

Hartley J and Khalil L (2018) Baseline survey. Implementing the transformation of police training, learning and development. <https://centre-for-policing.open.ac.uk/taxonomy/term/265/implementing-transformation-police-learning-and-development-baseline-survey-report>

Bandy G (2018) Financial baseline. <https://centre-for-policing.open.ac.uk/taxonomy/term/265/baseline-survey>

Martin D, Hartley D, Khalil L, Papathoma T, Merrett R, Stanko E and Peters L (2018) Interim report: The first year. <https://centre-for-policing.open.ac.uk/taxonomy/term/265/interim-report>

A series of short films outlining the project  
<https://www.youtube.com/watch?v=l2KeQcMkFLc&feature=youtu.be>

### 3.17 Visible policing: the affective properties of police buildings images and material culture

Matthew Jones, Mike Rowe (Northumbria University, lead researcher), Andrew Millie (Edge Hill University)

Partners: Greater Manchester Police, West Yorkshire Police, Lancashire Constabulary, Cumbria Constabulary

The project has just launched. In policy terms, visibility in policing has been primarily addressed in narrow terms regarding the potential for patrol officers. This project is the first to explore the visual culture of contemporary policing. Drawing on visual sociology and visual criminology, it applies theories and methodologies of the visual to the sociology of policing. The project focuses on the symbolic power of police stations, the symbolic properties of police material culture (including ceremonial uniforms, flags, badges, tourist souvenirs, and children's toys), and the visibility of the police in social media, incorporating official and unofficial police accounts. It explores the structure and communicative impact of different forms of police presence and visibility, the role of visual, symbolic and material artefacts in forging the organisational and cultural, new and emerging forms of police visibility on social media, and the implications of project findings for policy and practice.

### 3.18 Research into Practice and Practice in Research? Exploring the role and impact of CPRL in supporting and mobilising use of research evidence into policing and academic practice

Nicky Miller (from February 2019)

Lead forces: TBC

The policing profession is being encouraged to adopt an evidence-based approach, and research utilisation is a core component of this. This project aims to evaluate the uptake of the research evidence generated through the Centre and to more fully understand how to identify and meet the challenges of ensuring that good research is considered by policing practitioners. The research aims to examine whether knowledge mobilisation models and theories can be practically applied to embed research evidence into police practice.

## Theme 4: Health wellbeing and resilience

### 4.01 Health, well-being and welfare of the UK first responders community

Gini Harrison, Graham Pike, Helen King, Marie-Louise Sharp (Kings College London), Nicola Fear (Kings College London)

Lead forces: TBC

Funder to be announced.

This project has just launched. Reduced service budgets, staffing shortages, stagnant pay and changes in roles of services are affecting services blue light services' sense of integration and value. These organisational pressures combined with exposure to trauma through dealing with victims, crimes and harms have a concurrent effect on well-being and mental health. Whilst there is a large volume of activity concerning well-being and resilience in the police force (research projects, intervention/support programmes and professional guidance) there is no nationally representative UK study of health, well-being and welfare of First Responders across all emergency services. This pilot project is being undertaken in collaboration with Kings College London. The CPRL component will review the current landscape of on-going research projects pertaining to the mental health, well-being and welfare of police first responders and their families.

#### 4.03 Cognitive gaming as a vaccination for PTSD arising from CEOPs work

Graham Pike, Hannah Marston, Zoe Walkington

Lead Force: National Crime Agency

This project has just launched. Post-traumatic stress disorder (PTSD) is a recognised anxiety disorder that can occur if someone witnesses a distressing event. Post-trauma approaches have focused on pharmaceutical treatment or the use of cognitive behavioural therapy, but the latter can only be used several weeks, if not months, after the trauma occurs. Researchers are exploring cognitive and neuropsychological theories to do with memory formation, attempting to find an intervention that can be employed in the early post-trauma period, particularly looking for factors that impede or interfere with the formation of long-term memory. There is evidence that a Tetris game-style intervention can be successful in reducing PTSD symptoms in individuals who have either witnessed or experienced a one-off trauma, but no published research demonstrating whether this type of research might yield similar results for people who are repeatedly exposed to potentially trauma-inducing stimuli, such as police officers and staff who are required to analyse images depicting child sexual abuse. This project is investigating how to reduce PTSD like symptoms, such as flashbacks, in police officers and staff who are repeatedly exposed to trauma.

## Appendix 2 Members and participants in 2017/18

### Membership group meeting participants 2018

#### Police

Alan	Baldwin	Cambridgeshire Constabulary	Andy	Huckman	Essex Police
Lee	Barnham	Thames Valley Police	Una	Jennings	South Yorkshire Police
Jim	Beashel	Dorset Police	Mark	Johnson	Essex Police
David	Beck	PSNI	Ashley	Jones	Avon and Somerset
Natalie	Benton	Cambridgeshire Constabulary	Gillian	Kearney	PSNI
Jane	Birkett	National Crime Agency	Lee	Kerslake	Avon and Somerset
David	Boyle	Bedfordshire Police	Steve	Lyne	Dorset Police
George	Burns	Greater Manchester Police	Catherine	Magee	PSNI
Nick	Caveney	Hertfordshire Police	Andy	McDyer	Humberside Police
Steven	Chase	Thames Valley Police	Sharon	Mui	British Transport Police
Paul	Clarke	Metropolitan Police Service	Chris	Naughton	Dorset Police
Andrew	Connell	Greater Manchester Police	Mark	O'Donoghue	Thames Valley Police, Joint International Policing Hub
Emily	Curtis	Hampshire Constabulary	Kayleigh	Parratt	British Transport Police
Holly	Damen	Dorset Police	Justin	Partridge	Humberside Police
Phil	Davies	Greater Manchester Police	Steven	Payne	Metropolitan Police Service
Michelle	Eaton	Essex Police	Joanna	Smallwood	Gloucestershire Constabulary
Robin	Fallows	National Crime Agency	Annabel	Straw	Greater Manchester Police
Charlotte	Gaskell	National Crime Agency	Karen	Thomas	Gwent Police
Katrina	Hancox	Thames Valley Police	Erik	Valberg	Hampshire Constabulary
Ian	Hesketh	College of Policing	Melanie	Wiffin	Cambridgeshire Constabulary
David	Houchin	Humberside Police	Darren	Wildbore	Humberside Police
Jennifer	Housego	Essex Police	Chantelle	Young	Thames Valley Police

#### Visitors

Mary-Anne	Blackburn	City of London Police	Nicky	Miller	College of Policing
Rob	Braddock	College of Policing	Anne	Parpan-Blaser	University of Applied Sciences and Arts Northwestern, Switzerland
Bernard	Burnes	University of Stirling	Molly	Teachen	College of Policing
Olivia	Hogman	City of London Police	Paul	Williams	Sussex Police

#### The Open University

Anne	Adams	Matthew	Jones
Harith	Alani	Loua	Khalil
Anita	Aldridge	Helen	King
Heather	Barrett	Rachel	Large
Peter	Bloom	Funmi	Mapelujo
Gemma	Briggs	Denise	Martin
Jane	Bromley	Paul	Mulholland
Gill	Clough	Hayley	Ness
Carmel	Collins	Tina	Papathoma
Wenjin	Dai	Adele	Peters
Steve	Farmer	Lara	Piccolo
Lara	Frumkin	Graham	Pike
Jean	Hartley	Mark	Roycroft
Catriona	Havard	Ailsa	Strathie
Simon	Hull	Zoe	Walkington
Nashwa	Ismail	Paul	Walley
Jeff	Johnson	Michel	Wermelinger

## Steering group members

### **Police**

Steven	Chase	Thames Valley Police
Natalie	Benton	Cambridgeshire Constabulary
Nick	Caveney	Hertfordshire Constabulary
Robin	Fallows	National Crime Agency
Justin	Partridge	Humberside Police

### **The Open University**

Jean	Hartley
Anne	Adams
Heather	Barrett
Matthew	Jones
Graham	Pike
Zoe	Walkington
Paul	Walley

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**Dr. Gemma Briggs** @DrGemmaBriggs · 5h  
Thanks to everyone who took part in this task. Obviously any task which takes your eyes from the road is a big problem, but having your mind away from the road can also mean you don't see what's right in front of you @OU\_Psychology @MobileEngaged @roadsafety

**The Open University** @OpenUniversity  
In which order should these 'driving distractions' be ranked? List the numbers by which you think are most to least distracting.

Show this thread

4   5

## Appendix 3 Centre Contact details

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Chantelle Young (Thames Valley Police)

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