Overview

Dr Steven Chase and Professor Jean Hartley

This has been a year of considerable expansion of collaborative research, education and knowledge exchange activities through the Open University Policing Consortium. The programme of work has widened. There are now a larger number of forces in the network and there has been more time to develop and implement research and educational offerings. The quality of working relationships has deepened as police and academics have come to understand – and challenge – each others’ institutions, assumptions and working practices better.

A year ago, the Consortium consisted of a membership group of 9 forces, working with The Open University. However, a successful funding bid has signalled a much larger and ambitious programme of work, funded by the Police Knowledge Fund, which started in October 2015. The Consortium now consists of 16 forces, with other forces exploring whether they might join. Some of the work is undertaken with Consortium forces only while other work is freely available for other forces to use and participate in.

A variety of initiatives and impacts are shown in this Annual Report, covering the year October 2015 to September 2016 (the Consortium subscription year).

Highlights include:

**Educational CPD**

Anne Adams led the team which found and organised all the OU free educational resources relevant to policing and put them on the new and improved website to help viewers in terms of learning pathways. [http://centre-for-policing.open.ac.uk/](http://centre-for-policing.open.ac.uk/)

**Public Leadership**

The Centre wrote and launched a free 12-hour course called “An introduction to public leadership” which started in September. The video, audio and text course includes interviews with a number of Consortium police leaders. The course, on the Future Learn platform, will run again in February 2017. [http://centre-for-policing.open.ac.uk/](http://centre-for-policing.open.ac.uk/)

**Evidence-based Practice**

The Postgraduate Certificate in Evidence-based Practice was launched in May 2016, initially with a closed group from Consortium forces, but with the intention of the course being open to all forces from the second intake onwards. This takes participants part-way towards a Masters degree.

**Higher Level Apprenticeships**

The Centre has been successful in gaining, with some other universities in a joint bid, a contract with the College of Policing to develop an academic framework for Higher Level Apprenticeships in Policing, and no doubt Consortium forces will contribute to the deliberations about this.

**PhD**

Five part-time police officer/staff PhD registrations have been funded, with three having started in February 2016 and two about to start. The projects have been agreed with their forces and the supervision team includes academics and police who already have PhDs.
The research has forged ahead, in three themes, funded either by the Consortium or by the Police Knowledge Fund. The themes are: Detecting and investigating crime; technology, data and knowledge management; and leadership, management and organization.

Each research project has a police lead force, with other forces choosing whether or not to get involved in the field work but all hearing reports from interim and full findings. From forensics markets to police use of social media, from analysing demand and demand management to exploring leadership, from cybercrime to using serious gaming to help police improve their skills in child interviewing, from face recognition to ethics, the research demonstrates that the OU research comes from a variety of academic disciplines and is interested in not only the creation of evidence but how it is used in practice.

The large grant has enabled the Centre to take five police officers/staff on secondment, into research projects to join the team. The first Senior Practitioner Fellow started in July and others have just started. So far, this has been very successful. It enables true “Mode 2” research (based on collaboration between different sources of expertise) and the secondees say that they are gaining important research skills, in both particular fields of work and in research design. This should help police forces commission and use research well in the future.

A variety of publications, both academic- and practitioner-oriented have come out of the research. Some research is presented in handy PowerPoint slides for easy access. We are aware that the Centre needs to do more to produce executive summaries. Draft or sensitive publications are held in the members-only area of the website but otherwise are freely available.

During the year, we have had series of energising knowledge exchange activities. Evidence cafés were trialled in Blackburn police station (Lancashire Constabulary), with good conversation and a Twitter storm. Other cafés on other topics have been held in Weymouth (Dorset Police) and Bristol (Avon and Somerset) with others lined up across the country.

The inaugural conference brought in international and high-profile academics (from the USA and in relation to evidence-based practice and evaluation), along with key speakers from Consortium forces, OU academics and a good few research and education posters. 92 delegates attended, and Twitter was pretty busy on #OUPOL16. There was a pre-conference workshop for researchers, and Consortium members were also invited to three Public Leadership Perspectives events.

There are challenges and opportunities for the year ahead, which we look forward to addressing. We anticipate there may be further steady growth of Consortium membership. The ambitious programme of Police Knowledge Fund work is on track and must be completed by March 2017. Crucially, we are looking to create longer-term stable funding for the Centre. There are international perspectives in some of the work (e.g. with the USA, Australia, Netherlands and CEPOL the European Union Agency for Law Enforcement Training), but we believe this can be strengthened further. Assessing the gaps in the CPD and qualifications provision and developing new learning opportunities for police officers and staff at all ranks and grades will be an important next step.

Dr Steven Chase, Chair of the Consortium and Director of People, Thames Valley Police
Professor Jean Hartley, Director of the Consortium and Centre for Policing Research and Learning, The Open University

October 2016
The OU Policing Consortium is a network of academics and police practitioners to create and use evidence in research, education and knowledge exchange. The Consortium is led by The Open University’s Faculty of Business and Law and with contributions across the University, working collaboratively with 16 UK police forces.

The Consortium is genuinely collaborative and the police and academics jointly steer the ambitious programme of education, research and knowledge exchange. Collaborative research is taken seriously and the police, as well as the academics, shape the research focus, the research questions and the undertaking of the research. Research is produced to high academic standards but collaboration ensures that the work is of practical value. The Consortium is also interested in using evidence not just creating it, so understanding what helps and hinders the use of evidence in the workplace or organization is also important. Our research methods vary according to the research questions so we do both quantitative and qualitative studies.

Education is based on end-to-end learning from free and informal small chunks of learning resources right through to PhDs. This is highly relevant to continuing professional development across ranks and backgrounds.

The Consortium network consists of police partner organizations, which vary in size, geographical location and policing challenges. They include forces in England, Wales and Northern Ireland; large ones like the Metropolitan Police 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.

Current partners are:

- Avon and Somerset Police
- Bedfordshire Police
- British Transport Police
- Cambridgeshire Constabulary
- Dorset Police
- Gloucestershire Constabulary
- Greater Manchester Police
- Gwent Police
- Hertfordshire Police
- Humberside Police
- Lancashire Constabulary
- Merseyside Police
- Metropolitan Police Service
- National Crime Agency
- Police Service of Northern Ireland
- Thames Valley Police

Some other forces are exploring joining. In early October, Hampshire Constabulary joined and will be part of the work for 2016-17.
The Consortium maintains close links with the College of Policing (particularly research, education and CPD) and the National Police Chiefs Council. A number of staff of the Offices of Police and Crime Commissioners are involved.

With additional funding from the Police Knowledge Fund, the Consortium has been able to establish the Centre for Policing Research and Learning and to initiate further activities in research and in both informal and accredited education and continuing professional development. A number of knowledge exchange activities are happening, from evidence cafés to conferences. Each stream of research, education and knowledge exchange can feed into the activities of the other streams of work.

**Research** is undertaken in three themes:

1. Detecting and investigating crime (e.g. visual identification; cybercrime; forensics markets)
2. Technology, data and knowledge management (e.g. educational gaming; use of social media by police)
3. Leadership, management and organization (e.g. ethics in policing; demand management; leadership to create public value)

**Education** is offered in five stepping stones, or entry points, to build and strengthen capability amongst police officers and staff through free online resources. The stepping stones cater for all levels of engagement and expertise through free online learning organised to policing themes and a new Postgraduate Certificate in Evidence-Based Practice shaped by the Consortium where Consortium forces had the first opportunity to study. We also have a thriving set of part-time PhD studentships for police officers and staff.

**Knowledge exchange** ensures learning becomes truly embedded within police organisations and in practice. We have a significant range of knowledge exchange activity in train to ensure Consortium outputs reach officers across their organisations and have opportunity to use the research evidence.

The Consortium operates on the basis of membership fees to create a joint research and education fund. Each partner pays an annual subscription which creates the research and education fund which is used to support research, the development of learning resources, workshops and other activity approved by the Consortium. 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 Consortium network creates leverage for bidding for other funds, e.g. the large (£1.36M) grant from the Police Knowledge Fund (College of Policing, Home Office and the Higher Education Funding Council for England) as well as other smaller grants. These are listed later in the report.

A Steering Group that meets no less than three times per year and more if required guides the Consortium in its work. In 2015/16, Dr Steven Chase, Thames Valley Police, chaired the Consortium. There were five Consortium Steering Group meetings during the year.

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

The funding from the Police Knowledge Fund has enabled the Consortium to work with the OU to establish the Centre for Policing Research and Learning. This has expanded and built on the continuing work of the Consortium during this reporting year. The grant has enabled the provision of professional administrative support (Centre Manager and Centre Secretary) and solid systems for the three interwoven programmes of education, research and knowledge exchange. The Centre is led by the Centre Director and three Associate Directors, each of the latter responsible for one of the streams of work (education, research and knowledge exchange. The staffing of the Centre is shown in Appendix 3.

The report now turns to examine each of the three streams of activity in turn.
**Education activities and outputs**

The Consortium initiated a number of educational activities but grants this year have enabled a more ambitious programme of work on a national stage. Some of the educational offerings are specifically for Consortium partners or are trialled by Consortium partners, but many are open to all police forces in the UK and internationally. Centre learning activities are designed to build and strengthen capability amongst police officers and staff through guided pathways and learning support that draws on the Open University’s networks, innovative learning technologies, analytics, deep understanding of workplace-based learning and areas of expertise relevant to policing.

- **Open Educational Resources (OERs)** from the OU and applicable to all police are available on the Centre’s website at: [http://centre-for-policing.open.ac.uk/learning](http://centre-for-policing.open.ac.uk/learning). Open educational resources are available anywhere and at any time, are free and vary from 10-minute videos to 36 hours of study. All the learning resources at the OU relevant to policing have been catalogued and are set out on the website under key policing themes. So far, there have been over 1,500 unique views of the learning resources via the website. Police forces see these resources as valuable in helping officers and staff get on the ladder of CPD. To reflect the College of Policing framework, learning resources have been categorised by policing areas although further development of the categories is taking place with members.

- **A massive open on-line course (MOOC)** of 12 hours study time, freely available, went live on 12 September 2016: the MOOC “An introduction to public leadership” is an open access contribution to professional development in policing. It includes a number of interviews with police leaders. It is about public leadership so applicable across a wide range of services, but because commissioned through the Police Knowledge Fund and with Consortium we have interviewed a number of Consortium police leaders and have filmed in Consortium police offices. 7,120 people joined the course in September 2016 (possibly more, still counting). The Centre is exploring possibilities of developing additional MOOCs on the topic of peer review and wellbeing. See [http://centre-for-policing.open.ac.uk/knowledge-exchange/news/mooc-introduction-public-leadership](http://centre-for-policing.open.ac.uk/knowledge-exchange/news/mooc-introduction-public-leadership). The MOOC will be available for a second run in February 2017.

![Photo by Gill Clough](image)
 Creation of new modules and learning packages. The OU provides a range of subjects and qualifications relevant to evidence-based policing. The list of relevant degrees can be found on the website at: http://centre-for-policing.open.ac.uk/learning/studying-for-a-qualification and http://centre-for-policing.open.ac.uk/system/files/news_files/Examples%20of%20existing%20modules%20relevant%20to%20policing.docx

 Accreditation of prior learning (APL), also known as Recognition of Prior Learning RPL, is built into the Postgraduate Certificate in Evidence-Based Practice qualification whereby police officers and staff can use their continuing professional development activity. A postgraduate certificate often calls for students to have a degree from a UK Higher Education Institution. In this case, non-graduate entrants have been enabled to use their prior professional experience as an alternative entry criterion. The Centre also provided the OU’s institutional response (see appendix) to the College’s recent consultation on their Policing Education and Qualifications Framework (PEQF). The OU joined the College’s PEQF project work streams for leadership development and RPL respectively. The OU is also now a member of the Policing HE Forum, a voluntary grouping of all Higher Education Institutions involved in the provision of policing qualifications and learning provision, in which the College is very active.

 Postgraduate Certificate in Evidence-Based Practice. This new Certificate was launched with the first intake of part-time police officers and staff in May 2016 and further students get underway in November 2016. Registered students report that they really enjoy the course. The Certificate is made up of two modules: Continuing Professional Development in Practice (30 credits, course UYP810) and Improving Your Practice (30 credits, course BYP834). Authors and advisors include Consortium members’ personnel and researchers working with the Centre. Further information here - http://centre-for-policing.open.ac.uk/learning/postgraduate-certificate . The date of the next cohort is still being decided.

 PhD places. Three part-time PhD students started in February 2016. The students are from Dorset Police, the National Crime Agency and Greater Manchester Police. They are working on research projects on ethics, investigations and systems. The scheme proved to be extremely popular, leading to a very large number of enquiries (including from forces not currently part of the Consortium, which were ineligible) and over 25 submitted applications from Consortium forces. As well as linking to the key research aims of the Centre, the studentships also extend the academic/practitioner collaborative nature of the Centre by combining academics and police personnel on the PhD supervision teams. The response was so positive and the field of candidates so strong, that the Consortium decided to fund and recruit two further part-time students to start in October 2016.
Research activities and outputs

During the reporting year, there were research projects funded either by the Consortium itself or by the Centre (Police Knowledge Fund) (developed by the Consortium in its application with the OU).

Research is undertaken in three themes:

1. Detecting and investigating crime (e.g. visual identification; cybercrime; forensics markets).
2. Technology, data and knowledge management (e.g. educational gaming; use of social media by police).
3. Leadership, management and organization (e.g. ethics in policing; demand management; leadership to create public value).

The Centre projects are:
2. Improving investigations through utilising technology, community and psychology.
5. Ethical practice in policing.
6. Leadership to create public value.

Consortium projects are:
1. Threat, risk and harm: scoring of OCGs (Organised Crime Groups).
2. Forensics markets.
3. Strategies for effective social media engagement.
4. UK police use of social media.
5. Game-based learning for police training in child interviewing.
6. Building policing practitioner communities online.
7. Challenges and possibilities of the implementation of the policing Code of Ethics.
8. Demand management – study of internal demand pressures.

Completed Consortium projects:
10. Self-protection tools to automatically identify predators.
11. Enhanced engagement of public via social media.
12. Rebuilding of organisational trust after a period of difficulty.
13. Putting research into practice using the mystery face procedure.

An overview of all research projects is found below.
<table>
<thead>
<tr>
<th>Research project title</th>
<th>Policing and academic leads</th>
<th>Expected end date</th>
<th>Publications</th>
</tr>
</thead>
</table>
| Detecting and investigating crime | Lead partners: Gwent Police  
Participation: Greater Manchester Police, Merseyside Police  
OU: Professor Graham Pike, Dr Chrisothea (Thea) Herodotou, Dr Virginia Harrison, Dr Catriona Havard, Dr Hayley Ness and Dr Zoe Walkington.  
Research Fellow: Dr Ailsa Strathie to September 2016  
PhD Student: Charlotte Gaskell, National Crime Agency  
| Improving investigations through utilising technology, community and psychology. | Lead partners: Gwent Police  
Participation: Greater Manchester Police, Merseyside Police  
OU: Professor Graham Pike, Dr Chrisothea (Thea) Herodotou, Dr Virginia Harrison, Dr Catriona Havard, Dr Hayley Ness and Dr Zoe Walkington.  
Research Fellow: Dr Ailsa Strathie to September 2016  
PhD Student: Charlotte Gaskell, National Crime Agency  
Advisory: Merseyside Police, National Crime Agency  
Participation: Greater Manchester Police, Avon & Somerset Police, Gwent Police  
OU: Professor Bashar Nuseibeh with Dr Arosha Bandara, Blaine Price, Dr Thein Tun and Dr Yijun Yu.  
PhD Student: Chris Simpson | 31 March 2017 |  |
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<thead>
<tr>
<th>Research project title</th>
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<th>Expected end date</th>
<th>Publications</th>
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<tbody>
<tr>
<td>Forensics markets.</td>
<td>Partners: Dorset Police (DCC James Vaughan, Chris Naughton) OU: Gary Bandy, Loua Khalil</td>
<td>September 2016</td>
<td>Report has been completed and is with the NPCC lead prior to distribution to the Consortium.</td>
</tr>
<tr>
<td>Threat, risk and harm: scoring of OCGs (Organised Crime Groups).</td>
<td>Partners: National Crime Agency (Robin Fallows) OU: Paul Mulholland</td>
<td>Project being scoped and team assembled</td>
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**Technology, data and knowledge management**

<p>| Strategies for effective social media engagement. | Partners: Humberside Police, Gloucestershire Police, Dorset Police Lancashire Police (Eric Halford) OU: Professor Harith Alani and Dr Miriam Fernandez, information shared with Professor Jeff Johnson | December 2016 | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>Building policing practitioner communities online</td>
<td>Partners: Thames Valley Police plus other members interested in this new project. OU: Dr Christothea Herodotou, Trace Farrell-Frey</td>
<td>December 2016</td>
<td></td>
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<tr>
<td>UK Police use of social media</td>
<td>Partners: Gwent Police, Greater Manchester Police, Dorset Police OU: Visiting PhD Research Student, Kieran Lewis from Leiden University</td>
<td>October 2016</td>
<td>Report being prepared</td>
</tr>
<tr>
<td>Leadership, management and organisation</td>
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<td>Research project title</td>
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<td></td>
<td>OU: Dr Paul Walley</td>
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<td>OU: Dr Anja Schaefer, Dr Owain Smolović-Jones</td>
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<td></td>
<td>OU: Dr Anja Schaefer, Dr Owain Smolović Jones and Research Fellow, Dr Diana Miranda</td>
<td></td>
<td>Schaefer, Anja; Jones, Owain Smolovic; Miranda, Diana (2016) “Ethical Practice in Policing”, [Poster] Inaugural Conference “Evidence into Practice”, Centre for Policing Research and Learning, The Open University, Milton Keynes, 11th May.</td>
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<td></td>
<td>PhD student: Ben Hargreaves, Dorset Police</td>
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Senior Practitioner Fellows. Full-time Senior Practitioner Fellows have been recruited from Consortium member organisations to join the research projects, each for 3 months or longer. There is one from Thames Valley Police and one each from the National Crime Agency and Dorset Police. This is an important initiative, which facilitates police officers and staff to work within an academic research team, which enables them to learn about a research area, research methods and gain the experience of working in a university culture. Academics gain insights into police organizations and practices. The research gains by being “Mode 2” (drawing on the expertise of both academics and practitioners).

Projects placed on College of Policing research map. Police Knowledge Fund and Consortium funded research projects have all been placed onto the College of Policing’s research map see: http://whatworks.college.police.uk/Research/Research-Map/Pages/Research-Map.aspx The Open University is one of the largest research contributors.

Publications and conference papers. Initial publications and conference papers across all projects have been written. Some are available on the Centre website (if in public domain) or on the members’ area of that website (if in draft or confidential). A full list is found later in the report.

Member engagement in the research projects takes place in three ways:

- Lead partner: The policing organization offers involvement as the first point of contact in the design and planning for that project.
  
  This will mean an academic went to the nominated person in that organization first for checking out issues/choices.

- Task advisory group: The policing organization offers to be part of a small team of police organizations
which may be used where it is useful to have a wider set of ideas from a variety of forces beyond the lead organization. This will mean an academic went to this group and might convene a short discussion or a meeting to work out how to proceed on aspects of the work.

- **Activity participation.** The policing organization offers to be directly involved in the actual activity (e.g., they would like to host an evidence café or they want people from their force to be involved in research).
Knowledge exchange activities and outputs

- **Website.** The website launched in April 2016: [http://centre-for-policing.open.ac.uk/](http://centre-for-policing.open.ac.uk/). A workshop was held with police in January 2016 to scope the requirements of the new website. The site supports the access to educational resources, learning pathways, research projects and knowledge sharing events. The website includes a members’ area for Consortium policing partners to share work, which is confidential. The website links to platforms supporting other areas of work such as the open education areas of FutureLearn (the OU’s platform for MOOCs, Massive Open Online Courses). Since the launch of the site, there have been 1,523 unique visits to the learning resources area of the site and in total, over 14,000 page accesses of the site. In addition, Twitter is used to support communications, see OU-Police-Centre.

- **Evidence cafés.** Led by senior OU academics, the concept and outline of Evidence Cafés, based on the café Scientifique concept was presented to the Consortium Steering Group in January 2016. The Centre will hold 10 Cafes with at least 20 participants per café by March 2017. An Evidence Cafe is characterised by the knowledge exchange between an academic and frontline police officers. An Evidence-Based Champion (EBC) from the host force and an academic from The Open University facilitate the cafés. The Café starts with coffee and a brief introduction to the aims of the cafe from the EBC framing the discussion within the context of evidence based practice. The academic gives a 5-minute presentation of key research outcomes and highlights areas they think are of relevance. Coffee cups are refilled, and attendees discuss the issues raised with reference to their experiences in practice. The key here is ‘knowledge exchange’ rather than presentation.

  Three very successful Cafés have been held:
  
  - the first in Lancashire Constabulary on “Translating research into policing practice” and
  - the second, in Dorset Police, which focused on the topic of training for collecting first accounts from children.
  - Avon and Somerset on evidence-based practice (Sept 28 2016)

  We are also exploring ways to extend the activity through supporting Practitioner Cafés (which are Café conversations between police without the catalyst of an academic).
Cafes are underpinned by the Learning Resources available online and selected for their relevance to policing needs. Feedback from each Evidence Café will be found on the Centre’s website at: http://centre-for-policing.open.ac.uk/knowledge-exchange/evidence-cafes

- **Enquiry Visits.** These are vehicles for organizational knowledge sharing through peer and external organization visits. A paper discussed at the April 2016 Consortium meeting helped to determine the main themes of each visit, the host organizations and which members of the Consortium wish to participate. Enquiry visits are designed to create and share knowledge about evidence-based practice by bringing together two types of policing practitioner along with academics. Peer review is used in a range of organizations to help improvements through external challenge. Enquiry visits are particularly focused on what the visitor organization learns and uses. Topics may include demand management, leadership and cybercrime. Preparations have started in this reporting period but the actual visits have not yet commenced.

- **Evidence-Based Champions (EBCs)** are individuals at any level of an organisation who initiate, facilitate and implement change. The Centre has two active champions and a mechanism by which force members can apply to be a Champion is being set up via the Centre website. There are four identified ‘levels’ of Evidence Based Champions:
  
  1. Individual: Act as a pathfinder providing advice, guidance and support at the individual level.
  2. National/organisational: Incite innovation that focuses on strategic organisational issues to provide advice on transforming evidence into practice.
  3. Role: Provide subject-specific advice for different roles within the Police (e.g., Investigation, Cyber-crime, etc.).
  4. Local: Work within the forces locally, focusing on supporting specific issues relevant to their force.

The benefits of becoming an Evidence Based Champions include:

  1. To raise their profile (assisted through the consortium website).
  2. To enhance their knowledge, professional development, and potential for promotion.
  3. Given time to attend evidence cafes, conferences and network with other EBCs.


PoliceMentor is a learning technology that supports the development of mentoring skills and enhances the skills of Evidence Based Champions in mobilising others to practice in an evidence-based way. See http://centre-for-policing.open.ac.uk/knowledge-exchange/policementor.

- **International lecture series and workshops.** The Centre’s inaugural conference ‘Evidence into practice’ was held on the 11 May 2016 with 92 participants from 17 police forces. Material from that conference, including slide presentations, is available on the Centre’s website http://centre-for-policing.open.ac.uk/public/centres-inaugural-conference-evidence-practice-11th-may-2016. A pre-
conference workshop was also held. There is further information on this in the next section. In another event, several conference papers from the Centre’s research are being prepared for the European Police College CEPOL, conference in October 2016.

The OU hosted three evening events, in a series called Public Leadership Perspectives, with high profile speakers, to which all Consortium forces were invited and with distinguished discussants (further information in the next section).
Conferences and events

Centre inaugural conference: Evidence into practice
11 May 2016, The Open University, Milton Keynes

97 people attended an exciting day conference (with an optional pre-conference workshop and evening speaker the day before). The event focused not only on the creation of research evidence but also on its use to create change and innovation in practice. The conference welcomed police officers and staff, along with university academics, to debate and explore the creation and use of research evidence to improve policing. There were 23 posters on education and continuing professional development and research and knowledge exchange.

Resources from the day are found at: http://centre-for-policing.open.ac.uk/public/centres-inaugural-conference-evidence-practice-11th-may-2016

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<thead>
<tr>
<th>Presentations</th>
<th>Speaker/Institution</th>
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<tbody>
<tr>
<td>Measuring all That matters in policing using mixed methods</td>
<td>Professor Jack Greene, Northeastern University, Boston, USA.</td>
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<tr>
<td>Using our knowledge to create individual and organizational learning</td>
<td>Dr Steven Chase, Thames Valley Police.</td>
</tr>
<tr>
<td>Social context and policing</td>
<td>Professor Jack Greene, Northeastern University, Boston, USA.</td>
</tr>
<tr>
<td>Evidence based public service reform: rhetoric or reality?</td>
<td>Dr Carolyn Wilkins, Chief Executive, Oldham Council.</td>
</tr>
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</table>
### Theory, evidence and engineering for police practice

**Professor Nick Tilley, University College London.**

### Policing in 2020 – An evidence-based profession

**Francis Habgood, Chief Constable, Thames Valley Police.**

### Lightning talks:

- **Leadership to create public value**
  - **Professor Jean Hartley, The Open University.**

- **Wellbeing**
  - **Dr Ian Hesketh, Lancashire Constabulary and the College of Policing.**

- **Evidence based practice and practice based evidence**
  - **Dr Anne Adams, The Open University.**

### Workshops:

- **Signalling detection**
  - **Professor Graham Pike, The Open University**

- **Operations Management**
  - **Dr Paul Walley, The Open University**

- **Learning resources: from Open Educational Resources (OERs) to Postgraduate Certificates and policing research**
  - **Dr Liz Hartnett, Dr Gill Clough and Hannah Gore.**

- **Game-based learning for police training in child Interviewing**
  - **Dr Manuel Oliveira (from HighSkillz), Dr Anne Adams and Dr Jennefer Hart.**

### Posters:

- Mentoring for...Evidence-based Champions, Dr Liz Hartnett, Institute of Educational Technology, OU
- Game-based Learning for Police Training in Child Interviewing, Dr Anne Adams, Institute of Educational Technology, OU
- Understanding effectiveness, efficiency and value in police forensic submissions in England and Wales, Gary Bandy, Open University Business School
- Proof of ID? Policing the night-time economy, Heather Barrett, PhD student Faculty of Mathematics Computing and Technology and Centre and Consortium Manager, Open University Business School
- Evidence Cafés, Dr Gill Clough, Institute of Education Technology, OU
- ‘iFIND’ – an operational tool to assist Police Search Advisors locate missing persons, Naomi Eales, Intelligence Officer, UK Missing Persons Bureau
- Policing engagement via social media, Dr Miriam Fernandez, Knowledge Media Institute, OU
- Leadership to create public value in Policing. Professor Jean Hartley, Open University Business School
- Enquiry Visits. Professor Jean Hartley and Mike Lucas, Open University Business School
- Using the mystery face to improve ID accuracy, Dr Catriona Havard, Faculty of Social Sciences
- Systems thinking and complexity science for policing, Professor Jeff Johnson, Faculty of Mathematics Computing and Technology
- Leadership development in peacebuilding programmes, Loua Khalil, PhD student, Open University Business School
- Police adoption and use of social media technology, Kieran Lewis, PhD Student
- Post Graduate Certificate in Evidence based practice, Mike Lucas, Associate Director (Learning), Centre for Policing Research and Learning
- MOOC’s, BOC’s and OER’s, Mike Lucas, Associate Director (Learning), Open University Business School
Posters continued:

- Criminal identification technologies: trajectories, uses and practices, Dr Diana Miranda, Open University Business School
- The Experience of Witnesses at Identification Procedures, Professor Graham Pike, Faculty of Social Sciences, Associate Director (Research), Centre for Policing Research and Learning
- Social Media and Police Investigations, Professor Graham Pike, Faculty of Social Sciences
- Forensic Psychology: Witness Investigation – MOOC – Professor Graham Pike, Faculty of Social Sciences
- Who engages with the police? Professor Graham Pike, Faculty of Social Sciences
- Police leaders dealing with blame: some crisis leadership lessons, Dr Alessandro Sancino, Open University Business School
- Reporting and Handling Digital Evidence in Police Investigations, Dr Thein Than Tun, Faculty of Maths, Computing and Technology
- The Open University Students Association

Pre-conference workshop

The inaugural conference was preceded by a workshop for academic and police researchers, for the afternoon.

The workshop was led by Professor Jack Greene from Northeastern University Boston.

The workshop had prereading on questions of evidence-based practice in policing, and was titled “Measuring and understanding what the police do using mixed methods”.
Public Leadership Perspectives

Citizenship and Governance@OU sponsored the three public events, held in the evening at The Open University campus in Milton Keynes. The events were open to the public, but all were of direct or indirect interest to police officers and staff. The events were organised and chaired by Professor Jean Hartley, with a grant from the Higher Education Innovation Fund.

**Does evidence-based policing require evidence-based management?** 11 May 2016
Professor Rob Briner, University of Bath with discussants Professor Jack Greene, Northeastern University, Boston USA; and Dr Carolyn Wilkins, Chief Executive, Oldham Council.

**Citizens and service-users as co-creators of public services: The state of the art** 28 June 2016
Professor John Alford, Australia and New Zealand School of Government, and University of Melbourne, with discussants Dr Karen Potter, Open University Business School and Steve McGuirk, Chairman of Warrington & Halton Hospitals Foundation Trust.

**After the referendum: What is the UK’s place in the world?**
5 July 2016

Lord David Blunkett, with discussants Professor Simon Lee, Open University Law School and Emeritus Professor John Benington, University of Warwick.

The Public Leadership Perspectives series continues in the autumn. On 18 October 2016 Bernard Jenkin, MP will talk on “Leadership for the long-term” with discussants Dr Richard Holti, Open University Business School and Stella Manzie, Visiting Fellow, Open University Business School.
Thames Valley Shrievalty Awards
March 2016, The Open University, Milton Keynes

Thames Valley Police asked the OU to help organise the award event which was held at the Open University’s Milton Keynes campus. Chief Constable Francis Habgood opened the ceremony and was among attendees including Thames Valley Police and Crime Commission Anthony Stansfield.

Learn About Fair
April 2016, The Open University, Milton Keynes

The Consortium work was promoted to an OU audience at The Open University Learn About Fair on Charter Day in April 2016. The Fair is held annually to celebrate the OU’s Charter Day. The Open University’s Royal Charter was granted on 23 April 1969, bringing the University into official existence.
OpenMinds Talk “Can we solve crime?”
May 2016, Glasgow

OpenMinds Talk “Can we solve crime?” by Open University Honorary Graduate Karyn McCluskey, Director of the Violence Reduction Unit Scotland.

The event was chaired by Professor Jean Hartley, Director of the OU Centre for Policing Research and Learning. Karyn and Jean were joined by OU Psychology Staff Tutor, Dr Hayley Ness, who discussed how psychologists can help police to prevent miscarriages of justice and improve accuracy of evidence. She also considered whether citizens can engage in their own investigations via social media and the impact that this might have on formal investigations.
The Consortium aims to have a lively research seminar at each Steering Group meeting, as well as other speakers during the meetings. Seminars have been based so far on areas of OU academics’ expertise, across a range of topics.

<table>
<thead>
<tr>
<th>The following research seminars have been held in this Consortium year:</th>
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<tbody>
<tr>
<td>Challenges and possibilities for the implementation of policing codes of ethics</td>
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<td>Public Value: A new means to peel an apple?</td>
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<td>The psychology of financial behaviour: scams, victims and scammers</td>
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<td>Accessing and using The Open University’s Open Educational Resources (OERs)</td>
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<td>Demand and capacity management in the public sector: Theory and practice</td>
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<td>Super recognisers</td>
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<td>Co-production in public services</td>
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<td>Reflections on policing: the integration of blue light services, and approaches to organizational improvement</td>
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government organisations.

...productive inputs of... others or each other, or seeking them... they have received.

...summoning a public into...

ights?
The Open University in collaboration with the Consortium leveraged a number of additional funding streams. This provides funding beyond the Consortium annual subscriptions.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Status</th>
<th>Lead</th>
<th>Value¹</th>
<th>Funder</th>
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<tbody>
<tr>
<td>July 2016</td>
<td>Higher Education Apprenticeships Trailblazer</td>
<td>Ongoing</td>
<td>Mike Lucas</td>
<td>£24,400</td>
<td>HEFCE Degree Apprenticeships Development Fund (DADF)</td>
</tr>
<tr>
<td>June 2016</td>
<td>Academic advice to CEPOL to outline system requirements used by European police forces.</td>
<td>Ongoing</td>
<td>Anne Adams</td>
<td>40,000 Euro</td>
<td>CEPOL, the European Police College</td>
</tr>
<tr>
<td>June 2016</td>
<td>Impact case study to support REF 2020</td>
<td>Nearing completion</td>
<td>Jean Hartley</td>
<td>£20,000</td>
<td>The Open University, Research Degrees</td>
</tr>
<tr>
<td>June 2016</td>
<td>Citizenship and Governance@OU. Funding for inaugural Centre conference</td>
<td>Completed – successful</td>
<td>Jean Hartley</td>
<td>£10,000</td>
<td>The Open University Business School</td>
</tr>
<tr>
<td>November 2015</td>
<td>Future funding for police PhD students</td>
<td>Ongoing</td>
<td>Jean Hartley</td>
<td>£30,390</td>
<td>The Open University, academic units</td>
</tr>
<tr>
<td>November 2015 to March 2017</td>
<td>Centre for Policing Research and Learning</td>
<td>Ongoing</td>
<td>Jean Hartley</td>
<td>£1.36 Million</td>
<td>Police Knowledge Fund (HEFCE, Home Office, College of Policing)</td>
</tr>
<tr>
<td>August 2014</td>
<td>Transition from the College of Policing initial funding to the subscription model</td>
<td>Completed – successful</td>
<td>Jean Hartley</td>
<td>£7,000</td>
<td>The Open University Business School</td>
</tr>
<tr>
<td>July 2014</td>
<td>Building and spreading knowledge into action</td>
<td>Completed – successful</td>
<td>Jean Hartley</td>
<td>£11,839</td>
<td>HEFCE Innovation Fund</td>
</tr>
<tr>
<td>November 2014 to July 2015</td>
<td>Sharing evidence for policing improvement</td>
<td>Completed – successful</td>
<td>Jean Hartley</td>
<td>£15,042</td>
<td>HEFCE Innovation Fund</td>
</tr>
<tr>
<td>October 2014</td>
<td>Transcription of interviews for the ethics in policing project</td>
<td>Completed – successful</td>
<td>Anja Schaefer and Owain Smolović-Jones</td>
<td>£2,565</td>
<td>The Open University Business School</td>
</tr>
<tr>
<td>October 2014</td>
<td>Workshop income (externalisation workshop)</td>
<td>Completed – successful</td>
<td>Jean Hartley</td>
<td>£900</td>
<td>The Open University Business School</td>
</tr>
</tbody>
</table>

¹ Note: actual expenditure of each grant/award is outside the scope of this report

Brace, N. (2016). Identifying and supporting speech, language and communication difficulties during police interviewing: the contribution of Speech and Language Therapy.


Manzie, S. (2014). Report into police perspectives on research objectives and approaches of The Open University Policing Research Consortium. A review using interviews with the police from the partner organisations (including Chief Constables, Consortium attendees and others concerned with evidence-based research creation and use).


Schaefer, Anja; Smolovic-Jones, Owain; Miranda, Diana (2016) “Challenged bodies: ethical identity at the frontline”, EBEN - European Business Ethics Network Annual Conference and PRME UK.

Schaefer, Anja; Smolovic-Jones, Owain; Miranda, Diana (2016) “Challenged bodies: ethical identity at the frontline”, EBEN - European Business Ethics Network Annual Conference and PRME UK.

Schaefer, Anja; Jones, Owain Smolovic; Miranda, Diana (2016) “Ethical Practice in Policing”, [Poster] Inaugural Conference “Evidence into Practice”, Centre for Policing Research and Learning, The Open University, Milton Keynes, 11th May.


Sicilia, Maria-Francesca. (2014). Map of OU research projects relevant to policing. Dr. 2014. A directory of OU academic expertise relevant to policing.


Appendix 1 Research projects in more detail

When available, all papers are published online at http://centre-for-policing.open.ac.uk/research or http://centre-for-policing.open.ac.uk/knowledge-exchange/publications and linked to Open Research Online at http://oro.open.ac.uk/. Some papers will be available in the members’ area of the website only.

Theme 1 Detecting and investigating crime

Improving investigations through utilising technology, community and psychology.

Technology, methods of communication and the population and communities of the UK have all changed significantly over the past decade, and these changes offer potential opportunities to improve policing, but also potential pitfalls, particularly if innovation does not take account of the human factor. This research project focuses on developing operational procedures that make the most of new technologies and forms of communication by focusing on how they might best be used by human officers working with human witnesses, victims, suspects and members of the public. Police/public interaction will also be explored at the level of communities, including the development of innovative technology aimed at making the most of a digitally engaged world to improve community engagement with policing.

Lead partners: Gwent Police
Participation: Greater Manchester Police, Merseyside Police
OU: Professor Graham Pike, Dr Chrisothea (Thea) Herodotou, Dr Virginia Harrison, Dr Catriona Havard, Dr Hayley Ness and Dr Zoe Walkington.
Research Fellow: Dr Ailsa Strathie to September 2016
PhD Student: Charlotte Gaskell, National Crime Agency
Senior Practitioner Fellow: Jane Birkett, National Crime Agency

Particular focus will initially be paid to:

- The use of online social media, particularly as it is used by victims and witness prior to or during a formal investigation
- How technology can best be used to obtain identification evidence from a diverse population
- Developing the OU nQuire-it platform to engage members of the public in the challenges facing policing, including collecting and assessing evidence, making investigations and solving problems.

The project seeks not only to identify areas where improvement might be needed, but to develop and test procedures that make the most of new technology and communication and the human psychology of the people involved.

This project will employ a blended approach of mobile technology, online surveys, citizen inquiry, interviews, focus groups and field experimentation. ‘Citizen Inquiry’ methodology will be used to develop local community activities and challenges using ‘nQuire-it’ and the following tools:

- Spot-it (e.g. using geo-located photos and observations to record hazards and instances that affect community safety)
- Win-it (e.g. a challenge and suggestions to improve neighbourhood safety)
- Sense-it (e.g. using smartphone sensors to create a local noise map)
Cybercrime: Trading arguments: Proactively supporting digital forensics investigations of (potential) cybercrimes.

The increase in cybercrime is raising new challenges for policing, particularly as the methods that cyber criminals use are increasingly complex and often unfamiliar to both victims and law enforcement agencies.

Lead partners: Gwent Police, The Metropolitan Police
Advisory: Merseyside Police, National Crime Agency
Participation: Greater Manchester Police, Avon & Somerset Police, Gwent Police
OU: Professor Bashar Nuseibeh with Dr Arosha Bandara, Blaine Price, Dr Thein Tun and Dr Yijun Yu.
PhD Student: Chris Simpson

Challenges posed to researchers, practitioners and policing, include:
- what evidence to collect and analyse and what data to collect proactively before a possible criminal activity takes place;
- how non-specialist front-line police officers collect the appropriate digital evidence from a witness or crime scene;
- how to trade off forensic evidence collection against privacy concerns of system and data owners; and
- how to recognise cyber-enabled criminal activity soon after (or in some cases even before) harm is done?

This research project aims to address these challenges. Based on historical examples of criminal activity and an assessment of digital investigation processes and capabilities - the action research project will develop a framework for cybercrime forensic investigations (CFI) that addresses the following objectives to support the development of a “forensic-aware” digital evidence collection tool:
- to recognise criminal activities defined by existing legal cases and legislation, by automatic computer processing and preparing an evolving repository of digital, potentially criminal, patterns of events;
- to support forensic investigators in determining what evidence needs to be collected and analysed, by applying formal reasoning based on our prior work on using "structured argumentation";
- to support the trade-off between forensic arguments and any privacy requirements, policies or laws that protect individuals, by quantifying and contrasting associated risks;
- to instrument existing and new logging and surveying systems so that they are more “forensically ready”, by incorporating explicitly “forensic requirements” that become the focus of argumentation and inference;
- to develop and evaluate a prototype demonstrator advisory system that provides timely guidance and recommendations during a ‘live’ cybercrime investigation for both non-technical front-line police and specialist forensic investigators.

The research is partly technical, investigating the development of software tools that will aid forensic investigators to identify the appropriate evidence to collect, taking into account issues of cost effectiveness of collection and maximising benefit to the investigation. The research is also partly empirical, to evaluate the effectiveness of the software tools with real (or realistic) data sets.
Forensics markets

The re-prioritisation of and reduction in police budgets since 2010 and the reduction in reported crime as well as the changing nature of crime has impacted on the amount the police spend externally on forensic services. In 2010/11 police forces in England and Wales spent £127.4m on forensics, excluding employee expenses (CIPFA, 2011). The budgeted expenditure for this in 2015/16 is £96.3m (CIPFA, 2015). This is causing changes to the structure, process and behaviours within individual forces and across the wider police service. The challenge and re-prioritisation of police budgets has impacted on the amount the police spend on forensic examinations, which has an impact on the parallel development of a forensic services providers market with the closing of the Forensic Science Service (FSS).

Partners: Dorset Police (DCC James Vaughan, Chris Naughton)
OU: Gary Bandy, Loua Khalil

Police forces carry out some forensic work in-house as well as commissioning private sector providers of forensic services through a national framework contract. The reduction in police external expenditure on forensic services has therefore reduced the value of the market and may influence its structure longer-term.

The requirement for police forces to reduce their spending still further leads to a potential scenario where forces maintain the level of forensic testing for major crimes and seek to reduce their spending on forensic services in connection with volume crimes. A contributing factor could be that budget decisions by individual police and crime commissioners (PCCs) and chief constables do not take into account the cumulative impact of their decisions on the market. Is there, in effect, a critical minimum amount of forensic services that have to be commissioned to sustain the market.

This research will also consider how the market might change as a result of reduced external expenditure. The research therefore considers three related research questions:

1. What is the current and predicted level of demand for forensic services in England and Wales across all crimes in the medium-term?
2. What might that level of demand mean for police forces and forensic service providers?
3. How effective are forensic services in terms of contributing to criminal justice outcomes?

The research has included a short systematic review about forensics markets, and a series of interviews with the police, the regulatory bodies and forensic science companies. The report has been completed.
Visual identification – what works

Our previous project conducted in collaboration with our policing partners explored the links between research evidence and current police practice with regards to eyewitness identification evidence, and found that the large majority of policing staff were not aware of the existence of contemporary research evidence, let alone the recommendations made by researchers. This project seeks to build on the previous project by examining to what extent current police practice in this area is evidence based, and which procedures 'work'.

Partners: Greater Manchester Police and Merseyside Police
OU: Dr Hayley Ness, Professor Graham Pike and Dr Catriona Havard

In addressing this issue, we plan to incorporate the following elements:

- the policing and procedural perspective: through liaison with our policing partners we will design questions to examine what works in policing terms, and will then survey relevant policing staff.

- the psychological perspective: there is evidence that witnesses do not understand and/or remember key instructions given to them and, perhaps more worryingly, have a tendency to reinterpret what they are told. We have already begun to conduct pilot research on this topic, which suggests this is a real and pressing problem, and one that could potentially be addressed fairly simply. This issue would be studied by surveying witnesses and members of the general public.

- the social perspective and expectations: research evidence exists that suggests the 'averaged' statistics usually reported for identification procedures mask some problematic trends for certain types of witness - the over-45s for example. We have already collected data that goes beyond standard mean values, which demonstrates problems exist and have begun to pilot surveys to explore these issues in more depth. We would explore this issue through a combination of surveys and data recorded at ID procedures.

The above would be studied using a combination of three surveys:

- A questionnaire to be completed by policing staff,
- A questionnaire to be completed by witnesses/the general public,
- A tool to record additional information about identification procedures (based on versions previously used with several forces, most notably GMP).

Together these methods would reveal a rich picture about contemporary policing practice, the evidence base of identification procedures and help identify what works and what does not.

Theme 2 Technology, data and knowledge management

Game-based Learning for Police Training in Child Interviewing

Police interviewing of children and using them as witnesses is often a complex issue. There is important guidance provided on how to safeguard children’s welfare whilst also facilitating the collection of high quality evidence (Ellison, 2001; Davies and Westcott, 1999).
There are often key barriers to effectively working with children that have been researched (HMIC, 2015). However, there are important techniques that have been experimentally proven to support these processes (Paine, Pike, Brace and Westcott, 2008). For example, children as witnesses are often not interviewed by police as witnesses as their identification abilities are considered poor. Paine et al (2008) have identified that the mode of interaction with children that includes visual prompts can positively impact upon the success of these interviews. This research has not yet effectively passed through into policing practice.

We propose and hypothesise that the mode of engagement of training for child interviewing when mirroring these positive approaches could increase embedding this knowledge. So, we will use a game-based interaction using visual media for training which will positively support police internalising the practice that visual prompts are valuable for witness identification.

Key aim of the project is to research the effectiveness of innovative approaches based on game-based learning to improve competence development within the police force.

Objectives The Open University research team intends to achieve the following objectives:

- Improve the understanding of police officers regarding the complexities of the interview process involving young children when attempting to identify the case of child abuse and act appropriately;
- Support the reflection of the individual by providing a detailed post-review action after a simulation where they contextualised their decisions and reflect on their impact;
- Engage the course participant with playable content for an average of 30 minutes. The content needs to be sufficiently engaging that participants engage at least once, but are encouraged to improve on their performance and use the simulation more than once;
- Assess the impact in competence development using the Simulation Interview when compared to traditional training mechanisms;
- Deploy the Interview Simulation solution to more than one police force.

Benefits The Open University research team expects that the police will obtain the following benefits from the introduction of the Simulation Interview:

- Improve the competence of police officers in interviewing young children;
- Reduction of time to competence of novice police officers;
- Complement existing training practices with an innovative solution.

Strategies for effective social media engagement

In September 2015, the Consortium agreed to continue researching social media (following on from the two earlier research projects led by Harith Alani). The focus of the new research is to identify key strategies for effective social media engagement by police forces.

Partners: Humberside Police, Gloucestershire Police, Dorset Police
Lancashire Police (Eric Halford)
OU: Professor Harith Alani and Dr Miriam Fernandez, information shared with Professor Jeff Johnson
The research is examining three aspects of police use of social media:

- **Non-corporate Twitter accounts**: Expand the study to non-corporate police Twitter accounts. Such accounts are normally used in a different and more personal manner than corporate accounts, and could reveal different and more effective engagement patterns.
- **Tone of voice**: Investigate the impact of the use of different tones of voice on engagement.
- **Selected comparisons**: Compare only a selection of the UK police corporate Twitter accounts, chosen from different geographic, economic, and demographic areas.

Data collection and analysis will be focused on a list of 49 corporate UK police force twitter accounts and over 2.5K non-corporate twitter accounts owned by UK police officers, which they use to engage with their communities. Collected data will include the content of tweets, number of times they have been retweeted and/or replied to, and frequency of posting to twitter from each account. Various data mining techniques will be used to identify the language, semantic, and statistical patterns that positively or negatively correlate with higher levels of engagement (i.e., retweeting and replying).

Results will be compared across the corporate accounts to identify any variations in usage and impact.

**Systems Thinking and Complexity Science for Policing.**

This action research introduces police officers and staff to the basic ideas of systems thinking and complexity science, and enables them to develop a practical understanding of the theory by applying it to real problems from their professional experience.

Lead partners: Gwent Police, Merseyside Police
Advisory: The Metropolitan Police, Lancashire Constabulary
Participation: Greater Manchester Police
OU: Professor Jeff Johnson, Professor Joyce Fortune and Research Fellow, Dr Jane Bromley
PhD Student: Phil Davies, Greater Manchester Police

Individuals and groups engaged in organised criminal activity form many intertwined networks whose emergent dynamic behaviour can be very complicated and unpredictable. Yet even in this complexity there are dynamic patterns that can be recognised to inform action and policy, and by using a complex systems approach implicit knowledge can be formalised into models to make the patterns clearer and their detection more reliable.

The project:

- gives hands-on experience of using the ideas in practical policing
- explore hands-on how Big Data can be used by teams in policing
- organises workshops with teams developing and using computer models to identify areas for further investigation and research.
Building policing practitioner communities online

Community policing is essential for dealing with community issues, yet it entails challenges such as time and effort to develop and maintain personal relationships with citizens. An online policing community can provide constant information about community issues and work as a live and synchronous portal of interaction between the public and practitioners. It could generate practitioner-based research questions and begin to produce data through 'citizen inquiry' methodology (the use of scientific method by the public to raise and resolve problems).

Partners: Thames Valley Police plus other members interested in this new project.
OU: Dr Christothea Herodotou, Trace Farrell-Frey

The OU has supported the development of the ground breaking 'nQuire-it' platform (see www.nquire-it.org), which will be used to create practitioner communities able to produce questions and data of direct relevance to the ongoing research projects, and that would greatly augment the collaborative model already being used in these projects through the Centre for Policing Research and Learning. Although the academic and research staff within these projects can and will progress ways of collaborating, it would be very useful to develop sustainable connections with practitioners and the general public for the ongoing report of police-related issues and communication with police representatives that will last over and above the project duration.

The key aims of this project are:
- to identify the sorts of inquiries that are of most interest and benefit to the police and the public and create respective "missions" on the nQuire-it platform
- to share these inquiries widely for the community to participate
- to invite both practitioners and members of the public to initiate their own "missions" giving them the opportunity to report on issues they would like to investigate, and
- to provide ongoing support to the community evolved around the nQuire-it platform by facilitating active participation and engagement.

UK Police use of Social Media

This project takes place in collaboration with police in the Netherlands. In much of the scholarship on this topic the UK and the Netherlands are highlighted as the two countries that are leading the way in terms of police adoption and employment of social media technology, thus there is potential for a comparative study to explore the similarities and differences in terms of use. Added to this some of the most recent research on this topic has come from professors within the Netherlands (Meijer & Torenvlied 2014, Grimmeikhuijsen & Meijer 2015) and the potential for future collaboration has been discussed in previous meetings with Albert Meijer (Utrecht University).

Partners: Gwent Police, Greater Manchester Police, Dorset Police
OU: Visiting PhD Research Student, Kieran Lewis from Leiden University, Netherlands
Leadership, management and organisation
Other researchers within a Dutch research network have conducted previous research with police forces across the Netherlands thus there is potential for a comparative study to be conducted in the coming months.

The researchers’ involvement in the network also provides the potential to provide funding for organizing and running workshops. There is potential for a workshop with officers from various forces in the consortium that will use simulated situations in which the use of social media plays a central role to the incident response, such as a recreation of a past event that was primarily organized via Twitter. The budget available to our project would allow for any potential expenses to be paid.

Outputs expected are:

1. Summary of social media workshop (date TBC) conducted with officers directly involved in research consortium (July)
2. White paper containing summary of key findings from all 6 forces (August)
3. Full research write up outlining list of recommendations for future adoption and use of social media innovations (September)

Research questions are:

1. What are the significant factors within police organizations that impact their willingness to embrace social media innovation?
2. Which key individuals/roles within the organization exert greatest influence on the overall organizational approach to social media innovation?
3. How do the organisational and contextual differences between police forces impact on their adoption and use of social media technology

Theme 3: Leadership, management and organisation

Leadership to create public value.

The National Police Chiefs Council Chair, Sara Thornton, has suggested that “Public value theory prompts us to think about the value we are trying to create. What outcomes are we delivering for the citizen?...So what are the police for? What is the value we are trying to create in policing?” Benington and Moore, in their 2011 book on public value, recognised that measures of added value needed to go beyond the counting of activities, or even the counting of outputs (e.g. stop and search, number of arrests or convictions) to include ways in which public organisations contributed to the wider aims of society, for example creating a fair, just or peaceful society or enabling citizens to live confident, safe and fulfilling lives. Benington defines public value as what the public values along with what adds value to the public sphere. Public value is an academic construct, which won’t necessarily make sense to people working at the front-line so it can be helpful to talk about what people see as the priorities for policing, what is most valuable for the police to do.

Lead partners: Gwent Police
Advisory: Greater Manchester Police, The Metropolitan Police
Participation: Gwent, British Transport Police, Cambridgeshire, Hertfordshire
OU: Professor Jean Hartley and Dr Marifra Sicilia (to June 2016) Dr Steve Parker (from October 2016)
Senior Practitioner Fellows: Jim Beashel, Dorset Police and Quoc Vo, Thames Valley Police
Police leaders have to navigate how to achieve valuable outcomes for society, and this research project explores this through the lens of public value.

The research aims to investigate how public leaders perceive and conceptualise public value in complex and contested situations and whether and how they use leadership to create and enhance public value. The research aims to address three questions:

- how do public leaders perceive and conceptualise what researchers call public value in complex and contested situations?
- how far do police and public have similar or different views about public value and how is that handled by leaders?
- does leadership with political astuteness help leaders to create public value?

The research project is undertaking a systematic literature review examining the relevance of and insights of public value into policing. The field work is based on two elements. The first is using Q methodology to create a Q sort to be undertaken by police officers, partners and the public to draw out the priorities they see as important in policing. This is combined with two case studies of particular complex and contested issues in three UK forces, using interviews and observation.

**Demand management – study of internal demand pressures**

In a climate of austerity and budget cuts across public services, the police service will be required to cut resources but continue to provide a professional service and maintain public confidence. When the police service generally is having to shrink and ‘back office’ functions such as HR are cut and/or outsourced, there is an related increase in internal demand from those in front line positions, with managers expected to pick up ‘business as usual’ for their staff.

Partners: Thames Valley Police (Dr Steven Chase)
OU: Dr Paul Walley

This project is being scoped to identify where internal demand comes from, and whether this adds value to the business or generates failure/waste demand. Some questions being considered are:

- What are the sources of internally-generated demand?
- What proportion of internal demand can be considered waste or failure demand?
- What behaviours encourage the creation of internal failure demand?
- What steps can be taken to reduce unnecessary internal demand?
Challenges and possibilities of the implementation of the policing Code of Ethics

With all UK police forces currently in the process of implementing a new code of ethics, there is an opportunity available to deepen understanding about the possibilities and tensions that the introduction of a code of ethics in a police force generates. The project has adopted a qualitative approach to data gathering and analysis, seeking to draw out the stories and accounts of officers who have worked with and under the code of ethics in PSNI. In adopting a qualitative approach that emphasises the narratives of serving officers, we hope to draw attention to important identity issues related to ethics and employment in policing not adequately covered in the existing evidence base, which largely draws on quantitative studies that seek to measure the impact and internalisation of codes.

Partners: Police Service of Northern Ireland (Una Jennings)
OU: Dr Anja Schaefer, Dr Owain Smolović-Jones

In particular, the project attempts to explore the following areas:

- The interpretation of a code of ethics against, or in tandem with, existing moral identities of serving officers. In other words, whether a code of ethics seems to complement or contradict (or somewhere in between) existing identifications.
- The interpretation of a code of ethics in the context of broader social issues and political issues – i.e. officers and staff may experience codes as bound up with the political discourse on policing, or the broader political backdrop of a particular city/county/region/nation. Every policing organisation operates within a particular socio-political context and it is possible that officers and staff will experience a code of ethics through, and with, such a context.
- The interpretation of a code of ethics in relation to employee identifications with employing organisations. How codes of ethics are perceived and worked with may be closely tied with issues relating to organisational change, structure or power.

Ethical practice in policing.

An increased focus on ethics, including the introduction of the unified Code of Ethics, has been one response to the high level of political and media scrutiny of police conduct. This project builds on existing research conducted by the Policing Consortium and the Police Service of Northern Ireland, the latter having implemented a code of ethics as part of the Northern Ireland peace process. The aim of the research is to consider the newer context and practices of the Code of Ethics in English and Welsh police forces.

Lead partners: Lancashire Constabulary, Thames Valley Police
Advisory: Greater Manchester Police, The Metropolitan Police, Gwent Police
Participation: Avon & Somerset Police
OU: Dr Anja Schaefer, Dr Owain Smolović-Jones and Research Fellow, Dr Diana Miranda
PhD student: Ben Hargreaves, Dorset Police
The 12-month, in-depth, qualitative action-research project looks at:

- police professionals’ construction of their professional and moral identities,
- their engagement with codes of ethics and how this relates to their professional identity and their practice
- the work of professional standards teams in ethical conduct by police officers and staff

The findings will assist police forces in the implementation of codes of ethics and in developing leadership for ethics and professional standards. The research will inform the preparation of workshops as well as formal teaching such as a postgraduate elective in leadership development and ethics, as well as more informal education offerings delivered as short online modules or in video format.

The project aims to cover at least three or four police forces in England and Wales, with at least one large urban force and one rural force included.

The project follows a social constructivist epistemology and in-depth, qualitative data collection and analysis methods. Data collection methods will include observation of events and meetings (where appropriate) and interviews with officers and staff across the ranks and functions of a force. In each force we expect to interview 20 to 30 participants. Thematic and discourse analytical methods will be employed.

Completed research projects

<table>
<thead>
<tr>
<th>Title</th>
<th>Key members</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-protection tools to automatically identify predators</td>
<td>Partners: Avon and Somerset, Lancashire Constabulary OU: Harith Alani, Elizabeth Cano, Miriam Fernandez</td>
<td>• Full report and summary outline available online.</td>
</tr>
<tr>
<td>Enhanced engagement of public via social media</td>
<td>Partners: Dorset, Lancs OU: Harith Alani, Miriam Fernandez</td>
<td>• Full report and summary outline available online.</td>
</tr>
</tbody>
</table>
| Rebuilding of organisational trust after a period of difficulty | Partners: Thames Valley Police Steven Chase OU: Alessandro Sancino, Sandra Resohardijo | • PowerPoint slide pack produced                                       
<p>|                                                            |                                                                            | • Written article being prepared                                         |</p>
<table>
<thead>
<tr>
<th>Title</th>
<th>Key members</th>
<th>Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policing practice, citizen enquiry and solving crime with social media</td>
<td>Partners: Greater Manchester Police, Dorset Police&lt;br&gt;OU: Hayley Ness, Graham Pike and Catriona Havard</td>
<td>• Early work led to the project being developed as a Centre project i.e. Improving investigations through utilising technology, community and psychology&lt;br&gt;• Ness, H., Pike, G. and Havard, C. (2016). Social media and citizen enquiry. Paper to be presented at the European Association of Psychology and Law, Toulouse, 2016.</td>
</tr>
</tbody>
</table>
Appendix 2 Members and attendees in 2015/16

<table>
<thead>
<tr>
<th>Police</th>
<th>The Open University</th>
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</thead>
<tbody>
<tr>
<td>Chris Allen Gloucestershire</td>
<td>Anne Adams</td>
</tr>
<tr>
<td>Idris Bada Metropolitan</td>
<td>Harith Alani</td>
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<tr>
<td>Alan Baldwin Cambridgeshire</td>
<td>Penny Asher</td>
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<tr>
<td>Jim Beashel Dorset</td>
<td>Gary Bandy</td>
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<tr>
<td>Natalie Benton Cambridgeshire</td>
<td>Heather Barrett</td>
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<tr>
<td>Richard Berry Gloucestershire</td>
<td>Jacqueline Baxter</td>
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<tr>
<td>Jane Birkett National Crime Agency</td>
<td>Jane Bromley</td>
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<tr>
<td>Paul Broden British Transport Police</td>
<td>Gill Clough</td>
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<tr>
<td>Steven Chase Thames Valley</td>
<td>Peter Devine</td>
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<tr>
<td>Paul Clarke Metropolitan</td>
<td>Mark Fenton-Ocreevy</td>
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<tr>
<td>Michael Colbourne Bedfordshire</td>
<td>Miriam Fernandez</td>
</tr>
<tr>
<td>Holly Damen Dorset</td>
<td>Joyce Fortune</td>
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<tr>
<td>Phil Davies Greater Manchester</td>
<td>Hannah Gore</td>
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<tr>
<td>Amy Dyde Gloucestershire</td>
<td>Richard Greenwood</td>
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<tr>
<td>Justin Elliot Dorset</td>
<td>Jenefer Hart</td>
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<tr>
<td>Neil Evans Greater Manchester</td>
<td>Jean Hartley</td>
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<tr>
<td>Robin Fallows National Crime Agency</td>
<td>Liz Hartnett</td>
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<tr>
<td>John Ford Humberside</td>
<td>Kristina Hansen</td>
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<tr>
<td>Garry Forsyth Humberside</td>
<td>Catriona Havard</td>
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<tr>
<td>Hayley Foster Humberside</td>
<td>Sue Hughes</td>
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<tr>
<td>Charlotte Gaskell National Crime Agency</td>
<td>Jeff Johnson</td>
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<tr>
<td>Siobhan Gainer Merseyside</td>
<td>Loua Khalil</td>
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<tr>
<td>Roz Graham Greater Manchester</td>
<td>Vera Krahmal</td>
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<tr>
<td>Craig Guilford Gwent</td>
<td>Sally LaBrooy</td>
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<tr>
<td>Keely Gunson British Transport Police</td>
<td>Andrew Law</td>
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<tr>
<td>Eric Halford Lancashire</td>
<td>Mike Lucas</td>
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<tr>
<td>Ben Hargreaves Dorset</td>
<td>Diana Miranda</td>
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<tr>
<td>Craig Haslam Metropolitan</td>
<td>Paul Mulholland</td>
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<tr>
<td>Ian Hesketh Lancashire and College of Policing</td>
<td>Hayley Ness</td>
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<td>Laura Hunt Cambridgeshire</td>
<td>Bashar Nuseibeh</td>
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<td>Bob Keeble Gloucestershire</td>
<td>Steve Parker</td>
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<td>David Lewis Dorset</td>
<td>Fiona Pearce</td>
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<tr>
<td>Lisa McCarthy Avon and Somerset</td>
<td>Adele Peters</td>
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<tr>
<td>Iain McLeod National Crime Agency</td>
<td>Graham Pike</td>
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<tr>
<td>Lynn Moore Gloucestershire</td>
<td>Alessandro Sancino</td>
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<tr>
<td>Chris Naughton Dorset</td>
<td>Anja Schaefer</td>
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<tr>
<td>Matthew Nicholls Hertfordshire</td>
<td>Mariafrancesca Sicillia</td>
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<td>Daniel Nutland Gloucestershire</td>
<td>Owain Smolovic-Jones</td>
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<td>Justin Partridge Humberside</td>
<td>Sophie Stansfield</td>
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<tr>
<td>April Pritchard Gloucestershire</td>
<td>Alisa Strathie</td>
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<td>James Rabbett Metropolitan</td>
<td>Thein Tun</td>
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<td>Chris Savage Cambridgeshire</td>
<td>Zoe Walkington</td>
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<td>Paul Smith Metropolitan</td>
<td>Paul Walley</td>
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<td>Annabel Straw Greater Manchester</td>
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<td>Helen Tanzey Merseyside</td>
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<td>Quoc Vo Thames Valley</td>
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<td>Ian Watson Humberside</td>
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<td>Kate Wilkinson Thames Valley</td>
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<td>Robyn Williams Metropolitan</td>
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<td>Jennifer Wilson Merseyside</td>
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<td>Dan Wood Avon and Somerset</td>
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<tr>
<td>Hannah Young Gloucestershire</td>
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<tr>
<td>Chantelle Young Thames Valley</td>
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<table>
<thead>
<tr>
<th>Visitors</th>
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</thead>
<tbody>
<tr>
<td>John Alford Australian and New Zealand School of Government</td>
<td></td>
</tr>
<tr>
<td>Nicky Miller College of Policing</td>
<td></td>
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<tr>
<td>Dave Spencer Northamptonshire Police</td>
<td></td>
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<tr>
<td>Levin Wheller College of Policing</td>
<td></td>
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<tr>
<td>Jo Wilkinson College of Policing</td>
<td></td>
</tr>
<tr>
<td>Julia Wire College of Policing</td>
<td></td>
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</tbody>
</table>
The Consortium has continued to be developed on minimal staffing. The Chair is involved on a pro-bono basis courtesy of Thames Valley Police. The Open University has provided overheads and estates costs again at no impact on the Consortium budget. This approach to budget management ensures the best value can be obtained from member subscriptions. In addition, police officers and staff have given time pro-bono to participate in the Steering Group and to engage with research projects. Katrina Hancox (TVP); Ian Hesketh (Lancs and then College of Policing); and Chantelle Young are particularly noted for their contributions.
Appendix 4 Financial Report 2015-16

The Centre’s income in this year was £1.54M of which £87.5K is from Consortium membership fees and £1.45M is leveraged further grant income (£1.36M is Police Knowledge Fund and £92.5K from other sources).

The financial report is available to Consortium members. Please email oupc@open.ac.uk for information.
Centre Contact details

Dr Steven Chase, Chair of the Consortium
Professor Jean Hartley, Director, jean.hartley@open.ac.uk
Mike Lucas, Associate Director (Learning), mike.lucas@open.ac.uk
Professor Graham Pike, Associate Director (Research), graham.pike@open.ac.uk
Dr Anne Adams, Associate Director (Knowledge Exchange), anne.adams@open.ac.uk

Heather Barrett, Centre Manager, heather.barrett@open.ac.uk
Adele Peters, Centre Secretary, adele.peters@open.ac.uk
Katrina Hancox (Thames Valley Police)
Dr Ian Hesketh (College of Policing)
Police force liaison
Chantelle Young (Thames Valley Police)

Centre for Policing Research and Learning
The Open University
Walton Hall
Milton Keynes
MK7 6AA

General enquiries to: OUPC@open.ac.uk
Twitter: OU-Police- Consortium
Web: http://centre-for-policing.open.ac.uk/

This report was drafted by Heather Barrett, Centre Manager, with contributions from the Director and Associate Directors. The overview was written by Jean Hartley and Steven Chase.
News

CPD Week Day 4: 'Mentoring'
Today we highlight the importance of mentoring for supporting CPD. Part of our work this year has been to develop resources which help police professionals understand their role as a mentor and help develop skills and techniques for supporting the learning of the staff they mentor. Click on the knowledge exchange tab at the top of the home page and find out more.
http://centre-for-policing.open.ac.uk/knowledge-exchange/mentoring

CPD Week Day 3: MOOC, ‘Finding the Truth’
Today’s CPD activity highlights a new Open Educational Resource (OER) called ‘Finding the Truth’. This looks critically at the assumptions we make about the evidence gathered around three fictional crimes. This fun interactive is an example of the type of online CPD learning available from the Open University’s OpenLearn platform where all the short courses and learning resources can be accessed free. To see more click on the learning tab at the top of the home page. Enjoy.

CPD Week Day 2: ‘Evidence Cafe 5: Leadership and Political Acumen’
Today’s CPD activity is an Evidence Cafe being held at

http://centre-for-policing.open.ac.uk/