Centre for Policing Research and Learning

The Open University

ANNUAL REPORT 2019

Overview

Dr Steven Chase and Professor Jean Hartley

In this year of The Open University's 50th birthday, the Centre for Policing Research and Learning (CPRL) is a mere 5 years old, having been established in 2014 with the large grant from the Police Knowledge Fund (and building on a small earlier grant from the College of Policing in 2014). Yet, in these 5 short years the Centre has shown ambition, innovation, growth and impact, forging an effective collaboration between police and academia that creates and uses knowledge in order to improve policing for the benefit of society by producing research and learning which have been employed by police forces across the UK and beyond.

The Centre's origins were in five police forces and half a dozen academics. By 2019, the Centre had expanded to 21 police agency partners across the UK, working closely with more than 50 academics, while also offering several entry points into informal and formal learning, from bite-sized and free 'open educational resources' (OERs) to police constable degree apprenticeships and a PhD studentship programme.

Research into practice and practice into research is the hallmark of the work, combining the best of both academic and police perspectives on a range of challenges, research questions and educational opportunities. The Centre for Policing Research and Learning website www.centre-for-policing.open.ac.uk gives details of all the research, learning and knowledge into practice initiatives in 2019 but here we highlight a few:

- The action research project on "Implementing the transformation of police learning and development" worked with all UK police forces to identify the gap between existing and desirable provision of learning and development (L&D) to realise Policing Vision 2025, with a highly skilled workforce drawing on evidence-based policing. This has been so successful that The Open University and the Centre are taking this into a further phase of action research to work with forces to deploy the frameworks and tools from phase one in order to continue to mobilise change in L&D and make it a corporate and strategic resource. This work will be increasingly important for the Operation Uplift programme of police officer recruitment, along with educational activities in relation to the Police Education Qualifications Framework (PEQF)
- The Citizen Forensics research project is assessing some of the challenges of policing, publics and privacy in the context of smart cities and the internet of things. This ramps up the digital agenda considerably, enabling a proactive view of future opportunities and challenges through combining expertise and insights from computing science, psychology, organisation studies and practical policing
- A small-scale but transforming research project on organisational culture not only helped one local policing area to appreciate its own culture, but also showed the leverage to be gained by combining academic and police officer perspectives on culture, and provided an approach which could be deployed in other police forces and agencies
- The OU degrees team is working with North Yorkshire Police on the Police Constable Degree Apprenticeship (PCDA) and the Degree Holder Entry Programme (DHEP), as part of the Police Education and Qualifications Framework (PEQF). We are sure that many forces will watch this innovation with considerable interest, as it provides professional and academic

education to a serving police officer through on-line learning (reducing abstraction) and work-based tutors

- The team working on OERs have been active, with free, on-line courses created for the Police Service of Northern Ireland (PSNI) that are open to other forces and indeed the public. The course on community problem-solving has been taken by 2,127 learners, a quarter of whom work for PSNI where it is now a pre-requisite for new joiners. Later courses on stepping up to leadership and having communication skills have recently been launched
- The Centre's YouTube channel hosts a range of learning materials in video form, accessible anywhere and anytime
- The Annual Conference on the theme of "Learning from success, near miss and failure" had speakers from academia and policing along with stellar contributions from health and local government. Short videos from speakers are available on the Centre website and a themed issue of a journal is collecting many of the contributions in published form
- Centre academics have collaborated with the BBC on a range of programmes, from 'Catching Britain's killers: The crimes that changed us' to BBC Ideas
- Research from the Centre continues to win awards, showing that the Centre has world-class academics engaged in its work
- The partnership has match-funded several new research posts, including research on gender-based violence, knowledge into practice and impact, and research on the L&D function in policing. This is a large increase in capacity from earlier years, which is already paying dividends
- Impacts of the Centre are evident in a variety of ways, from the small-scale impact of the local policing area culture project to the national impacts of the L&D project, the cross-forces demand management project and the policy impacts of the Metropolitan Police Service project on "blame to praise" in failures in organisational learning. One research project is now mapping impacts of Centre research and asking about what gets into practice and what does not, as well as what practice gets into research.

2019 has seen some important developments in the long-term sustainability and value of the Centre. The Open University itself continues to commit funding to the Centre for its work in three streams: research, learning and knowledge into practice, based on the vision and strategy for development over the next 10 years. The partnership of 21 police forces/agencies provides additional funding and the forces play a key role in the strategic direction, design and execution of research and learning activities, along with opportunities to strengthen their approaches to evidence-based policing. The addition of external grants from a range of sources, from Home Office to Research Councils, means that the Centre adds further intellectual and financial leverage to the partnership.

Centre research is organised through four key themes, with cross-cutting interest in learning, knowledge exchange, evidence and practice.

Research projects are jointly decided between the 21 police partner organisations 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 the design, conduct and interpretation of the research. This generates valuable evidence-based practice.

The partnership governance has been strengthened in 2019 with the election of three Vice Chairs, to work with the elected Chair, and the Steering Group of the Centre has been augmented, to reflect the size of the partnership. This strengthens participation and accountability, ensuring that activities meet both police and academic criteria for quality and impact. The Membership Group meets quarterly to assess activities, suggest new avenues to explore and to digest findings from existing research and learning projects.

There are many challenges ahead for policing, including from the uncertainties and changes in UK society and globally, the changing nature of crime and vulnerability and changing approaches to legitimacy and authority. The investment in additional police officers through the Operational Uplift programme will help to tackle problems and capitalise on opportunities but will need a strong evidence-base if policing is to ensure it is efficient and effective in terms of policing for the public good. Policing Vision 2025 points the way towards developments which the Centre is already working on, including adding academic knowledge to craft knowledge in policing, the development of digital policing and much more. Through the strong dialogue and collaboration between academics and policing partners, we can continue to live up to our mantra of "research into practice, and practice into research".

Dr Steven Chase
Chair of the Centre
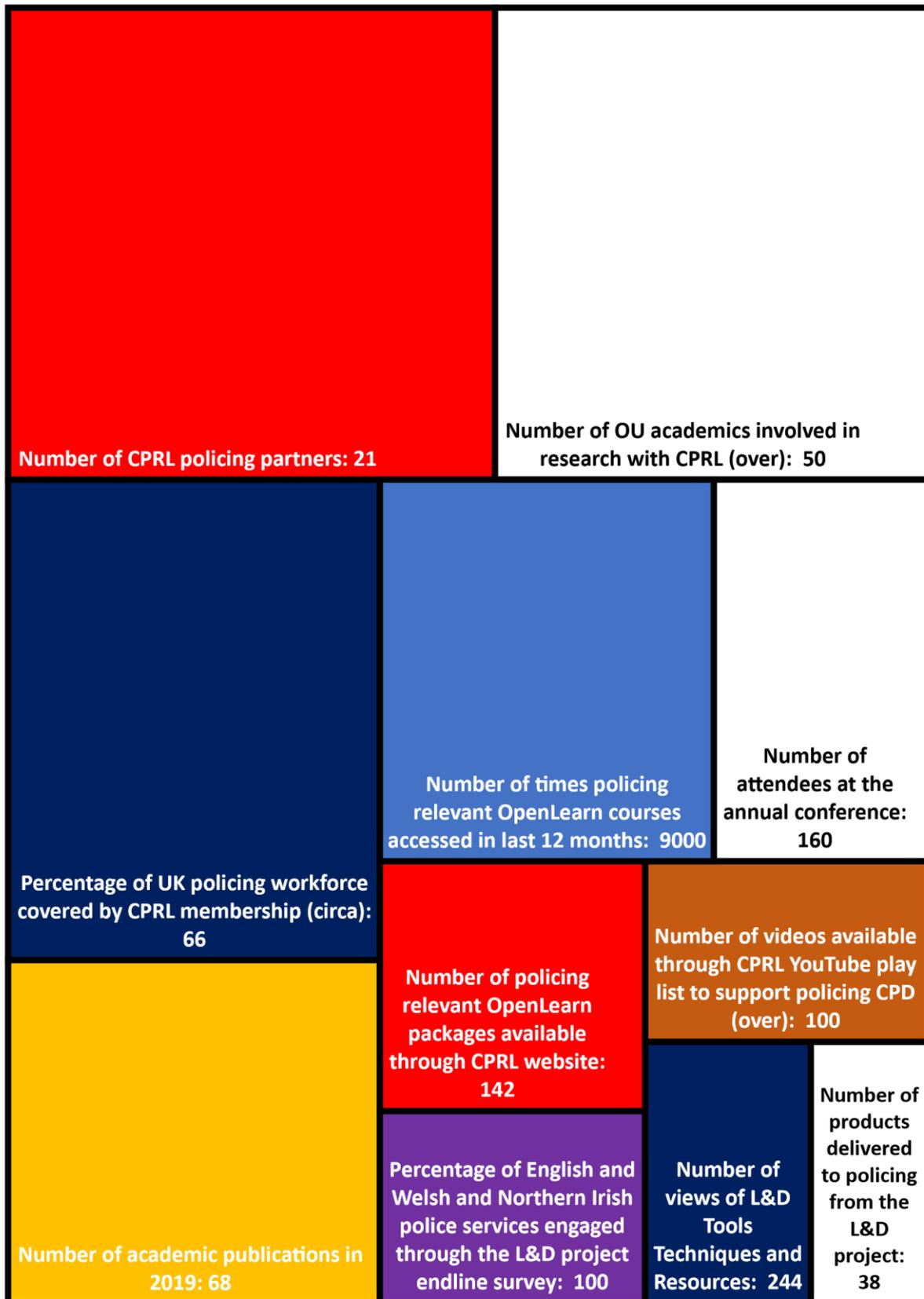Director of People
Thames Valley Police

Professor Jean Hartley
Academic Director of the Centre
Professor of Public Leadership
The Open University

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CPRL: 2019 in numbers

Number of CPRL policing partners: 21

Number of OU academics involved in research with CPRL (over): 50

Percentage of UK policing workforce covered by CPRL membership (circa): 66

Number of times policing relevant OpenLearn courses accessed in last 12 months: 9000

Number of attendees at the annual conference: 160

Number of policing relevant OpenLearn packages available through CPRL website: 142

Number of videos available through CPRL YouTube play list to support policing CPD (over): 100

Number of academic publications in 2019: 68

Percentage of English and Welsh and Northern Irish police services engaged through the L&D project endline survey: 100

Number of views of L&D Tools Techniques and Resources: 244

Number of products delivered to policing from the L&D project: 38

The partnership

Purpose

The Centre started in 2014 with a small £50K grant from the College of Policing. It became a membership body in 2014 with 11 police agencies. It has grown since then to have 21 police agency partners and has had a total externally-raised income so far of £6.3M (i.e. not counting OU contribution). More than 50 academics from across all faculties and institutes of The Open University are involved, providing a major resource for problem-solving in both the operational and organisational spheres of policing, and contributing to evidence-based practice.

The Centre for Policing Research and Learning Membership Group

The collaboration is widely seen as successful and effective, and one of the most mature of the academic-police collaborations in the UK (recognised as such in writing by College of Policing in a recent report). It is designed as a collaborative venture, chaired by the police, and with strategic priorities set by both police and academic partners. The partners gain through:

- setting those priorities
- being involved in shaping research and education projects
- applying research evidence and other knowledge to improve their performance and outcomes
- participating as researchers or as research sites
- gaining greater knowledge about working with a university which helps in the intelligent contracting of services
- early sight of research findings and education approaches
- access to a wide variety of academics with interests relevant to policing

As a Centre, we are committed to sharing findings across all forces and improving policing for the public good, but partnership provides the advantages of shaping strategic agendas and engaging in detail in research and education through collaboration. In addition, partners get priority booking at conferences, workshops, and peer learning events. PhD places part-funded by the Centre partnership are only available to partners.

Dr Keely Duddin

All police forces have entirely free access to well over 100 policing-relevant OU packages of learning accessed through the Centre's Open Educational Resources available on the website. This has been accessed nearly 9000 times (all forces) in the last 12 months. The impact for continuing professional development (CPD) can be considerable. In addition, there are 100 videos on the CPRL playlist which also support CPD. The courses are based around 15 major themes, including leadership; forensic psychology and achieving evidence-based policing.

So, police agencies do not need to be members to benefit from the Centre. However, the advantages of membership are considerable. The partners, with the academics, decide and shape the learning resources for CPD on which the Centre works. For example, the membership decided on the focus on "An introduction to public leadership" and PSNI gained the support of other members for the course on "Community problem-solving", which is now used with all new PSNI recruits.

Dr Nicky Miller and Richard Harding

An example of our collaborative approach of is the Senior Practitioner Fellows 2020 scheme, which enables police officers and staff to join the Centre for short secondments (further details can be found on the Centre's website).

In conversation with the Centre's three Vice Chairs

Dr Natalie Benton, Cambridgeshire Constabulary

Detective Superintendent Chris Naughton, Dorset Police

Chief Superintendent Nick Caveney (centre), Hertfordshire Constabulary

With the Centre's growth in partner numbers, it was felt to be timely to expand police support to the Chair (Dr Steven Chase from Thames Valley Police) and to the academic leadership team. This would also enable the Centre to expand its range of activities. Elections were held and with three suitable nominations, it was decided not to waste any talent and enthusiasm, so all three were elected. Natalie Benton, from Cambridgeshire Constabulary, on secondment to the national Digital Policing Portfolio tends to lead on governance; Nick Caveney, from Hertfordshire Constabulary and until recently on secondment to the College of Policing tends to lead on national matters, and Chris Naughton from Dorset Police on evidence-based practice and impact.

Tell us a little bit about yourselves?

Natalie: "I joined policing in 2004 after working in academia and have been focused throughout my career on championing the use of evidence and insight to inform decision making in policing. This has been in a variety of roles, from operational analysis, to change management and organisational strategy development. I'm currently working to help police forces in England and Wales improve their approaches to frontline digital mobility, including the development of an evidence-base on the benefits of mobile solutions with academic support. In Cambridgeshire Constabulary, I have led on academic engagement for several years, working with a range of universities".

Chris: "I am a Detective Superintendent with Dorset Police, and currently the force lead for vulnerability. I have over 22 years' experience in policing and I have had the privilege to work across many areas including response, specialist operations, counter terrorism, public protection and intelligence. I am an alumnus of The Open University MBA programme and the University of Cambridge Police Executive Programme. As such I believe I bring both practical experience of policing as well as an understanding of the opportunities within academia and how we can work together for the benefit of all.

Nick: "I've been in policing for almost twenty years now, and I've been lucky to experience everything from detective work and covert surveillance to public order and firearms. For the last 18 months I've been seconded to the College of Policing leading the delivery of senior leadership training on an international basis which has been fantastic and allowed me to work in some pretty diverse locations from Palestine, to Sierra Leone, to the Ukraine. In 2020 I'll head back to the collaborated functions within Bedfordshire, Cambridgeshire and Hertfordshire leading the delivery of uniformed protective services. I hope to take something of the training world back into my leadership role".

Natalie: "As Head of Corporate Development in Cambridgeshire Constabulary, I was a passionate advocate for academic collaboration and had seen the benefits of working with the CPRL on both novel research into leadership to create public value with Prof Jean Hartley, and through Evidence Cafes. I felt that I could help and support the CPRL in developing its strategy and engagement with forces using my local experiences, and also draw on my understanding of the academic world to help facilitate conversations between police practitioners and academics for the mutual benefit of all CPRL members. It also gives me an opportunity to indulge my interest in the world of academia, which I still miss!"

Chris: "I have been involved with The Open University CPRL in its previous guises since 2013, this is due to my passion for developing evidence of what works, and does not work, within policing and the business of policing. I am passionate about working in a collegiate way with academia to develop a mutually supporting and beneficial partnership which will ultimately improve the service our communities receive from the police. I am also very proud of the way the CPRL has developed over the years into the mature and strong partnership we have today. I believe that the CPRL has the potential to do many great things within this partnership and fundamentally I want to assist the OU and policing to achieve this".

Nick: "I've always tried to combine operational policing with research and learning and in 2015 was lucky enough to complete a professional doctorate in Business Administration. When Hertfordshire joined the Centre, I was keen to be involved and there was a natural 'coming together' of my interests. I've been working with the Centre for a number of years now, volunteered for the Steering Group and when the Vice Chair role came up, I was keen to apply".

Natalie: "As a strategic leader in policing, I am able to use my voice and networks to support the good work the CPRL is doing, and to help ensure a sustainable future through influencing and sharing successes and learning. I am able to translate the perspective of chief officers to ensure research proposals add real value for the service, but also meet the needs of the OU as well. As a voice of the membership on the Steering Group, I use my policing knowledge to represent the views of forces when considering where efforts should be prioritised. I've also really enjoyed helping out with the CPRL annual conference and with interviewing candidates for positions within the Centre and like to share the CPRL's successes on Twitter @NatalieJBenton".

Chris: "I bring the practical voice of the practitioner and police leader to the discussions and ideas that take place within the Centre, and importantly act as a bridge between policing and our academic partners".

Nick: "I think one of my key strengths is the bridge between academia and policing. Both 'tribes' speak a different language and whilst I don't profess to be a master of either discipline, I know enough to be able to translate between the two worlds. This has helped me to advocate on behalf of the Centre and make sure we get the language, look and feel right for a policing audience. It also helps me to bring complex issues into policing in a way that makes pragmatic sense to cops on the ground".

Natalie: "There is great strength in the wide and diverse membership of the CPRL, both in terms of the number of forces involved and the variety of different academic specialisms working with the Centre. For me, it is important to try and avoid duplication of effort within policing research, as resources remain scarce, and a partnership like the CPRL makes this much easier. As a mature partnership with a variety of successes, I believe the CPRL also offers policing the opportunity to access a wider range of external funding sources due to the credibility of the Centre and the real-world impact it can demonstrate. It has been great to see the CPRL encouraging police officers and staff to complete further research and study, whether this is at doctoral level or through short online learning packages. Police forces could do more to capitalise on this and I would be keen to encourage L&D departments to learn more about what the CPRL can do for forces as CPD."

What do you believe are the strengths of the CPRL partnership

Chris: "The strength is the partnership. The ability of policing and academics to work together with a common purpose of improving policing has massive potential and one that, I believe, we are duty bound to develop to help keep our communities safe and also improve the well-being of our colleagues. The Centre can work with policing to support the development and assessment of practice across all areas of policing from frontline crime-fighting and safeguarding activity, to the 'business' of policing and importantly the well-being of our people. This broad-based partnership which the OU has developed and their national scope and expertise in distance learning is unique and holds fantastic potential for the future".

Nick: "I think policing is still at the very beginning of our journey towards evidenced based practice. We can look at high-tech industries and public sector environments like medicine in which those journeys are a bit further progressed and can model how we develop. I think the Centre has a huge role to play in facilitating that journey and helping policing to deliver the very best public service. On the flip side there's a great contribution to knowledge to be made, and there's an opportunity to be at the forefront of a research discipline which is still in its infancy. The Centre is in great place to lead in both environments and really make a big contribution to both policing and academia".

Education and learning

The Open University provides free access to about 900 modules and other learning resources on OpenLearn. Within a wide range of learning activities, the Centre actively promotes these free courses where they have relevance to policing. We also help steer the development of new courses, with the potential to produce bespoke courses targeted at police officers, staff or members of the public who interact with police.

The OU also provides accredited qualifications, such as the police constable degree apprenticeship (PCDA); the degree holder entry programme (DHEP) for policing; the senior manager and leader degree apprenticeship; the MBA; the postgraduate certificate in evidence-based practice.

"Sure, I know how to talk to people": Producing CPD content for PSNI

This year has seen the release of two new learning sessions for PSNI (both are available through the Centre website to anyone).

One on communication skills titled "Sure, I know how to talk to people" www.open.edu/openlearn/money-business/leadership-management/sure-i-know-how-talk-people/content-section-0?active-tab=description-tab

and one on leadership "Step up to leadership" www.open.edu/openlearn/money-business/leadership-management/step-leadership/content-section-0?active-tab=description-tab.

These topics arose out of workshops with PSNI officers and staff in which we explored the content they felt to be most needed for CPD for those working in community settings.

So, we created OpenLearn materials. The work involved in creating OpenLearn material like this is fun and stimulating, but also presents challenges.

In "Sure, I know how to talk to people" we wanted to make sure that the course was interactive and involved real examples of communication. For this reason, we worked with actors from an agency in order to develop materials that would allow people studying the course to practice on. We wanted people to be able to 'diagnose' interpersonal behaviour, and to do this we had to present them with scenarios, or examples of interactions that either went well, or didn't go so well – without presenting them with archetypally 'good' or 'bad' behaviour.

Also, in explaining key underpinning concepts we had to think carefully about how to convey key ideas in a way that would be engaging but also clear for learners. We took inspiration from many a

good detective TV show when we decided to depict the model by drawing it onto glass with Zoë Walkington as presenter still being visible while the concepts are being explained. This may sound simple, but it does rely on a steady hand, the ability to get things done in one take, and also a lot of glass cleaner for when things go wrong!

Zoë being filmed by Chaos Films

Both courses are free, online and openly available, so please do visit and check them out. To find out more about OpenLearn, go to www.open.edu/openlearn/.

Working with executive teams CPD: North East policing partnership

The Centre was invited to run a day CPD event on 12 November for the executive teams of the North East Transformation Innovation and Collaboration (NETIC) - the 7 forces in the North-East of England. Jean Hartley and Dame Stella Manzie (Visiting Fellow with CPRL) ran several interactive sessions which examined leadership in a volatile context; leading recovery from organisational failure or faltering (drawing on examples from local government but discussing those in the context of policing); and the skills of leadership with political astuteness. The day was designed in conjunction with Lisa Winward, Chief Constable of North Yorkshire, and Justin Partridge, the regional partnership lead (and member of the Centre Steering Group) and took place at a venue near Leeds.

"The session was well received, and had particular resonance for those who either were, or had been, dealing with challenges in their organisations. The examples used were real and relevant, presenters used plain English, but backed up by academic research where appropriate, and the day was thought-provoking and helpful in terms of thinking about current issues in forces." T/ACO Justin Partridge, North East Transformation Innovation and Collaboration

Other executive teams have been in contact with the Centre for similar or themed events in 2020.

Policing degrees

In 2019 the Policing Organisation and Practice team was established within the Faculty of Business and Law as a dedicated resource for police undergraduate and postgraduate degree qualifications. The team is made up of a diverse range of 11 academics from multiple academic disciplines, bringing a broad range of expertise to the team. The OU is a provider of Police Education and Qualifications Framework (PEQF) programmes, with curriculum for both the Police Constable Degree Apprenticeship (PCDA) and the Degree Holder Entry Programme (DHEP).

In mid-2019 we were delighted to hear that we had been selected as the preferred provider for North Yorkshire Police.

We will be delivering the PCDA and DHEP for North Yorkshire from July 2020. Chief Constable Lisa Winward of North Yorkshire Police said:

"We are proud to be working with the largest university in the UK and world leader in flexible distance learning to deliver our new training programmes for our new officers and hope it may attract individuals who may not have previously considered a career in policing.

This ambitious new collaboration signifies an exciting change in the way police officers are trained and developed throughout their careers, providing them with the skillset needed to navigate the challenging and ever-evolving world of policing, while gaining a degree and learning and earning on the job at the same time.

We are looking forward to building a lasting partnership with The Open University that will build on our positive recruitment over the past few years and continue to provide the public of North

Yorkshire with the highest calibre of police officers for years to come. I look forward to welcoming our first cohort in July next year as they start their journey with us."

The PCDA is a three-year degree programme. It combines 50% of academic learning with 50% of work-based learning each year. The programme is co-delivered, with the OU delivering all of the academic learning through our blended learning approach; with the work-based learning being delivered through a combination of online methods (delivered by the OU) and face-to-face learning by the police partner.

The academic learning at each level/year of study is centred around four main themes:

- The context and parameters of contemporary policing
- Explaining crime: Theories and concepts
- Vulnerability and risk
- Evidence-based policing

The work-based learning at each level/year is centred around the five core areas of profession police practice. Students develop their reflective practice and are encouraged to apply theories, evidence and concepts to their everyday practice.

1. Response policing
2. Intelligence gathering
3. Investigation
4. Community policing
5. Roads policing

There are four start points –February, March, May and August.

The DHEP is a two-year Level 6 Diploma in Higher Education. It is designed for those new police recruits who have an existing degree in a non-policing subject. It combines 60 credits of academic learning with 60 credits of work-based learning. Like the PCDA, the DHEP is a co-delivered programme between the OU and the police partner. We offer four start dates of the PCDA each year – in March, June, August and November.

We are also planning a portfolio of degree level qualifications for existing officers. Details about these programmes will be announced in spring 2020.

Police education through The Open University offers several areas of potential benefits for police organisations across the UK:

- The online/blended approach allows students to learn at a time and study session length that meets the demands of their personal and professional lives
- The academics contribute to CPRL and other research and also benefit from the active engagement of the OU academics working with the Centre
- The online learning activities are designed to enable student officer application of academic knowledge to professional police practice. There is an extensive team of online learning designers who work with the academics to create lively, interactive learning materials in a range of formats (e.g. videos, audio, animations, interactives)
- The OU is a national university with local presence across the UK. We have a national network of Academic and Practice Tutors that support student officers with their learning

PhD Students

One of the great successes of the Centre is its PhD scheme, which continues to be popular. Students studying with the Centre can have supervisors from a range of different faculties within the university meaning that the scope and range of topics at the Centre is staggering. PhD students of CPRL are researching topics as diverse as gender diversity in policing through to the use of complexity science in policing. A number of short videos about studying for a PhD can be found on the website at https://www.open.ac.uk/centres/policing/learning/phd-research.

In a distance learning environment one of the key challenges can be creating a sense of community for learners. With this in mind, in June this year we organised a day where CPRL students, alongside those working in areas closely linked to policing were able to get together and share their research ideas. The event entitled 'What I have learnt: Reflecting on applied research and methods while doing a PhD', drew in contributions from a wide field of research.

Later in the year Dr Paul Walley went on the road to encourage PhD applications from West Midlands Police who had asked for this session. With nearly 30 people attending, this has encouraged a series of enquiries from potential new PhD students.
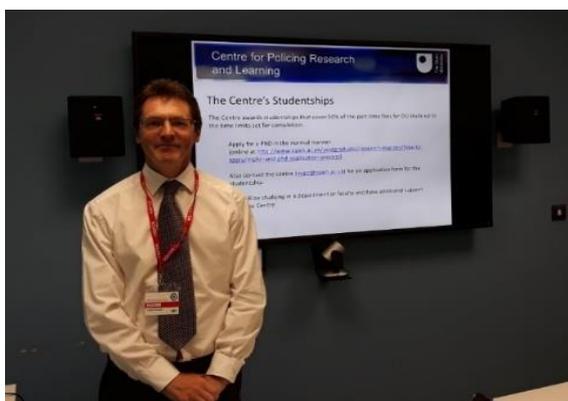
Paul Walley at WMP HQ for the PhD event

PhD students are encouraged to present their research from time to time at the Centre's Membership Group meetings with the 21 partners, thereby ensuring two-way dialogue about where this research may be valuable to other forces/agencies.

Work with CPRL and the BBC

The Centre for Policing Research and Learning has played a lead role in the development of several major, successful BBC series this year. In this section, we profile three series and one new initiative called BBC Ideas, to which CPRL academics have contributed.

Catching Britain's killers: The crimes that changed us

Zoë Walkington and Matt Jones have worked as academic advisors on a popular series which aired on BBC2 called *Catching Britain's killers: The crimes that changed us* (A Wall to Wall Media production for the BBC and The Open University). In this three-episode series, each programme tackled a different topic that through British history had significantly changed the criminal justice system. The programmes have been viewed by 4.2 Million viewers.

Professor Sir Alec Jeffreys Invented DNA fingerprinting which was first used to solve the murders of Lynda Mann and Dawn Ashworth in Leicestershire in the 1980's, and created the field of forensic DNA. (© Wall to Wall Media Ltd 2019)

The first week looked at the use of DNA profiling in the hunt to find the killer of two young girls in Leicestershire during the 1980's. Professor Sir Alec Jeffreys (pictured left) was working at Leicester University and had pioneered the idea of genetic fingerprinting, this process was innovatively applied to help solve the murders of the girls, by helping to exonerate the suspect that the police initially believed had carried out the killings. The programme also covered the subsequent setting up of the DNA database as well as the use of DNA in working on cold cases.

The second episode tackled the procedural defence of 'double jeopardy', focusing on a case from 1989 based in the town of Billingham. In this case a young mother (Julie) went missing, and despite police searching Julies home they did not recover her body. After three months when the family decided to move back into the house they themselves discovered Julies body behind the bath panel. When a local man was found to have the keys to Julies house under his floorboards he was tried, but after two juries failed to reach a majority verdict the man was acquitted. The double jeopardy law

Ann Ming who successfully campaigned for reform of the double jeopardy law after her daughter's murderer walked free. (© Wall to Wall Media Ltd 2019)

meant that he could not be re-tried. Ann Ming (pictured left) the mother of Julie campaigned tirelessly for a change in the law, and ultimately years later the Queen announced a bill allowing for retrials in situations when the prosecution find new evidence and persuade the court of appeal that the evidence is compelling. This allowed a retrial in the case and in 2006 legal history was changed as the man confessed in court to Julies murder.

In Episode three the programme tackled the topic of interrogations and the introduction of the Police and Criminal Evidence (PACE) Act 1984. It followed a case from the early 1970's in Lewisham of a man who was strangled and set fire to in his home. The case was complicated by the fact that the time of death was uncertain which meant that despite having several alibis a young man called Colin along with two of his friends were arrested and subsequently confessed to their involvement. Following the involvement of Chris Price, an MP standing for the snap elections called at the time, a television programme was made about the case and this led to the case going to the court of appeal and the boys being declared innocent of all charges. The subsequent inquiry raised important questions about British justice and how the confessions could have come about. The programme interviewed some of the key people who were involved in the case and also the subsequent reform through the introduction of PACE.

What Britain buys and sells in a day

Paul Walley was one of the lead academics advising on the BBC TV series "What Britain buys and sells in a day" (A Darlow Smithson Production for the BBC and The Open University). This series of three programmes, provided an insight into just how much trade the UK does with the rest of the world, including mainland Europe, every 24 hours. While the focus was on fish, vegetables and cars,

the implications for policing from thinking about managing demand and managing supply chains is highly relevant. A supply chain game has been developed, which can be played by anyone wanting to learn about causal effects and time impacts in a supply chain.

The first two programmes looked at food supply, showing how much of what fish we catch is exported and how most of what we eat is actually imported. The logistics of moving fresh fish or vegetables within and across countries are quite complex and time-sensitive.

The third programme in the series focused on car import and export, featuring the Toyota factory at Burnaston in Derbyshire. The programme explained how the work flows through the factory as evenly as

Ade Adepitan holding an Icelandic cod (Photo credit Darlow Smithson Productions)

possible. Production schedules are locked down usually 3 weeks in advance, to smooth flow and so that the plants suppliers work to an actual production schedule of what they need to make.

Learning from "What Britain buys and sells in a day"

The need for stability in these supply chains is actually quite subtle. The smoothing of demand helps the supply chain maintain supplies of components to a far greater extent than most people realise. This is because of a phenomenon known as the *bullwhip effect*. In most supply chains demand is uncertain and there are delays caused by order lead times. When consumer demand alters, retailers often over-react when they adjust their own orders. They pass on increased demand variation to their suppliers. As this ripple of demand passes back up the supply chain, the demand variation tends to increase at every tier within the supply chain due to the behaviour of those trying to manage the stocks who over-correct for small, random fluctuations in demand. This magnification of demand - the bullwhip effect - can become a serious problem leading to stock shortages or surpluses in different parts of the supply chain.

Curiously, the same system dynamics can be seen by traffic police and Highways England staff in places like motorways. In busy traffic there is the phenomenon of the phantom traffic jam, where traffic becomes stop-start for no apparent reason. It is usually caused by drivers tending to over-react to the speeding up or slowing down of the cars in front of them and this ultimately leads to extreme variation in speed. There are other possible examples of the bullwhip effect in policing. Recruitment of skilled staff is one area in services that does demonstrate some of the characteristics, for example.

A number of aspects of this are actually very difficult to conceptualise. The fact that the queues or delays are not simply a capacity problem is very counter-intuitive for practically-minded people. It is also challenging to understand that the system dynamic is driven by human behaviour – and that behaviour is not easy to change in the real situation. To support the learning the OU's Business School have developed a highly sophisticated online simulation. The OU supply game puts you in the position of trying to maintain supplies of raw materials in a supply chain without incurring excessive cost. The game allows the bullwhip effect to happen, based around the player's decisions. Players can change some variables, including which part of the chain drives the schedule. This type of simulation allows learners to experiment and see the effects, without getting bogged down by the
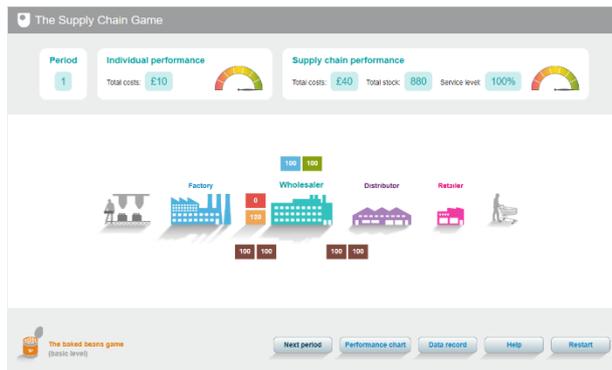
complex underlying mathematical theory. There could be very similar types of learning tools developed to model comparable situations in policing.

Do you think that managing a supply chain will be easy? Why not have a go at the game yourself? www.open.edu/openlearn/money-business/business-strategy-studies/can-you-manage-supply-chain

David Wilson's crime files: Miscarriages of justice

In this series leading criminologist, Professor David Wilson, and guests, reinvestigate Scotland's most notorious miscarriages of justice. Professor Graham Pike, Director of Research for CPRL, featured in the series talking about the problems associated with eyewitness identification evidence. In a fascinating discussion, David and Graham explore in depth how the human brain works when it comes to remembering crimes and dissect the flaws in our capacity to remember unfamiliar faces.

BBC Ideas – digital content with links to policing

As well as BBC programmes like those above, Centre staff Graham Pike and Zoë Walkington have also been involved in the production of shorter digital content for the BBC, and these are produced under the banner of BBC Ideas.

"Why your first memory is probably wrong" made by Mosaic Films for BBC Ideas, takes a look at how memory works with a focus on the malleability of memory (i.e. the fact that what we remember might not match directly with what actually happened). It considers how leading questions, and witnesses conferring with one another can be problematic in policing, as well as problems with eyewitness testimony. It has been viewed over 125,000 times. https://www.bbc.com/ideas/videos/why-your-first-memory-is-probably-wrong/p07jsv21?playlist=made-in-partnership-with-the-open-university

"Can you really multitask? Finally an answer" made by Mosaic Films for BBC Ideas, looks at visual attention and how our focus can cause us to miss other things that happen in life due to our attention being overloaded. It considers the problems of talking on hands-free phones while driving and how this can lead to people looking at, but not actually 'seeing', what is in front of them when they

are driving. It has been viewed over 90,000 times. https://www.bbc.com/ideas/videos/can-you-really-multitask-finally-an-answer/p07jstyl?playlist=made-in-partnership-with-the-open-university

"Have you been fooled by forensics on TV" made by Angel Sharp Media for BBC Ideas takes a look at how forensic science is portrayed in the media and considers what is known as 'The CSI effect' which is when exaggerated forensic science represented in TV crime drama influences how juries treat evidence. It has been viewed 86,000 times. https://www.bbc.com/ideas/videos/have-you-been-fooled-by-forensics-on-tv/p07hy9pf?playlist=made-in-partnership-with-the-open-university

Research

As described in the overview, CPRL research is organised according to four themes of:

- Investigation, community and vulnerability
- Digitally enabled policing
- Leadership, management and organisation
- Health, wellbeing and resilience

With a cross-cutting focus on:

- Learning
- Knowledge exchange
- Evidence
- Practice

Further into the report we have selected a range of current projects from across these themes that illustrate the research being conducted by teams that generally consist of a mix of academics and policing practitioners.

Research projects

The list below provides information about each of the current research projects endorsed by the Membership Group of the Centre for Policing Research and Learning.

More information about each project and any outputs so far are available on the Centre's website under the research tab.

Theme 1: 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 organised crime groups	Dr Paul Mulholland		National Crime Agency
1.26	Community generated victim satisfaction surveys ('User Insight')	Dr Zoë 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	Professor Graham Pike	
1.28	The impact of police forces and football clubs working together to provide a platform for coaching and mentoring for young people who have received a threat to life notice	Dr Ahmed Kadry	Dr Keely Duddin	Great Manchester Police
1.29	Violence against women and girls	Dr Lis Bates		To be confirmed

Theme 2: 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, Professor Blaine Price, Dr Peter Bloom, Professor Mark Levine, Carlos Arce-Plata Dr Zoë Walkington, Dr Lara Frumkin, Dr Camilla Elphick, Dr Min Zhang.	Gwent Police and Thames Valley Police
2.15	Prospecting chatbots as a communication platform to tackle cyber grooming	Dr Lara Piccolo	Dr Pinelopi Trollinou	Metropolitan Police Service

Theme 3: 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	Metropolitan Police Service
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)	Greater Manchester Police, Lancashire Constabulary
3.18	Research into practice and practice into research? Exploring the role and impact of CPRL in evidence-based policing	Dr Nicky Miller	Melanie Wiffin (from January 2020)	Dorset Police
3.20	Mobilising for change in police learning and development	Richard Harding	Professor Jean Hartley	West Midlands Police

Theme 4: Health wellbeing and resilience

Ref	Research project title	Lead OU researcher	Research team members	Lead partner force
4.01	Health wellbeing and welfare of emergency responders	Dr Virginia Harrison	Professor Graham Pike, Dr Helen King	Steering Group from all emergency services
4.02	Exploring voluntary sector provision of health/wellbeing support to police	Dr Helen King	Dr Virginia Harrison, Professor Graham Pike	Emergency service charities and national policing wellbeing programme
4.03	Cognitive gaming as a vaccination for PTSD arising from CEOPs work	Professor Graham Pike	Dr Hannah Marston, Dr Zoë Walkington	National Crime Agency
4.04	Cognitive impact of circadian misalignment experienced by UK police officers	Dr Emily Breese		Not applicable. Centre helping with data collection for a non-Centre OU PhD student
4.05	Games for health and mHealth apps for police and blue light personnel: a scoping review	Dr Hannah Marston	Professor Graham Pike, Dr Ian Hesketh	Lancashire Constabulary

PhD research projects

Research project title	PhD candidate	Lead force
Developing and evaluating a training and competency framework for forensic facial identification	Reuben Moreton	Metropolitan Police Service
Super-recognisers	Elliot Porritt	Metropolitan Police Service
The effect of using an interpreter on the accuracy of witness accounts gathered from police interviews	Charlotte Gaskell	National Crime Agency
The predictive potential of Police Operating Models: How complex systems theory can support a data-driven simulation of police policy to improve efficiency	Phil Davies	Greater Manchester Police
What works to increase female representation within specialist tactical roles	Ashleigh Bennett	Police Service of Northern Ireland
Tackling serious and organised crime; processes, challenges and consequences of prioritisation	David Penney	National Crime Agency
Online dating initiated sexual offending	Kimberley Kuhnert	Dorset Police
Indecent images of children in the UK: Has the current threat gone beyond policing's capability to respond to it	Nicole Woodhall	National Crime Agency

Research theme 1: Investigation, community and vulnerability

Community-generated victim satisfaction surveys (user insight): A project with Merseyside Police.

Dr Zoë Walkington, Professor Graham Pike, Dr Helen King, Dr Lara Frumkin, Sgt Phillip Shaw, Sgt Peter Russell

This project, conducted by a research team of practitioners from Merseyside Police and academics from CPRL, aims to provide a voice for the community in designing customer satisfaction or 'user insight' surveys about police work. Locally held focus groups with members of Liverpool communities and representatives from third sector organisations were used as the basis for researching what was important to citizens, and what therefore should underpin the questions in the new survey. The research team planned to develop one new survey but from these conversations it became apparent that two new questionnaires were needed. An exciting procedure followed with the team reviewing the content from the focus groups to create questions that addressed what the community wanted in user insight surveys. Merseyside and CPRL collaboration was crucial for the development of suitable online surveys for the police that focused either on people who had been victims of crime (the initial goal of the work), or individuals in the community who haven't been the victims of crime. The victims of crime questionnaire has been online and collecting data since June 2019 with the second (general) survey ready to launch in early 2020.

There has been great interest in this project. In addition to talks at two user insight workshops, in early 2019 the research team were invited to present at the performance management consultation committee (PMCC) which feeds into the National Police Chiefs Council (NPCC). We presented this work at the 2019 Excellence in Policing Conference.

Sgt Phillip Shaw with members of the academic research team ready to present at the PMCC meeting

The OU hosted a successful and lively conference specifically about user insight – where practitioners could talk to one another to share ideas and discuss promising practice in the area. Since then the academic team have also worked with a national police working group to develop a cross-force strategy, including design of the new 'single online home' policing website. Community focused user insight seems to be gaining traction across the country and multiple forces and HMICFRS have contacted the research team for information about our process in designing these *surveys.*

"The survey is providing us with qualitative data from our community, which we are using to improve the services we provide" (Sgt Phillip Shaw, Merseyside Police)

Mobile phone use while driving: enforcement and education.

Dr Gemma Briggs, Professor Graham Pike

This project is focused on mobile phone use by drivers, with a view to identifying how education could be used to both support enforcement of the law, increase road safety, and prevent future offending.

The number of people killed or seriously injured by a phone-using driver is increasing each year. Public reporting of drivers using phones is also increasing. Enforcement of the law is problematic due to lack of technology and cuts to police numbers. The Government updated

Find out how using your phone can affect your behaviour when driving.

legislation in 2017 to increase fines and penalty points, highlighting the gravity of the offence. At the same time, they removed the option of education courses for first time offenders.

Psychological research has shown that phone using drivers (hand held or hands-free):

- Are 4 times more likely to be involved in a collision
- Are far less likely to notice and react to hazards
- Take much longer to react to any hazards they do see
- Look at an area of the driving scene four times smaller than undistracted drivers
- Can look at a hazard yet fail to see it, as their attention is allocated elsewhere

Auditing education

Through the Centre for Policing Research and Learning, we surveyed 23 police forces across the UK to audit the education currently available to drivers on the dangers of mobile phone use, and to canvas opinion on the future provision of education in this area:
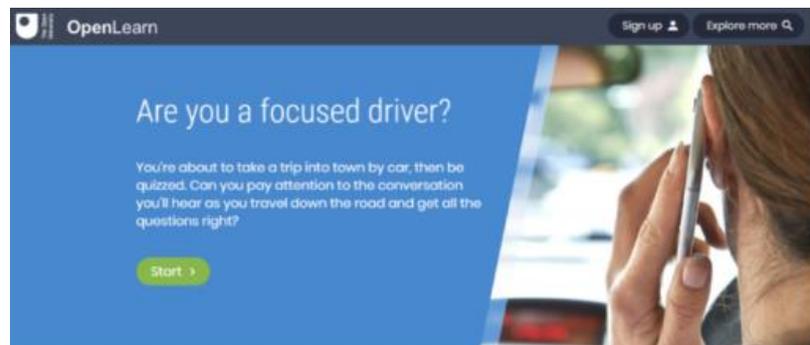
- None of the forces offered a specific education course for mobile phone offenders
- Several forces had specific mobile phone education courses prior to the legislation change in 2017, which removed education as an enforcement tool
- There is a different approach to education of drivers by particular types of behaviour. Drivers demonstrating a lapse in concentration or a lack of awareness can be offered the opportunity to attend a course (driver awareness/what's driving us?, etc.), which contains a section on distraction. Drivers attending a speed awareness course will also receive education on distraction. No course is offered for drivers who demonstrably used their phone.

Most forces surveyed said that they would welcome specific education for mobile phone offenders. Using the evidence from our joint research, CPRL and police partners have developed an initial educational tool in the form of an interactive activity https://www.open.edu/openlearn/comment/33140 to address this. The interactive takes a game approach whereby users are asked to complete a video-based hazard detection test while listening to a phone call. The user is then asked a series of questions about the phone call and the driving task, before finding out how well they performed. There is then a short video explaining the psychology behind distracted driving. This specifically covers how drivers can look at hazards yet fail to see them.

The free interactive has been widely shared by individual police forces, Highways England and several local councils. It will be used in the NPCC national enforcement week, in March 2020, by all UK forces. As a tool, this can be used alongside other enforcement approaches to help prevent (re)offending behaviour in an attempt to make phone use by drivers a socially unacceptable activity.

This is an example of the CPRL research leading to educational outputs accessible to all and designed to improve public and personal safety.

Violence against women and girls (VAWG)

Dr Lis Bates

New research programme and staff

Domestic abuse, rape, forced marriage, honour-based violence and female genital mutilation (FGM) all continue to be challenging offences for victims to report and police to investigate. These forms of abuse, which disproportionately (though not only) affect women and girls, are increasingly understood as public as well as private harms.


Significant positive steps have been taken in recent years to encourage reporting of sexual and domestic violence offences, improve victim support and keep cases in the criminal justice system. New crimes have come in on coercive control, forced marriage and FGM; and the Government is proposing further changes in a new Domestic Abuse bill. Yet attrition – the rate at which cases fall out of the criminal justice system – remains stubbornly high for both rape and domestic abuse, with fewer cases being brought to charge even though the number of incidents reported to police has increased.

In light of the significant societal impacts of these forms of interpersonal violence and the challenges police face in supporting victims and investigating cases, in response to police partner interests, in October 2019 the Centre recruited Dr Lis Bates as Senior Research Fellow specialising in VAWG. Lis's brief is to develop for the Centre a research programme around domestic violence, sexual violence and related topics in collaboration with members and academic colleagues.

Lis presented an interactive workshop at the Centre's annual conference in October 2019, examining the ways in which the police are successful – and fail – at responding to victims of violence and abuse. She presented recent research findings on:

- *Policing successes*: What do victims of domestic and sexual violence say is positive about police responses? How do protection orders work well to prevent further abuse? What works in tackling perpetrators?
- *Policing failures and near misses*: How is the criminal justice system failing black and minority ethnic (BME) and immigrant victims? Why are protection orders not properly enforced? Why do the most vulnerable rape victims still get the least justice?
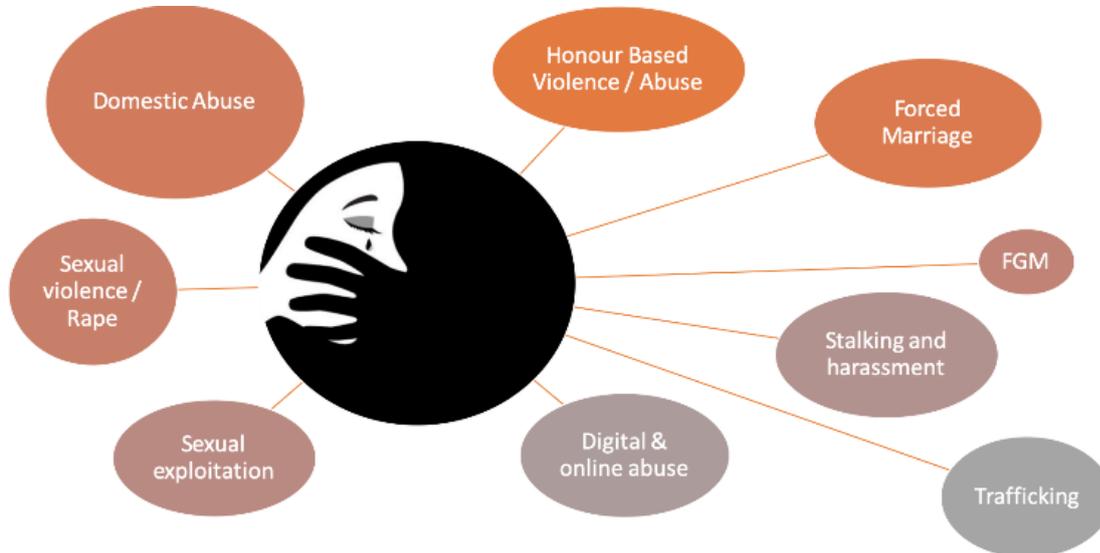
During October to December 2019 Lis visited domestic and sexual violence leads in 9 member forces and organisations across the country to consult on their research priorities. In December she presented to the Membership Group Meeting on 'What do victims of domestic abuse and rape want from the police'. In early 2020 Lis will be putting forward proposals for specific research projects across VAWG for the Centre to conduct during 2020-21. Lis's recent publications in the VAWG field are listed in the Appendix.

Eyewitness identification evidence

Research team led by Professor Graham Pike

Images from 'Forensic Psychology: Witness Investigation'

"In a city full of CCTV cameras there will always be criminals who strike in the dark shadows and alleyways. In places unseen or not monitored. Places where only the recollections of victims and witnesses can tell us what happened and describe those responsible. Statements can tell the story, but a picture (as we all know) paints a thousand words. This is where composite imagery or E-FITs prove to be an essential tool. A chance for the victim of terrible crimes to show us all what their attacker looked like. A chance to offload a burden that some find cathartic. A chance for the detectives to reap potential leads and vital intelligence. A chance to detect a crime that would remain unsolved. Detectives need a kitbag with as many detection tools at hand as possible. E-FIT is still an essential part of that kitbag." DC Tony Barnes, Metropolitan Police Service


Members of the research team (from left: Graham Pike, Camilla Elphick, Zoë Walkington & Catriona Havard) launch Photofit Me at 'OpenFest' celebrating the 50th anniversary of The Open University

Research on eyewitness evidence has been a key part of the Centre's research including projects on developing techniques to improve the accuracy of identification evidence obtained from young children, the impact of social media and citizen forensics, forensic facial experts, super recognisers and also how well research and recommendations on eyewitness evidence are being translated into practice.

The CPRL team in collaboration with VU University of Amsterdam published two journal articles based on randomised control trials that explored the impact of obtaining multiple forms of visual evidence from the same eyewitness: in this case whether the creation of a facial composite image affected the subsequent decision at an identification procedure.

The results showed that composite construction did not impact later identification accuracy when using both older composite systems and newer 'holistic' systems.

This research programme on eyewitness identification has also featured in several of our open access courses, including the OU course on 'Forensic Psychology: Witness Investigation' (www.futurelearn.com/courses/forensic-psychology) which goes behind the scenes with a crack team of detectives from Greater Manchester Police as they try to solve an armed robbery case using nothing but eyewitness evidence. This year saw the launch of a new learning resource based on our research on forensic facial composites, called 'Photofit Me' (www.open.edu/openlearn/body-mind/photofit-me).
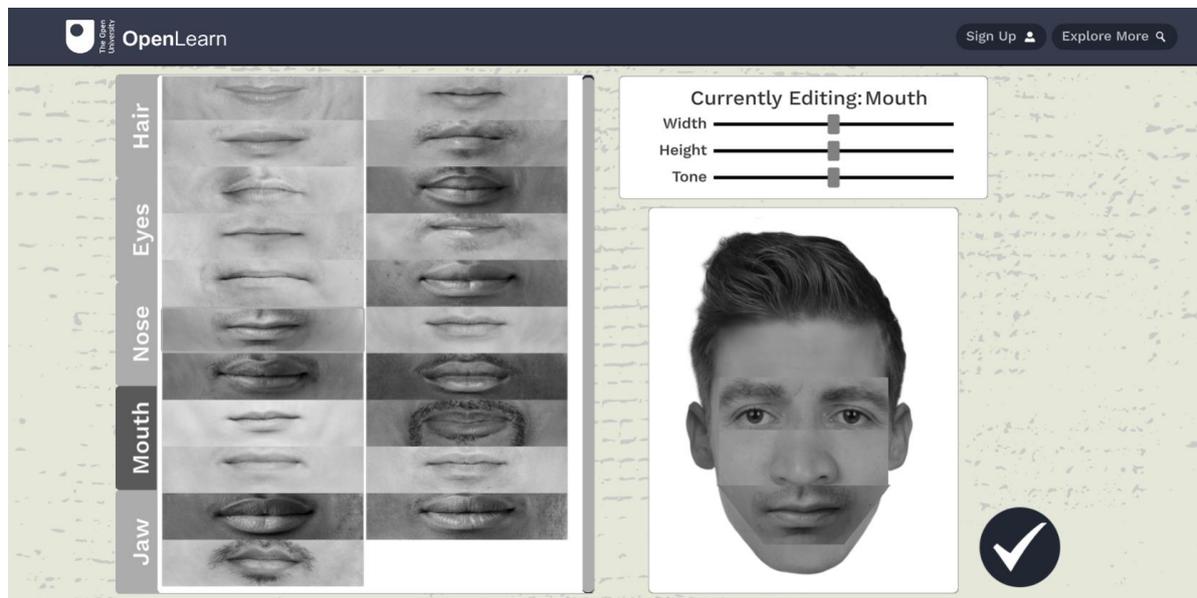
A screenshot from Photofit Me

An online interactive, Photofit Me gives learners the opportunity to construct a facial composite as part of either a 'crime story' or 'reconstruct the celebrity' challenge, and to explore the psychology of facial identification. It was launched at the Open Fest research event celebrating the 50th anniversary of The Open University.

Research theme 2: Digitally enabled policing

Citizen forensics

Led by Professor Arosha Bandara

Pervasive digital technologies are increasingly used to record different aspects of citizens' lives, from activity and location tracking, to social interactions and video recordings of life experiences. This wealth of digital data raises important questions about surveillance and 'sousveillance' (recording made by a participant) in modern life, where technology can enhance the ability of authorities to investigate crimes and maintain public safety, while also empowering citizens to hold authorities to account. However, effective use of these technologies to strengthen collaborations between citizens and authorities requires a fresh examination of the creation and use of evidence, or intelligence, in the digital age. The Citizen Forensics project (https://www.citizenforensics.org) explores this new model of citizen-police collaboration.

Over the first year of the project, we have focussed on analysing the literature on citizen science and community policing, the result of which is a taxonomy for Citizen Forensics that specifies four levels of engagement between citizens and the police:
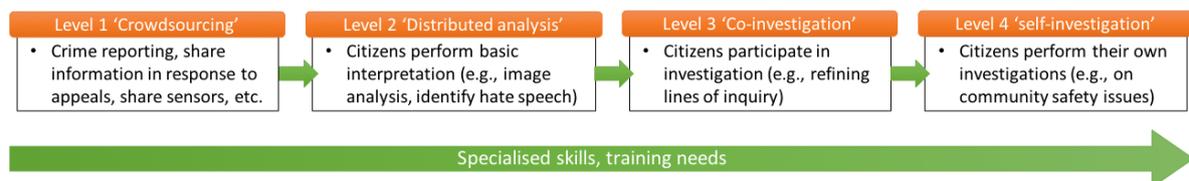

Citizen Forensics taxonomy

The four levels of the Citizen Forensics taxonomy range from 'crowdsourcing' of information at Level 1 to 'self-investigation' at Level 4 and as we move up the levels of Citizen Forensics, there is a need for more specialised skills and training. In order to understand how this taxonomy relates to current practice in citizen-police engagement, we are undertaking two studies:

(1) **a stakeholder study** involving interviews and focus groups with neighbourhood policing teams and members of the community. This study has been supported by Merseyside Police and Thames Valley Police (Milton Keynes).
(2) **a technology review** that has identified a set of mobile apps used for citizen-police engagement, which are being analysed to understand their functionality, privacy features and usability.

Additionally, we have also developed a platform, FriendFace, for conducting a study of the impact of social media use on eyewitness memory, which also includes a survey on how people use social media to engage with the police. Finally, we have bid for additional funding from the UKRI's Public Engagement programme to develop and evaluate Viewport – a citizen science platform for CCTV analysis - that would enable citizens to analyse sensitive CCTV video footage while minimising their ability to copy or share the material they view.
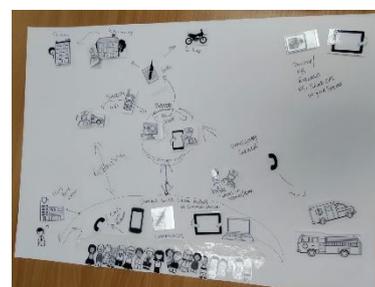
Use of story telling toolkit for stakeholders to share their experience of citizen-police engagement

Research theme 3: Leadership, management and organisation

Demand management

Dr Paul Walley, Matthew Adams (PSNI)

The demand management research conducted in 2019 aimed to provide overview of current practice in policing demand and capacity planning and management across member forces. This research was achieved through research visits to all of those forces included in the study.

Matthew Adams from PSNI was invited to become a Practitioner Fellow of The Open University while he helped to conduct research into police demand management practices. Matthew reflects on his experiences:

"I was fortunate enough to be given an opportunity to be seconded into the Centre for Policing Research and Learning within The Open University from the Police Service of Northern Ireland. During this period I spent four months visiting a number of forces across the United Kingdom, conducting research into demand management practices. This involved completing semi structured interviews with members of staff and senior officers to evidence what forces are doing to manage the increased volume and complexity of demand.

One of the most interesting parts of the research piece was how forces differ in their use of and investment in technology in improving demand management practices. The forces that stood out as examples of best practice were the forces that had made a commitment to improving their technological capabilities and have started to reap the rewards. A further interesting point was that no force had a clear definition of what demand actually is.

It was an honour to be able to represent The Open University and the Police Service of Northern Ireland when visiting other forces. I was welcomed with open arms as people took a considerable amount of time out of their day to answer my questions. This highlighted how important forces now view the topic of demand management.

This period of my career has been an incredibly enriching experience and has provided me with a wealth of knowledge on the topic of demand management in policing. However, the pinnacle learning point that I have taken from it is how important the partnership between police forces and universities is for meeting the demands of 21st century policing".

The report An Evaluation of Demand Management Practices in UK Police Forces, by Dr Paul Walley and Mr Matthew Adams was published by the Centre for Policing Research and Learning in May 2019, and can be found in the publications list.

Understanding culture in a local policing area. Who's coming to breakfast?

**Professor Jean Hartley, Richard Harding**

There is a well-known expression in the world of organisational culture studies, often attributed to a senior executive at Ford Motor Company, that *'culture eats strategy for breakfast'*. When the outgoing commander of a local policing area (LPA) in a large UK police force wanted to understand their local organisational culture better to help their replacement on their arrival, they weren't sure what kind of guest list they would discover, or even whether they would like their diners table manners or eating habits. This force is a member of the Centre so the LPA commander came to academics at the OU for help.

Understanding culture through different lenses

We wanted to take an approach that would allow for an appreciation of the good, as well everything else, to provide a rounded and appreciative enquiry of the culture at the LPA in question.

Using approaches from Edgar Schein[1] and Judi Marshall and Adrian McLean[2] we set out to do so. Schein's view of culture aligned with ours, he states:

"There is no right or wrong culture, no better or worse culture, except in relation to what the organization is trying to do and what the environment in which it is operating allows".
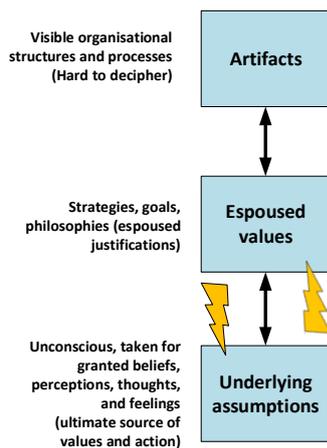
Schein views culture as operating at three different levels within an organization and that that there are often differences, or 'incongruities', between what an organization says about how it does things and how it's members perceive and make sense of their world.

Schein's definition of organizational culture:

"Culture is a pattern of shared tacit assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems".

Marshall & McLean's approach uses storytelling and narrative to explore culture through understanding four types of narratives:

1) What strikes newcomers to an organisation as noteworthy, odd or remarkable?
2) Examples of where cultural rules or norms have been broken
3) Stories that exemplify the organisation
4) Who are the organisation's heroes/heroines, villains and fools?

In each case the facts of the story are less important than what the story may say about the cultural expectations, norms and rules within a particular organisation.

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[1] Schein, E. H. 2009. The Corporate Culture Survival Guide: New and Revised Edition. New and revised edition ed. San Francisco: Jossey-Bass.

[2] Marshall J. and McLean, A. 1998. Human Enquiry in Action: Developments in New Paradigm Research. *In:* REASON, P. (ed.). London: Sage Publications Ltd.

Unforeseen developmental opportunities

Members of the co-research team working on the project

One of the challenges of studying organisational culture as an outsider is the challenge of understanding what you are seeing and then interpreting it accurately. On the other hand, being an insider is not always helpful because you may be acculturated to your organisation and take for granted some aspects which others see as obvious aspects of its culture. To address this paradox, the research created an 'insider/outsider' team, working fully collaboratively as an academic/police research team. Luckily a number of police officers and staff working within the LPA volunteered for the unforeseen developmental opportunity of working with OU academics as co-researchers.

To ensure the research approach was robust we worked together to develop it; the OU academics provided the initial academic knowledge (via workshops with the practitioners) and policing colleagues then applied this, combining it with their professional and personal skills and knowledge to become highly effective practitioner-researchers.

Challenges, outcomes and legacy

Like all real-world research projects, we met challenges along the way, not least marrying up the availability of the co-researchers (working shifts) with their research interviewees (also working shifts, seemingly different ones). It is a testimony to the determination and perseverance of the co-researchers that they managed to capture a wealth of high quality and insightful data. Throughout the project the academic team supported the police practitioners, providing additional theoretical inputs, research and methodological support as well as a supply of OU samosas whenever we met (the co-researchers insisted these were critical to completing the research).

The fieldwork and analysis culminated in a presentation to the outgoing and incoming LPA commanders where the project's findings were shared and the new and useful insights into the culture of the LPA were discussed. It provided valuable insights into some of the factors that were creating and shaping the culture and allowed the LPA commanders to gain an appreciative understanding of what elements of their organisational culture they might want to leverage to understand the workforce better and to more fully deliver a better service to their publics. As a measure of the success of this project the outgoing LPA commander described the results as: *"Everything I could have asked for"*

The incoming LPA commander described the project and its findings as: **"One of the most valuable academic/ practitioner pieces I've seen"**

As importantly our co-researchers learnt and practiced valuable research skills and gained a better understanding of their own organisation; skills and knowledge that have lived on beyond the end of the project: **"Reflecting on my involvement with the project, I have found it extremely rewarding, both personally and professionally"**

Implementing the transformation of police learning and development (ITPLD)

Professor Denise Martin, Professor Jean Hartley, Dr Loua Khalil, Richard Harding, Gary Bandy

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

Working with all English, Welsh and Northern Irish forces across the project

Policing Vision 2025 recognises that there are new challenges in policing (e.g. cybercrime, cross-national crime groups, protecting vulnerable people and groups) as a result of societal change – and that these have implications for organisational approaches to training, learning and development (L&D). How can L&D become both more strategic and more effective operationally in order to bring out shifts in culture and practices so that L&D across policing is no longer seen primarily as an abstraction problem but is viewed as a strategic human resources investment.

This 2-year action research project was completed in September 2019 – though the project was so successful that CPRL is funding and embarking on a further project to continue to track progress through using the frameworks and tools and techniques from the first project.

The starting point was to take stock of the existing L&D practices and attitudes across all Home Office forces. L&D heads and the executive team member with responsibility for L&D completed a survey. We found that forces, largely, had a mountain to climb, with most reporting that there was uncertainty and lack of knowledge about how Policing Vision 2025 aspirations would impact on L&D. A financial stocktake also found that L&D had been pared down and so had less capacity to engage in change. However, the survey also found great willingness and interest in change (and later case studies found some valuable innovations and examples). By the time of the repeat survey a year later, a lot of progress had been made in attitudes, knowledge and aspiration and in some practices.

The research also compared how other professions such as paramedicine and nursing had developed their L&D over time; the team (using co-researchers from other forces) also undertook intensive case studies (deep dives) to get a richer picture of L&D in context; there were a number of learning events so that forces could share challenges and solutions, showcase innovations, and learn from other services and academics.
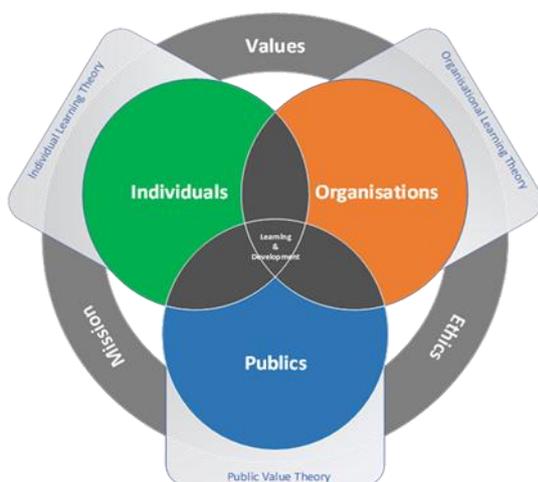
The 'destination map' and the 'tools, techniques and resources' and other outputs provide the evidence base and the practical steps for journeys of change in L&D. The destination map aims to provide strategic and operational leads with a vision of how L&D functions might be configured (a destination) to meet policing challenges, both in Policing Vision 2025 and from the complex strategic and operational landscape that policing occupies. It further aims to provide practitioners with information about ways in which that destination can be reached, supported by relevant tools, techniques and resources. The strategic narrative (on the next page) summarises the whole research from an action perspective. All the products and outputs from the project can be found here https://www.open.ac.uk/centres/policing/itpld

The impact of this project can be found on page 39, and details of phase 2.

Implementing Transformation in Police Learning & Development:
Strategic Narrative on a Page

Vision 2025

'By 2025 policing will be a profession with a more representative workforce that will align the right skills, powers and experience to meet challenging requirements.'

Implementing Transformation in Police Learning and Development Project

| L&D Teams | Exec Teams | Police Officers & Staff | Specialist Units | New Recruits | Federation & Trade Unions | College of Policing | NPCC | Non HO Forces | CIPD | PCCs |

The Open University's Centre For Policing Research & Learning

MOPAC

Key Questions

How can organisations best use their existing skills and capabilities to maximum effect?

How can organisations support L&D staff to deliver effectively?

Although L&D resourcing may be increasing is it increasing enough to meet current and future demand?

How can organisations balance the reactive and proactive elements of L&D provision?

How can organisations ensure their strategic and L&D plans are aligned and that delivery is against these plans?

How can digital approaches be leveraged to maximise the effectiveness and efficiency of L&D offerings?

How can organisations better understand the value, benefits and outcomes of L&D activity, not just the costs?

How can organisations ensure business continuity through future skills and succession planning?

How can organisations ensure that they develop L&D strategies that enhance staff skills and capabilities?

How can organisations identify and share promising practice from inside and outside policing?

How can organisations ensure knowledge is transferred into practice?

Key Learning

Learning within organisations is critically Important for organisational learning to occur

Learning between organisations is critical to ensure organisational learning

Organisational learning must be institutionalised through supportive systems and processes

Learn from errors, use double loop learning: understand the causes not just the symptoms

Facilitating the effective and efficient transfer of knowledge throughout organisations is vital

Embedding evidence informed practice and approaches is critical

Shared leadership is required to encourage all types of learning as a valued activity

Appreciate the length of the journey - Incremental change can help us get there

Despite the challenge have a future state in mind (Destination Map)

Research theme 4: Health and wellbeing

This year has seen several exciting new projects in the health and wellbeing theme as well as extending the research of the Centre beyond policing through collaborations with the other emergency services. These have included a project on the health and wellbeing of emergency responders conducted in collaboration with the King's Centre for Military Health Research and funded by The Royal Foundation. The research has reviewed existing research in this area and also conducted interviews with relevant personnel from across the emergency services to scope current provision and practice.

"*When you look at datasets that we've got at the moment (for the fire service), the highest proportion of sickness absence used to be musculoskeletal injuries because of the very nature of the job, but just recently it's changed, and we've got more people presenting with stress, anxiety or depression… If we really want to make a difference to wellbeing… it comes down to individuals that are leaders, that are managers… not only do they need to be focused on that bottom line and making sure we tick the boxes in terms of policy, process and procedure, but the other P that I believe a lot of time we've taken our eye off, is people. So as a result I believe that anything that we do going forward has got to have its genesis in our people and our new managers and leaders. Because ultimately we need to create people that are emotionally intelligent within our service, particularly because of the nature of what we are, as opposed to just being a purely black and white policy and procedure focus".* (Interviewee)

CPRL have also supported a separate project exploring the role of the voluntary sector in providing health and wellbeing support to police. Results from this qualitative study show that police wellbeing charities are a vital component of the support provided to personnel, providing independent specialist care which is both flexible and discrete. Support such as physiotherapy, counselling, grants/loans, training and peer support can be accessed confidentially, via a person-centred approach which complements statutory health services. Papers on this research are being presented at the Voluntary Sector and Volunteering Research conference (Birmingham) and the Qualitative Research in Psychology Europe conference (Thessaloniki).

Word cloud based on analysis of 33 interviews

Technological innovations have a definite role to play in current and planned provisions to support the health of emergency services personnel. In other professions and areas of health, mobile (Health) apps on mobile devices (known as mHealth Apps) have been successfully deployed to support health and wellbeing, including the implementation of gamification and 'gaming' approaches to assist with engagement and motivation of mHealth apps. This year CPRL supported a scoping project to review the use of such methods by and for emergency services personnel, which identified very little work in this area. This suggests there is considerable scope to learn from the use of innovative technologies (e.g. videogames, mHealth Apps) and techniques (e.g. gamification) already being deployed in other sectors.

The results of the research will be presented at an event being organised by the project team in January 2020 titled 'Emergency Responders Research Symposium: Mental Health and Wellbeing' which is being hosted by King's College London in partnership with The Open University, The Royal Foundation and Mind.

Research and its impact

Research into practice and practice into research

Dr Nicky Miller, Melanie Wiffin

Exploring the role and impact of CPRL in supporting the mobilisation of research evidence into policing and academic practice

October this year saw the part-time appointment of Dr Nicky Miller to the Centre as a Senior Research Fellow to work on a research project that addresses the question of how we know whether or not the CPRL's police academic collaboration with the 21 force partners makes a difference to policing. The Centre's collaboration exists to create, explore and use knowledge through both research and education to improve policing. It is important to ensure that the research generated through the Centre and its members will make a difference in practice, as well as ensuring that the partnership is grounded in the operational realities of policing, delivers practice change and informs stronger decision making. The research also aims to understand how best to embed research into practice. In January 2020, Nicky will be joined by Mel Wiffin, a Senior Research Officer from Cambridgeshire Constabulary on a part-time secondment to the Centre, to assist with the research.

Nicky is also supported in her research by Centre Vice Chair, D/Supt Chris Naughton who states that *"The cornerstone of evidence-based policing is the ability to convert research into practice, without clear knowledge and insight in how to deliver this outcome then we are not adding value to either academia or policing. This research will inform how we leaders at all levels can successfully deliver this transformation and so ensure service improvement for the benefit of the communities we serve. This is an important area which I believe has not had sufficient attention or research within the arena of evidence-based policing, and as such I am hopeful that the research being led by Dr Nicky Miller and CPRL will help address this gap"*.

Drawing on theories, frameworks and models associated with implementation science and knowledge mobilisation, the research has several aims:

- Examine how CPRL research evidence is generated, disseminated and used by policing partners
- Identify the individual and organisational factors that support or hinder research use within the Centre and between its partners
- Assess the effectiveness of the different knowledge mobilisation interventions used by CPRL to promote and support the use of its research into practice

The research has two phases. As a first step, research is required to understand both the academic and the policing contexts (of those who are members of the Centre) where research evidence is used most effectively and why – to understand the potential barriers and enablers to using and translating research into practice. This will be achieved through:

- A baseline assessment of how evidence based the police force members are using the College of Policing evidence-based policing (EBP) maturity model. This is a self-evaluation tool that can be used by forces to benchmark their status and progress against four 'enablers' of evidence-based practice

- To supplement this with the administration of a knowledge, attitudes and practice (KAP) survey to partner forces to establish a baseline around the use of research in policing
- To map the knowledge mobilisation strategies and interventions currently used by partner forces to get research into practice. This would be accomplished through a combination of focus groups and phone interviews
- For those academics involved with the Centre, a knowledge translation tool will be used that assesses translation efforts across four domains – the question of research; knowledge production; knowledge transfer; and promoting the use of evidence

Greater understanding of these contexts will provide the basis to select appropriate knowledge mobilisation methods and interventions for phase 2. Specific consideration can then be given to conducting further experimental studies to test the effectiveness of these knowledge mobilisation interventions and understand their implications in terms of costs and resources. Scoping work for the research has been completed, the literature review initiated, and the sampling strategy currently being developed.

The experience of working on culture research with the OU

"This year I was invited to take part in a joint project between CPRL and [Name] police as a practitioner-researcher. The collaborative research project aimed to understand and appreciate the organisational culture within the [Name] local policing area (LPA). I have worked for [Name] police since 2010 in a number of roles and policing areas. I currently work as a Neighbourhood Policing Sergeant based on [Name] LPA. For me, the project provided me with the opportunity to develop new skills as a practitioner researcher, as well as the opportunity to gain a unique insight into organisational culture where I work. My role within the project was supported by a series of four workshops which were delivered by Richard Harding and Prof. Jean Hartley at The Open University which set out the research design and methods, research ethics, as well as interpretation and academic readings. Having studied for a degree prior to joining the police (albeit in an entirely unrelated academic discipline) I found the small group seminars and reading very rewarding. These also provided the opportunity for peer support between researchers. Having collated our research through the application of a number of methodologies, I found that my position as a practitioner-researcher uniquely equipped me when looking to draw out and examine cultural themes with the data generated. Whilst there were some challenges in the delivery of the research, these were predominately due to the operational nature of policing and the difficulty this introduced in the scheduling of interviews and group sessions. Reflecting on my involvement with the project, I have found it extremely rewarding, both personally and professionally". Ross Gehnich, Police Sergeant

Mobilising for change (phase 2 of the ITPLD project) and impact of phase 1

Watch the Centre's website for further details of the new project which is exploring whether and how forces use the destination map, and tools and techniques to mobilise further change. The approach is collaborative with police forces so get in touch with Richard Harding (richard.harding@open.ac.uk) if your force is a Centre partner and would like to get involved.

Kim Greenhill, Assistant Director, Organisation Development and Learning at West Midlands Police said: *"At West Midlands Police we aspire to transform the perceptions and experience of learning for the better for all colleagues and the great work that you and the team (at the Centre) have done to date is a great foundation to ensure our approach is fit to meet the future needs of policing. By collaborating we can create value for other forces, and also enable us to measure the validity to the framework that has been developed".*

Knowledge into practice

One of the key challenges for any organisation involved in evidence-based practice is how new or existing knowledge can be embedded into an organisation to change existing outdated practices. The Centre recognises there is a range of ways it can help translate knowledge into practice.

Capacity Planning at BTP: Knowledge into practice – and a cycle of research

Dr Paul Walley

Following the publication of the CPRL report 'An evaluation of demand management practices in UK police forces', the lead author Paul Walley was invited to support the modelling of demand and capacity at British Transport Police (BTP). Over many months staff at BTP have been gathering data about the work frontline officers have done across the UK over the previous 12 months. This data has been put into an in-house resource allocation model (known as RAM) which identifies the total demand that occurred and the resources that were deployed to meet that demand. It is intended to use this RAM model to both understand how well the system coped with the demand and what changes may be needed in the future to improve the way in which BTP meets new demand.

Paul looked at the assumptions built into the model, highlighting how some assumptions might under or over-estimate future demand or provide other potentially misleading signals. He comments: *"We were able to discuss the differences between activity, which is the work you have done and demand, which is the work you should have done. This is really important as activity analysis only reports the work the system has the capacity to meet. When we studied the model we*

paid extra attention to demand that was not met, to ensure the resources that should have been applied were also identified".

Another issue in any capacity model is how much work each person is able to do in the long term in the real situation. Paul added: *"In most organisations a high proportion of planned capacity is absorbed by activities other than core work and this needs to be factored into resource planning. One of the really good features of the model is how it breaks down officers' time into three clear chunks: response, investigation and visibility tasks. We were able to highlight that capacity management and queue theory show how this visibility role also provides what can be called 'sprint capacity', which is the mechanism that allows officers to respond to more urgent work when needed. The important lesson is that if you were to reduce visibility you also reduce responsiveness".*

BTP are now using in-house experts in mathematical modelling to convert the existing data into useful forecasting information. Artificial Neural Networks, a technique that is loosely modelled on the way a human brain works, is being used to identify patterns in the data. This approach shows promise as the first trial of the method predicted total resource consumption very accurately.

Phase 1 of this collaborative project with BTP is now complete, but phase 2 is just starting where the existing model will be improved and related managerial actions to improve demand and capacity management will be explored.

CPRL 2019 conference: Learning from success, near miss and failure

Each year the Centre for Policing Research and Learning holds an annual conference, based on a theme, and is open to all police forces/agencies with preferential booking for places to Centre partners. Contributions this year came not only from academics and police practitioners, but also from a wide range of other public services (including contributions from health and government). This gave the opportunity for the audience to draw their knowledge and ideas from wider public services, and apply this to the situations and challenges they currently face within policing. The aim was to explore new research findings, discuss their relevance to policy and practice, and to share good ideas across (and beyond) policing. This approach helped to strengthen collaboration between police and academics through critical challenge and exploration of research ideas and evidence.

The 2019 theme of the Centre's two-day conference was about 'learning from success, near miss and failure'. Mistakes, errors and failures - whatever language is used – are often treated as problematic in policing, with expectations that blame, investigation and sanction may closely follow. But does that have to be the default position?

A number of forces and some regulatory bodies are recognising that failure can come from several sources and have different value, so that individual fault and blame is not the only response. Furthermore, academic research shows that failures can be intelligent and even necessary in particular contexts, with a spectrum of failure from 'blameworthy' to 'praiseworthy'. Part of the focus was on learning. How does learning from failure occur? What about near misses? Learning from success is not as easy as it sounds, with sometimes the wrong conclusions drawn from the right data.

There were eight authoritative and compelling key note presentations, including from Martin Hewitt as Chair of the NPCC; John Campbell as Chief Constable of Thames Valley Police, Dame Stella Manzie as a Visiting Fellow at CPRL and a well-known former local government chief executive: Jason Leitch, National Clinical Director for NHS Scotland

Martin Hewitt, Chair of NPCC

Jason Leitch, National Clinical Director for NHS Scotland

and with a national reputation for leading service improvement in healthcare; Professor Laurence Alison, a forensic psychologist; among others, along with 11 workshop sessions.

The conference examined aspects of learning processes, including the new science of learning analytics, the emotional basis of effective learning; making valuable and 'necessary mistakes' in innovation and pilot programmes; the advantages and pitfalls of celebrating success; and learning from the experiences and the research evidence from other sectors, including in policing, local government, health and beyond. There was a clear appreciation for the diversity and depth of the speakers, typified by such feedback as "*a great combination*" and "*the choice of presenters was awesome*".

Over 150 delegates, comprising both academics and policing together with representatives from the broader public sector, attended the two-day conference. The opportunities to both formally and informally network throughout the conference, sharing experiences and learning, were particualrly valued with over 70% of those delegates who provided feedback rating the overall conference as 'excellent'.

The conference was opened by the OU's recently appointed new Vice Chancellor, Professor Tim Blackman who was still in his first week in the job, so his involvement signalled the commitment of the OU to the Centre for Policing. He reflected on the growth of the Centre and the importance of the partnership approach in generating and appying research into practice.

The conference also included an exhibition of 16 posters on research projects that have been carried out within the Centre by both academics and/or policing practitioners. The posters covered a variety of topics that included Citizen Forensics, Online Hate and Extremism, Children's Safety Online, the Role of On-line Dating in Sex Offending and the Cognitive Effects of the Shift Working Lifestyle.

Aside from the presentations, 11 workshops were held across the two days across four parallel sessions. They comprised a variety of topics from Gender-Based Violence and Policing; Leadership in Hostile Contexts; Successes and Failures in Managing Demand, and Innovation and Exnovation in Public Services to name but a few.

All in all, this 2019 conference was deemed a success and the challenge will be to meet the high standard set this year for the 2020 conference. For more information on the conference, together with short videos made by a selection of conference presenters (which sum up their insights on the conference theme concisely) and their slides, please visit https://www.open.ac.uk/centres/policing/events/annual-conference-ou-centre-policing

Publications

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 or by request to the first author, who can be contacted via oupc@open.ac.uk. Embedded hyperlinks to publications can be found if using the electronic version of the annual report.

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Open Educational Resources created in 2019

Bloom, P. (2019) *How would you respond to social discrimination?* OpenLearn course [Online].

Briggs, G. (2019) *Are you a focused driver?* OpenLearn course [Online].

Knell, L., Walley, P. and Walkington, Z. (2019) *Step up to Leadership*. OpenLearn Course [Online].

Walkington, Z., Walley, P. and Knell, L. (2019). *Sure, I know how to talk to people*. OpenLearn Course [Online].

YouTube videos

The following videos were all filmed in 2019 and can be found on The Open University Business School YouTube page.

Challenges on the journey. https://youtu.be/iu3wWApu8EI

Insights for the police, nursing and paramedics. https://youtu.be/-BE784zteec

Managing the governance relationships. https://youtu.be/-HivOlVkDIs

Managing the relationships with HEIs. https://youtu.be/JhwMn2voZto

The benefits of professionalisation. https://youtu.be/EflBAQYmT-Y

The journey to professionalisation. https://youtu.be/c4q_OS6MeVU

Unpacking the professionalisation journey. https://youtu.be/L22Or08yaeE

What is 'professionalism'?. https://youtu.be/e5Rd84Oa6nk

Deborah Blackman, Professor in public sector management strategy. https://youtu.be/t9F8P31lxXM

Zoë Walkington on research. https://youtu.be/OL-ePLvyZbU

Digital innovation and digital learning, Professor Patrick McAndrew. https://youtu.be/jNuktsJ21_g

Innovation in policing, Rob Flanagan. https://youtu.be/6sk_J0JPlRs

Socialising new recruits, Catherine Magee. https://youtu.be/pKM00C8ACsw

Police digital learning innovations, Dr Daniel Moore. https://youtu.be/bjDEd74Fk6U

L&D in other public services, Dr Carolyn Wilkins. https://youtu.be/k1UW1hyASxE

How to do frugal innovation, Professor Jean Hartley. https://youtu.be/0m0byzbayok

Denise Martin overview of the project implementing the transformation of police learning and development. https://youtu.be/43lja5Xr8rI

Destination map presentation Police Foundation NLN Event June 2019. https://youtu.be/HC9To3f5gM4

Transforming workforce development in policing: a fresh approach. https://youtu.be/WuSDKnVV6bE

CPRL conference 2019, Professor Laurence Alison. https://youtu.be/fpYaDd9F2bs

CPRL conference 2019 – Martin Hewitt. https://youtu.be/7IHDnBSN2Fk

CPRL conference 2019, Professor Bart Rientes. https://youtu.be/7v7__r4FXMQ

CPRL conference 2019, Dr Steven Chase. https://youtu.be/eWlLM2cj-uA

CPRL conference 2019 – Laurence Knell. https://youtu.be/4ybdelPoW8k

CPRL conference 2019 – Jonathan Green. https://youtu.be/eKiReCERLCY

CPRL conference 2019, Dame Stella Manzie. https://youtu.be/oOgU_DQzN4o

The ethics of evidence, Dr Leah Tomkins. https://youtu.be/_ocXjeQOEi8

Professor Jean Hartley wins British Academy of Management award. https://youtu.be/CByTia6aYng

CPRL conference 2019, Dr Ian Hesketh. https://youtu.be/tiUuMa3-DJ8

CPRL conference 2019, Professor Denise Martin. https://youtu.be/iR7GRK5MkOg

CPRL conference 2019, Professor Jean Hartley. https://youtu.be/GaFAoCaLcUc

CPRL conference 2019 wrap up. https://youtu.be/AqIYhjJitTY

CPRL conference 2019, Professor Jason Leitch. https://youtu.be/AIVrswHrZXA

CPRL conference 2019, Professor Jason Roach. https://youtu.be/AaazbGFM_yc

Leadership is not all about success, Dr Loua Khalil. https://youtu.be/-NiArkNN0kw

CPRL conference 2019, Dr Paul Walley. https://youtu.be/EnR6rfF95Ag

The complexity of learning from incidents, Professor Bart Rientes. https://youtu.be/NkAMv4zufSk

Reflections on the Centre for Policing Research and Learning annual conference, Dr Ian Hesketh. https://youtu.be/CYk20GOHlT8

A thirst for learning, Dr Steven Chase. https://youtu.be/6rz1muwZXbQ

Learning lessons in policing at a national level, Martin Hewitt. https://youtu.be/qh5N8IieseQ

Decision inertia and failures to act, Professor Laurence Alison. https://youtu.be/nK6R0JoD_dA

Organisation learning and the systems that support it, Professor Denise Martin. https://youtu.be/9yzbpvm44sU

Creating learning systems from 'bright spots', Professor Jason Leitch. https://youtu.be/z53J_EpOl0E

Encouraging sharing good ideas, Professor Jason Roach. https://youtu.be/30CvMabWgvs

The impact of reducing failure demand, Dr Paul Walley. https://youtu.be/TGKT4vefV_k

Innovation and exnovation, Professor Jean Hartley. https://youtu.be/B-m3FBSpeDc

Elements of organisational success, Dame Stella Manzie. https://youtu.be/4HtvB-2LAXw

*The ethics of evidence, Dr Leah Tomkins.* https://youtu.be/JDkLqHTTR4w

Awards

- Jean Hartley, an academic expert on public leadership and management and organisational psychology has been given a prestigious award for her research: the British Academy of Management Medal for Research. This was conferred at the BAM annual conference in Birmingham on 3 September 2019 for 'sustained, original contributions to management research by a BAM member'.

  BAM is the international body of academics with interests in all aspects of business and management.

  Jean produced a short video on gaining her medal, which can be found here: https://youtu.be/CByTia6aYng

- Professor Jean Hartley was awarded again by the *International Journal of Public Leadership,* this time receiving the 2019 Outstanding Paper award for her paper 'Ten propositions about public leadership'.

- Tina Papathoma, Research Fellow on the Implementing the Transformation of Police Learning and Development project won the Best Development Paper award, for her paper 'How digital learning processes meet the ever-changing needs of the policing profession? Enablers and barriers in its application', in the Public Management and Governance stream, at the BAM annual conference in Birmingham on 3 September 2019.
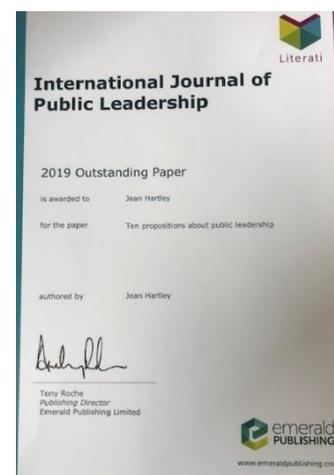
Members and participants in 2019

Membership Group participants in 2019

Police

Matthew	Adams	PSNI	Julie	Howe	Dorset Police
Emma	Ackland	Gwent Police	Mark	Johnson	Essex Police
Michael	Ball	Hertfordshire Police	Darren	Malpas	British Transport Police
Lee	Barnham	Thames Valley Police	Jenny	Martin	West Midlands Police
Jonathan	Beach	West Midlands Police	Tim	Metcalfe	Thames Valley Police
Claire	Bean	North Yorkshire Police	Chris	Naughton	Dorset Police
Jenny	Bristow	Humberside Police	Mark	O'Donoghue	Thames Valley Police and Joint
Pete	Browning	Dorset Police			International Policing Hub
Lindsey	Butterfield	North Yorkshire Police	Julie	Parker	Hertfordshire Police
Nick	Caveney	College of Policing	Justin	Partridge	Humberside Police
Steven	Chase	Thames Valley Police	Vanita	Patel	British Transport Police
Paul	Clarke	Metropolitan Police Service	Andrew	Pell	West Midlands Police
Victor	Conran	British Transport Police	David	Penney	National Crime Agency
Michael	Cowley-Freeman	British Transport Police	Dan	Popple	West Midlands Police
Lynne	Davies	Hampshire Constabulary	Jenny	Richards	West Midlands Police
Phil	Davies	Greater Manchester Police	Lindsey	Robson	North Yorkshire Police
Darren	Deane	Thames Valley Police	Paula	Searle	Thames Valley Police
Louise	Dunwell	North Yorkshire Police	Joanna	Smallwood	Gloucestershire Constabulary
Ian	Etheridge	Dorset Police	Annabel	Straw	Greater Manchester Police
Robin	Fallows	National Crime Agency	Mark	Tarbit	Thames Valley Police
Oliver	Fitton	Lancashire Constabulary	Rebecca	Teers	College of Policing
Charlotte	Gaskell	National Crime Agency	Erik	Valberg	Hampshire Constabulary
Ross	Gehnich	Thames Valley Police	Kerry	West	North Yorkshire Police
Barry	Gosling	Dorset Police	Melanie	Wiffin	Cambridgeshire Constabulary
Kim	Greenhill	West Midlands Police	Darren	Wildbore	Humberside Police
Marie	Gresswell	Bedfordshire Police	Matthew	Wilkinson	Thames Valley Police
Eric	Halford	Lancashire Constabulary	Fiona	Willey	North Yorkshire Police
Neville	Hanks	Hertfordshire Police	Timothy	Wood	Gloucestershire Constabulary
Claire	Hayle	South Yorkshire Police	Nicole	Woodhall	National Crime Agency
Ian	Hesketh	College of Policing	Chantelle	Young	Thames Valley Police
David	Houchin	Humberside Police	Laura	Zeniou	Lancashire Constabulary

Visitors

Joanne	Bell	Centre Consultant	Stephen	Oakley	Independent Office for Police
Anna	Bobak	University of Stirling			Conduct
Jonathan	Green	Independent Office for Police	Steven	Poelmans	University of Antwerp
		Conduct	Rebecca	Teers	College of Policing
Martyn	Kendall	Warwickshire Police	Andrew	Whinney	Suffolk Police
Hugo	Marynissen	University of Antwerp			

The Open University

Anne	Adams		Jeff	Johnson
Harith	Alani		Matthew	Jones
Anita	Aldridge		Ahmed	Kadry
Heather	Barrett		Helen	King
Lis	Bates		Sally	LaBrooy
Nicholas	Brinner		Jo	Lambert
Carmel	Collins		Rachel	Large
Steve	Conway		Nicky	Miller
Lee	Curley		Bashar	Nuseibeh
Keely	Duddin		Ria	Parker
Miriam	Fernandez		Adele	Peters
Lara	Frumkin		Lara	Piccolo
Richard	Harding		Graham	Pike
Jean	Hartley		Maureen	Taylor
Catriona	Havard		Leah	Tomkins
Sarah	Hutton		Zoe	Walkington
Nashwa	Ismail		Paul	Walley
Luqman	Jimoh		Diane	Welch

Steering Group members

Police

Steven	Chase	Thames Valley Police
Natalie	Benton	Cambridgeshire Constabulary
Nick	Caveney	Hertfordshire Constabulary
Chris	Naughton	Dorset Police
Andrew	Fielding	Merseyside Police
Adam	Iwaszko	Gloucestershire Constabulary
Mark	O'Donoghue	Thames Valley Police
Justin	Partridge	Humberside Police
Jenny	Richards	West Midlands Police
Chantelle	Young	Thames Valley Police

The Open University

Jean	Hartley
Anita	Aldridge
Heather	Barrett
Carmel	Collins
Matthew	Jones
Ria	Parker
Graham	Pike
Zoe	Walkington
Paul	Walley

Join us on Twitter: @OU-Police-Centre

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@OU_police_res

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Come and be part of the expansion of Policing at the @OpenUniversity! We have two vacancies for Senior Lecturers in our new Dept. of Policing Organisation and Practice. Deadline: 28.01.2020 bit.ly/2YLBwPd @OUforBusiness @OUBSchool @MJ_Policing @PULSE_OU

Centre roles and contacts

Dr Steven Chase, Chair of the Centre (Director of People, Thames Valley Police)

Dr Natalie Benton, Vice-Chair (Cambridgeshire Constabulary)

Supt Dr Nick Caveney, Vice-Chair (Hertfordshire Constabulary)

D/Supt Chris Naughton, Vice-Chair (Dorset Police)

Professor Jean Hartley, Academic Director

Professor Graham Pike, Director of Research

Dr Paul Walley, Director of Learning

Dr Zoë Walkington, Deputy Director of Learning

Dr Matthew Jones, Director of Policing Organisation and Practice

Dr Nicky Miller, Centre Impact Lead

Heather Barrett, Head of Strategy, Partnerships and Operations

Anita Aldridge, Project Manager

Carmel Collins, Project Manager

Natalie Cook, Centre Secretary

Rachel Large, Senior Project Manager

Ria Parker, Centre Secretary

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

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

Twitter: @OU-Police-Centre

With thanks to Anita Aldridge, CPRL Project Manager, for compiling and finalising this report and to police partners and OU academics and support staff for providing text and photographs.

Centre for Policing Research and Learning

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