

# Centre for Policing Research and Learning

Annual Report 2022



# Contents

# Foreword

**Dr Nick Caveney, CPRL Chair, Chief Superintendent Hertfordshire Constabulary and Professor Jean Hartley, CPRL Academic Director, The Open University**



CPRL is a unique partnership between The Open University and 24 UK police forces to create and use knowledge to improve policing for the good of society. This Annual Report highlights a selection of activities, outputs and impacts (details from [CPRL website](#) and hyperlinks).



L-R: Harith Alani, Nick Caveney, Jean Hartley, Paul Walley, Phil Davies, Camilla Elphick and Nicky Miller

CPRL won The Open University's 2022 Research Excellence Award for 'Best External Collaboration' at the London ceremony. We are really proud to be recognised for our [partnership work](#).

CPRL was prominent in The Open University's submission to the 2022 national assessment of university research (REF), indicating high-quality research and publications with strong evidence of impact on policy and/or practice.

We returned to in-person conferences with the Festival of Impact showcasing the range and value of CPRL activities and impact. The conference on '[Taking an overview of violence against women and girls \(VAWG\): Policing, politics and practice](#)' included Andy Cooke, Chief Inspector of Constabularies, and Chief Superintendent Samantha Millar of the National Police Chiefs' Council Task Group.

Online meetings and workshops continue, enabling a wide range of officers and staff to participate. The innovative 'town square

discussions' provoked wide-ranging exploration and sharing of policing challenges.

CPRL's workload increased greatly, with major new action research grants and projects. There are new academic staff, the Steering Group has expanded and Nick was elected as the Centre's Chair. These developments place the Centre in a strong position to meet future challenges.

Sadly, our previous Chair, Dr Steven Chase, passed away this year. He played a key role in growing the Centre, so to mark his contribution, we will be holding the Steven Chase Memorial Lecture in June 2023.

From bite-sized learning, through innovative degrees working closely with North Yorkshire Police, to PhDs, the OU's education work contributes to both the science and craft of policing.

There are many challenges facing society, policing and universities. Tighter resources and global volatility emphasise the increasing value of a strong evidence base in policing, where CPRL does and continues to play a key role.

First, the partnership provides leverage with each police partner getting 24 times the amount of activity through its membership, based on pooling funds. Second, that leverage gets even larger – for every £1 from the membership, £10 has been won in external research grants and contracts in 2021–22. Third, our collaborative model means that CPRL conducts long-term work, addressing challenges on the horizon and immediate concerns, with over 80 academics 'on tap'. Ours is a dialogue of equals, with a shared interest in creating and using knowledge to improve policing for the good of society.

It is not surprising that CPRL is increasingly sought out for ideas, evidence, education, and knowledge into practice at national and international levels.

# Knowledge for Action 2022



## Impact through Partnership

Improved demand-management practices deliver financial savings • Evidence base to inform practice • 13 police secondments increase police awareness and research use • Blogs, articles and workshops shape inter/national debates • Agile evidence reviews tackle emerging policing problems • Improved training enhances officer wellbeing and victim support • Broad range of change strategies • High volume of wide-ranging, targeted written outputs • 10:1 financial leverage on member funds.



## Knowledge into Practice

Actionable creation of knowledge • Innovative evidence cafés to put knowledge into practice • Peer learning visits • Overcoming the knowing-doing gap • Festival of Impact showcases collaborative value • Members' website area for inter-force exchange • Increased police participation at events.



## Learning and Education

Pioneering blended degrees • Research-informed curriculum • CPD on leading data and tech • Community problem-solving open courses • Learning resources for leadership and management • BBC police documentaries.



## Research

£8.3m external grants since 2015 • Research across operational and organisational aspects of policing • 70 academic [publications](#) • Prestigious collaborative research award winner • 5 impact case studies in national university assessment • 9 police PhDs • International collaboration.



## Partnerships

Collaboration with 24 police agencies across 4 UK nations • 80+ multi-disciplinary academics • Shared learning develops sector-led improvement • CPRL longevity builds trust and action • Scale and scope of ambition between police and academics • Shared values on improving policing for good of society • Cross-sector leaders in governance to challenge Centre.

# Partnerships

Dr Elke Loeffler, Director of Strategic Partnerships



CPRL as a partnership is distinctive, ambitious, innovative and productive. It is a unique collaboration between police organisations and academics in the UK and beyond, and involves 24 police forces and agencies from all four UK nations. They provide a rich array of contexts in which to explore, test and implement ideas and actions to improve policing.

Our police force and agency partners are leading and learning police organisations: leading, because they initiate, with academics, a programme of strategic activities designed to enhance understanding and action in relation to policing; learning, because they are receptive to creating systematic, robust and high-quality evidence to enhance understanding, improve education and/or streamline how to get good or promising evidence into practice.

Alongside academics, partners initiate new projects, critique and refine early ideas for research or CPD, challenge whether activities are stretching enough, and work to ensure that outputs from research or education are practical for police for a variety of organisations, roles and levels. Partners may offer their forces as sites for research, their officers and staff may take secondments with the Centre as Senior Practitioner Fellows, they get discounts on part-time PhD places at the OU, and they gain early sight of research findings. The partnership demonstrates the beneficial leverage which comes from 'joining forces' to create a funding pool for CPRL activity and to attract large external grants.

**Important new themes and projects initiated by partners this year include:**

- Preventive policing
- Evidence-led prosecutions in domestic abuse
- Family support for the policing covenant
- A mentoring programme for young people

**Projects developed by academics include:**

- Proportionality in the use of force
- Returning to duty after maternity leave
- Drugs diversion

If you a CPRL member, login to the [Members' area](#) of the website to explore a wide range of content.

For most of the year, Dr Emma Williams has provided the oversight on the partnerships but her workload as a research team leader meant that she handed over part of her role, in November, to Dr Elke Loeffler who joined CPRL as a Senior Lecturer and Director of Strategic Partnerships. Elke brings academic experience of working with the police and a range of other public services, both in the UK and internationally.

## **A partnership with a robust governance structure**

Initial proposals are pitched to the Steering Group, consisting of both police and academics, to ensure value for money in terms of academic quality and usefulness to policing. The Membership Group are the final arbiters of recommendations from the Steering Group.

The Partnership Advisory and Review Board includes both senior police officers and university academics, and leading figures in health, local government and the voluntary sector. This ensures that the Centre's priorities and plans are strategic, concerned with problem-spotting not just problem-solving, and are sensitive to the concerns of wider society, incorporating immensely valuable insights from other sectors and countries.

CPRL is chaired by the police, through election from partners. Dr Nick Caveney of Hertfordshire Constabulary is the current Chair.

# Research

Dr Emma Williams, Director of Research and Strategic Partnerships



CPRL has 24 current research projects, providing insights into a number of topical and important policing issues.

From domestic abuse to digital policing, youth diversion to the dynamics of police working with politicians, innovation to preventative policing; from community perceptions of threat to police family wellbeing, CPRL projects are spread over a range of topics, using a range of methods and working with a range of police partners. The aim is to achieve high-quality research which is relevant and useable in policy and practice. View the full outline of [research projects here](#); work in progress can be found in the [Members' area](#) of the website.

## Investigation, community and vulnerability

### Proportionality and use of force

Professor Graham Pike and Dr Zoe Walkington

Proportionality, particularly as it relates to ethnicity and legitimacy, is very important for policing and the issue is high on every force agenda. The goal of the current project is to explore interactions that involve use of force between West Midlands Police officers and citizens, by analysing body-worn camera footage. The research aims to determine whether the actions and behaviours of both officers and citizens differ depending on a range of factors, including ethnicity.



Credit: West Midlands Police

## Digitally enabled policing

### COVID-19 pandemic and the cyber-victimisation of disabled people in Scotland

Dr Zhraa Alhaboby, Dr Elena Martellozzo, Dr Arun Sondhi

Cyber-victimisation is a growing phenomenon, so this research examines the influence of the COVID-19 pandemic on the cyber-victimisation of disabled people in Scotland. It also identifies ways to tackle this disturbing phenomenon, working in collaboration with Scottish disability organisations and Police Scotland. A total of 123 disabled persons aged 18–80 years participated: 45% reported being targeted online during the pandemic and 71% of victims perceived that it was motivated by prejudice. Loss of trust in society and a reluctance to seek formal support were prominent themes. The project shows the alarming extent and nature of cyber-victimisation experiences and also identified potential points of intervention.

## **Leadership, management and organisation**

### **Improving public services' ability to meet demand while maintaining quality**

Dr Paul Walley

Working with Hertfordshire Constabulary, the first phase of this project focuses on the demand created when young people in care go missing. This is especially important as those involved are vulnerable and risk exploitation or being brought into criminal behaviour by others. A Senior Practitioner Fellow is undertaking a scoping study of the scale of the problem and the evidence base for solutions, building on national-level work already underway. The intention is to review a large number of missing persons cases, identify methods to anticipate and prevent incidents, find ways to improve how incidents are dealt with and what can be done to prevent a repeat event.

---

### **Building the evidence base for effective tutoring of police recruits**

Dr Emma Williams, Dr Holly Taylor-Dunn, Dr Nicky Miller, Dr Benjamin Bowles, Professor Tom Cockcroft

Tutor constables are critical to the socialisation and performance of new police officer recruits. This research examines the role of the police tutors, and the current opportunities and challenges encountered by forces. Phase 1 of the project utilised a mixed methodological design to explore current practices such as differences in delivery models, incentivisation, recruitment, attrition, training and support, in English and Welsh forces. Phase 2 interviewed tutors, assessors and strategic leads from five forces to investigate these issues in greater depth. The research revealed diverse delivery models which had different advantages and disadvantages. There is also a need for ongoing cycles of monitoring and evaluation to ensure that students' needs are met, and greater attention is required towards resourcing and valuing of the tutor role. The research encourages recognition that tutoring requires skill sets beyond those articulated by the status of Full Occupational Competency. Phase 3 explores the voices of recruits and their perception of assessment processes. This portfolio offers significant insights into the challenges faced by tutors and new recruits entering policing under the PEQF.

---

## **Policing uncertainty: Decisions and actions in a national emergency**

Professor Mark Fenton-O'Creevy, Dr Nicky Miller, Dr Helen Selby-Fell, Dr Benjamin Bowles

This research project examines senior police decision-making in the context of the radical uncertainties and unexpected events generated by the pandemic crisis. The research draws on detailed interviews with 16 senior officers and staff in two English police forces: a large metropolitan force and a smaller force with significant elements of rural and coastal policing. While the operational posture and capabilities of UK police forces are well-configured to adapt to unforeseen events, the scale and nature of the COVID-19 crisis were unprecedented. The forces studied achieved a robust and resilient response to the challenges of the crisis. Key capabilities which supported this response included well-practiced competences in the strategic command of critical and major incidents, and leaders with deep experience of risk management in the face of uncertainty and unexpected events. Nonetheless, the analysis also points to some areas that might usefully prompt deeper reflection in policing.

---

## **Health, wellbeing and resilience**

### **Are forces past their 'due date'? The impact of mothers' experiences during pregnancy and returning to the workplace after a period of maternity leave**

Dr Keely Duddin and Kendal Wright

Recruitment drives such as Operation Uplift mean higher levels of female officers and staff. Understanding the health and wellbeing experiences of women returning to work after maternity leave is critical. The UK-wide survey received a large response, and the findings provide lessons for national policy and local guidance.

---

### **Investigating police family wellbeing and support needs UK**

Dr Sarah-Jane Lennie, Dr Arun Sondhi, Daniela Abinashi

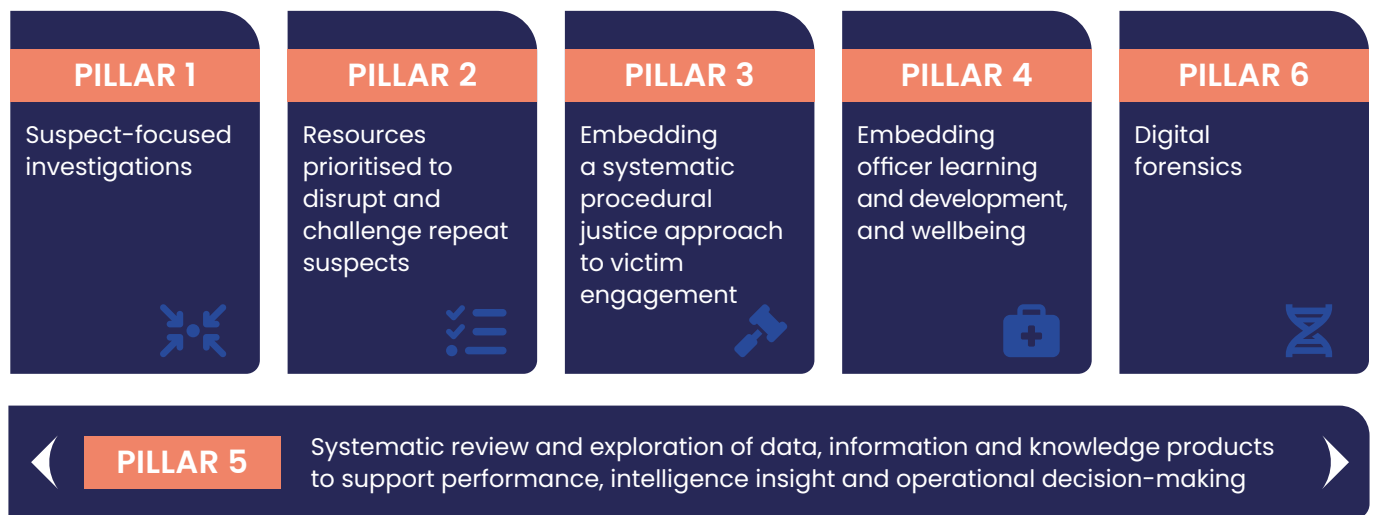
The needs of families of serving police members and how they can be supported is an underexplored topic. A literature review examined key themes, relying heavily on the literature of both the armed forces and emergency services. Focus groups, interviews and a survey extended to both non-police family members of police officers and staff and, separately, serving police officers and staff.

# Operation Soteria Bluestone

Operation Soteria Bluestone Year 1: Transforming the investigation of rape and other serious sexual offences (RAOSO). Action research through six pillars.

Dr Emma Williams, Dr Nicky Miller, Richard Harding, Dr Linda Maguire, Dr Arun Sondhi, Jennifer Norman, Dr Rachel Ward, Daniela Abinashi. CPRL is part of the national programme which incorporates six pillars of work. CPRL are responsible for Pillar 4: Embedding officer learning and development, and wellbeing at the core of the approach.

**Operation Soteria Bluestone** is guided by six pillars for improvement



## Pillar 4, Year 1:

### RESEARCH QUESTIONS

To what extent are officers equipped with the specialist knowledge required to investigate and respond to RAOSO and are they able to apply this knowledge in practice?

What support aids the welfare needs of RAOSO investigators?

What has an impact on the welfare of RAOSO investigators?

## Pillar 4, Year 1:

### WHAT WE DID

- 4 force deep dives after work with Avon and Somerset Police in collaboration with local police leads
- 23 focus groups
- 28 interviews
- 449 survey responses
- Review of all local RAOSO learning materials
- Review of wellbeing provision for investigating officers



# What we Found

## Three key insights

1



### **The de-professionalisation of the RAOSO officer role**

The lack of specialist knowledge has de-professionalised the role of RAOSO investigators. Forces were perceived by officers to undervalue upskilling their knowledge and its role in contributing to justice. This impacted officers' decisions to take on these roles. The connection between competence, confidence, and the provision of and ability to access learning is compounding the use of cultural knowledge.

2



### **Structural and systemic barriers**

De-professionalisation has severe implications for victims/survivors, justice outcomes, and officer welfare and professional development. Firefighting approaches to demand management are influencing unethical decision-making which is compounded by limited case review. Change agendas focused on RAOSO are constrained by transactional approaches and limited understanding about workforce impact.

3



### **Officer resilience**

There is a dangerously high level of burnout among officers. Unmanageable demand combined with limited specialist knowledge, difficulties accessing learning plus limited time to access support is significantly affecting officer wellbeing.



### **Getting the message out**

The CPRL team has presented the findings at several international, national and local network conferences. Feedback has also been shared with the four deep-dive forces, generating discussion and action.

#### **Next steps to improving RAOSO investigations**

The programme of work has been extended by the Home Office for a second year. The CPRL Pillar 4 team will contribute to the design of the new National Operating Model for RAOSO which has been derived from the evidence across the six pillars. This is due in Summer 2023.

# Learning AND Education



Dr Paul Walley, Director of Learning and Jennifer Norman, Head of Policing Organisation and Practice

The OU offers a breadth of multimedia learning resources, some with tutor or supervisor support, to suit a wide range of professionals wanting to study for continuing professional development, degrees or interest.

There are free, bite-sized policing topics, CPD courses, innovative policing degree apprenticeships and PhDs. Our CPD portfolio is expanding. The degree programme with North Yorkshire Police is attracting national interest for its blended approach with excellent materials, personalised tuition, use of reflective practice and highly professional logistics.

## CPD development and assessment

The Centre published 13 articles in *Policing Insight* on CPD. The [final article](#) summarised our own learning from the process and incorporated comments from the College of Policing Review, the 2021 HMICFRS report into CPD, and the Police Foundation Strategic Review. Our final statement expresses our views very clearly:

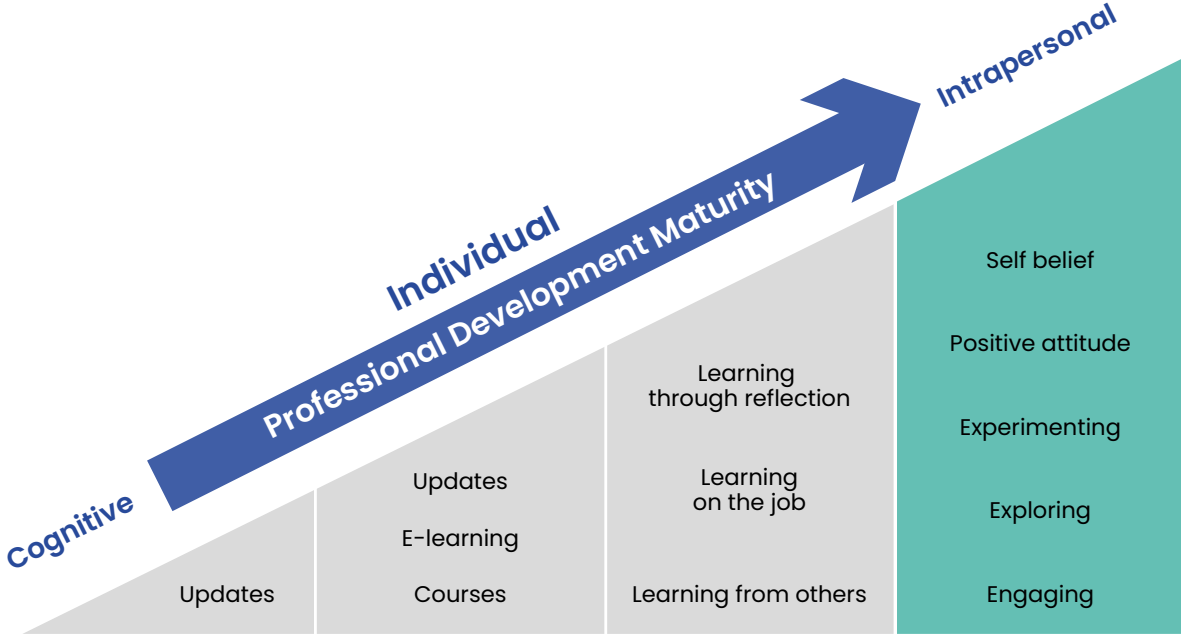
“Police leadership can help by committing to both the space and time for officers to undertake learning and for the organisation to develop professional learning packages [which] are central to this.”

**CPRL Team**

## CPD: Applied leadership in data, technology and wellbeing

Agile, cross-faculty expertise was rewarded when CPRL won the contract to provide an exciting and innovative programme for the College of Policing. This mainly residential course puts workforce wellbeing at the centre of technological and data solutions. It shows how collaborative innovation can create better risk management, improve public service and reduce ‘hindrance stress’ for the workforce. It also aims to help senior leaders understand key strategic issues in the emerging technology and data fields. This will enable confidence in leading IT teams, working with private sector suppliers and asking strategic questions to gain high value for their force.

# Police CPD Maturity Framework



Organisational	Uninformed professional	Informed professional	Competent professional	Complete professional
Strategy	None	Adhoc	Structured approach	Learning organisation
Systems	Basic training record	Knowledge of competencies	Proactive development	Integrated into strategy
Shared values	None	Individual responsible for CPD	Shared positive attitudes to CPD	CPD as way of life

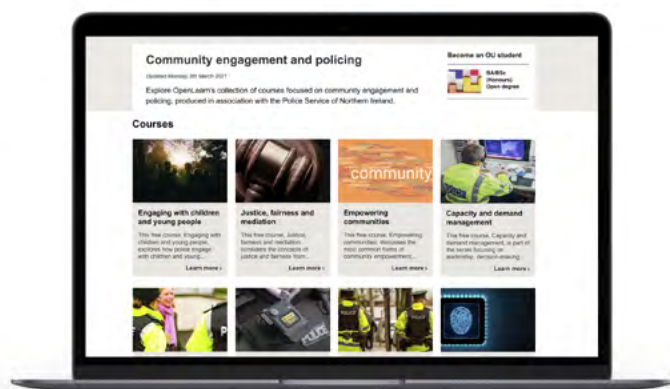
Source: adapted from 'The Complete Professional' by Hilary Lindsay

We are developing a robust CPD assessment framework that forces can use reflectively, to help define their own road map for improvement. This is being tested with Hampshire Constabulary using a range of methods to identify current practices and perceptions of the challenges of implementing effective CPD. The research is based on a framework, reflecting both individual and organisational practices about CPD. Feedback from this first stage was incredibly positive and will form the basis of a report to Hampshire’s Chief Officer Group, with recommendations for change. The Centre plans to expand use of this assessment tool to a wider range of partner forces.

“I simply have learnt so much from our conversations that has really helped open our minds about how to address this challenging area of learning and professional practice for the police service.”

**Kate Mason**, Head of Design, Hampshire Constabulary

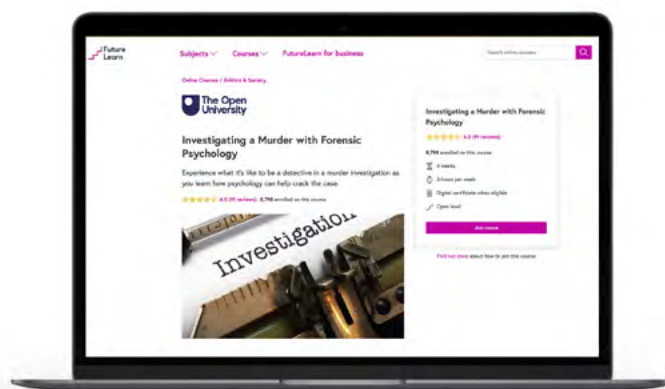
# Innovative Courses



## Community engagement and policing: Short courses with Police Service of Northern Ireland (PSNI)

2022 marks the successful culmination of our long-term collaboration with PSNI to co-create a suite of [OpenLearn courses](#). These have been widely viewed and have some of the highest completion rates among the OU's entire portfolio of over 1,000 courses.

New PSNI courses introduced themes such as innovation in policing, culminating in the use of a scenario that reviews and tests knowledge of all previous courses in the portfolio. The course places the learner in a fictitious but plausible context where an officer is working in a local community for the first time: the area is going through a process of economic redevelopment but has issues of antisocial behaviour and petty theft. The learner is tasked with understanding local stakeholders' needs, preparing a presentation for a public meeting and developing an evidence-based case for new, innovative policing practices.



## Investigating a murder with forensic psychology

The Open University seeks to engage and encourage members of the public to learn about different aspects of police work. Available free via FutureLearn, the 4-week course [Investigating a murder with forensic psychology](#) explores how psychology can be applied to police investigations when dealing with suspects.

Produced by Dr Zoe Walkington and Professor Graham Pike, we hope the course will inspire leisure learners with an interest in policing by enabling them to follow a simulated murder investigation. This is an excellent illustration of how large numbers of people can be reached via OU learning platforms. The course has already seen nearly 8,000 registrations and gained very favourable reviews.

"As with all OU courses, this was well planned and put together. The content was fascinating, and full of illuminating insights into the psychology of human beings ... I found it was pitched at just the right level. It made students think, but the content was not dauntingly academic."

**Course participant**

# Police Qualifications

POP–North Yorkshire Police Partnership: the OU Policing Organisation and Practice team delivers the PEQF programmes at NYP. Our partnership continues to flourish, with a wide range of opportunities:

## Police Constable Degree Apprenticeship (PCDA)

Many apprentices recognise the value of the learning and on-the-job training provided by the PCDA model, now with cohorts in all three years of the programme. Our third-year apprentices are currently undertaking their final assessment comprising an evidence-based research project which feeds into North Yorkshire's local policing needs. We very much look forward to seeing the first cohort graduate in Spring 2023.

"The apprenticeship learning material provided by The Open University really helped during the initial training phase of my role ... learning about something via the OU study material such as a piece of legislation or a particular type of crime was then reinforced in [L&D training in force] ... The academic writing side of the OU work has further supported my role whereby written material such as reports for official and witness statements can be completed in a more professional manner."

PCDA Apprentice

## Police Community Support Officer Apprenticeship (PCSOA) and Special Constable Learning Programme (SCLP)

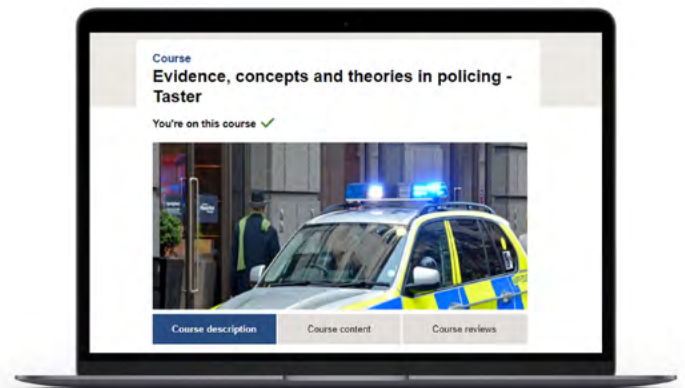
These further learning programmes were developed in the OU–POP and NYP partnership this year. The SCLP will take all Specials on their journey to Directed Patrol Status and provide recognised prior learning, should any wish to migrate to the PC entry routes.

## Degree Holders Entry Programme

Students will start on the Degree Holders Entry Programme (DHEP) in March 2023.

## A taster course on the OU approach to the Police Educational Qualification Framework (PEQF)

The new taster course [Evidence, concepts and theories in policing](#) is now online. The course highlights how specific activities are directly linked to operational policing practice and can quickly upskill police officers and staff in the workplace. For example, one activity invites learners to work directly with live crime data, requiring them to identify patterns and trends in specific crimes.



The Learning and Teaching teams used the OpenLearn Create platform to develop the course. Courses on the platform can either be made public, open access or use password-protected content for registered users. To access this stimulating and free course, contact [OUPC@open.ac.uk](mailto:OUPC@open.ac.uk) to set up an account.

## Evaluation of teaching and learning

Key to our departmental ethos and to enhance the student experience of our programmes, central [Policing Organisation and Practice](#) (POP) academics undertake research to evaluate teaching and learning provided through the PEQF programmes. Recent topics include experiences of PCDA at North Yorkshire Police, reflective assessment by policing apprentices, virtual learning and maximising work-based learning. These projects allow us to reflect on our educational provision and share our practice internally and externally with member forces.

Please contact [OUPC@open.ac.uk](mailto:OUPC@open.ac.uk) for more information about these projects.



L-R: Shona Morrison, Anna Hopkins, Jennifer Norman, Lee Partridge, Steve Moss, Jo Lambert, Ahmed Kadry, Keely Duddin, Kendal Wright and Frances Wright

## CPRL PhD student research community

CPRL is home to a lively community of 9 PhD students, undertaking rigorous and timely doctoral research relevant to policing in diverse areas from super-recognisers to female representation in tactical roles.

For more information, [visit our webpage](#). Fees for students from partner forces are subsidised.

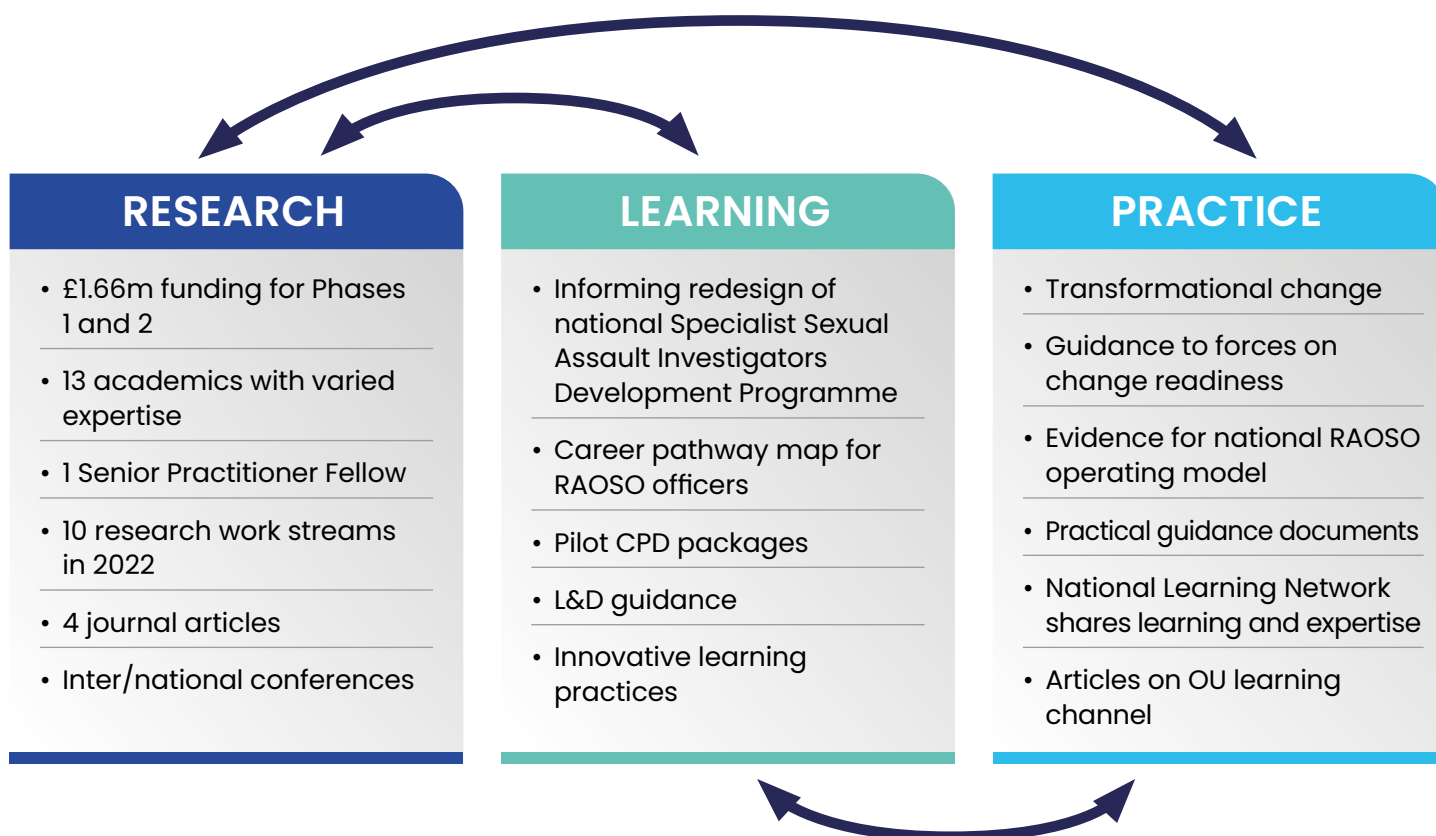
## New OU Policing blog

[A new blog](#) providing insights, commentary and discussion on policing events and issues was launched in late 2022. Frances Wright, a valued police secondee, kicked off the series by demonstrating the benefits of working in two camps – academia and practice – and how this can develop new perspectives in policing. Do take a look, we warmly welcome contributions from everyone involved in policing and policing research.

# Synergies

A case study highlights the philosophy of CPRL, including the value of research into practice and practice into research. Research is created in partnership between police and academics, the results of which are integrated into formal and informal learning, as well as into police practice and decision-making.

**Operation Soteria Bluestone (OU Pillar 4):** Improving the investigation of rape and other serious sexual offences in partnership.



"I have been hugely enthused by the collaborative work we have been doing in Avon and Somerset to transform the police response to rape. In my experience of working with academia, this collaboration is a unique one, bringing together 'knowledge' and 'practice' in an immersive, iterative, and intense process of building understanding, making shared diagnoses and co-designing prototype solutions."

**Sarah Crew**, Chief Constable,  
Avon and Somerset Police

"I know that for the team, the Project Bluestone review hasn't always been easy, but they have persevered, always remembering why the research phase was needed. This new, improved and transformative approach is the change that was needed in order to achieve justice for victims."

**Mark Shelford**, Police and Crime  
Commissioner, Avon and Somerset

# Knowledge INTO Practice

Dr Nicky Miller, Director of Knowledge into Practice



## Celebrating impact

The Festival of Impact (28–29 September 2022) was an energising and inspiring opportunity to celebrate the achievements of our unique police–academic partnership since its inception.

Over 100 OU academics and police partners from nearly all member forces came together to discuss the value of synergies between research, learning, education and knowledge into practice. Topics ranged from tutor constables to police and citizen sleuthing, domestic homicide research, social media use, innovation, and preventive policing. The Chair and Vice-Chair also led discussions on continuing to improve the partnership for both academics and police.

## Festival highlights

An excellent opening address on how Dutch universities generate impact and societal value was given by Professor Mirko Noordegraaf (Vice-Dean for Societal Impact, Utrecht University). Particularly thought-provoking were ideas around how varying degrees of impact can be achieved through long-term partnerships where trust and action can be built up over time.

## Professionalisation and policing

Stimulating discussions followed a presentation exploring the [impact of delivering PEQF programmes](#) (North Yorkshire Police and The Open University) and Phase 1 research findings on the [role of the Tutor Constable](#) (Peter Ward, Programme Uplift).



Vice-Chair CPRL Phil Davies of Greater Manchester Police leads a plenary session

“The presentation we delivered on our partnership with North Yorkshire Police has been received really well. Other police forces present have been in touch to find out more about our assessment methods, including how we ensure that academic assessments are relevant to operational policing practice.”

**Dr Ahmed Kadry**, Senior Lecturer,  
Policing Organisation and Practice



The winner of the [poster competition](#) was Jennifer Norman who presented the early findings of her PhD research exploring the [experiences of police officers](#) and staff who have undertaken a BSc (Hons) in Policing with the aim to understand how their knowledge and skills gained from the degree are used in police organisations.

### Using games in learning

Dr Paul Walley led an interactive game about improving processes in a service, with teams using ‘timeouts’ to make system changes to see their effects on performance. The game teaches participants about quality improvement, process flow, capacity management and lean thinking.

### The Festival was well received:

“A very special event and it is very interesting how much weight is put on impact.”

**Professor Rolf Rønning**, Visiting Professor CPRL, Inland Norway University

“An amazing catch up between academics and policing staff and officers ... combining skills and knowledge like this is very powerful and insightful.”

**Alexandra Vogdopoulou**, Improvement and Assurance Officer, Avon and Somerset Police

“I think this will be the way forward as, ultimately, policing cannot do everything by themselves ... the understanding of what academia can help achieve within policing would make it beneficial for both organisations. I have already made some exceptional contacts both nationally and internationally and I look forward to using [them] for the benefits of policing in the future.”

**Chief Inspector Mark O’Donoghue**, National Police Chiefs’ Council, CPRL Steering Group



L-R: Lee Partridge, Ahmed Kadry, Jo Lambert, Jennifer Norman, Emma Williams and Peter Ward

# Active Evidence Sharing

Centre members have been active in sharing their expertise and learning, to inform and influence knowledge into practice. From blogs to books, from in-person conferences to online workshops, selected highlights include:

## **Taking an overview of violence against women and girls (VAWG): Policing, politics and practice**

Led by Dr Anna Hopkins, this successful event included a compelling panel discussion with Jess Phillips MP (Shadow Minister for Domestic Violence and Safeguarding), Andy Cooke (Chief Inspector of Constabularies), Sue Burke (CEO, MK-Act) and Chief Superintendent Samantha Millar (National Police Chiefs' Council Task Group). There were presentations from the Office of the Domestic Abuse Commissioner on survivors' perspectives, and how to better engage survivor experiences in policing and research. An [article on the event](#) also featured in *Policing Insight*.



L-R: Sue Burke, Andy Cooke, Jess Phillips, Samantha Millar and Anna Hopkins

## **Evidence to House of Lords Public Services Committee**

Led by Justin Partridge, the Centre submitted and had published a [response](#) to the House of Lords Public Services Committee call for evidence into the [challenges facing emergency health services](#). The response recognised that police forces are increasingly responding to health and related emergencies, creating challenges far beyond the health service. Eight questions were addressed, including demand for emergency services; autonomy, responsibility and accountability; better collaboration; and identifying, driving and implementing good practice.

## **Peer learning visit on whole systems public health approach**

Hosted by Avon and Somerset Police to share their experience of collaborating with Bristol Council to embed a whole systems public health approach in managing all-sector demand, this was a great example of collaborative learning and building on recognised innovative practice.

The visit was led by Hertfordshire Constabulary and included force representatives, Hertfordshire County Council, Hertsmere Borough Council, the National Police Wellbeing Service and the Centre. Contact [Lynda.coates@herts.police.uk](mailto:Lynda.coates@herts.police.uk) to learn more.

## **Policing academics in public management conferences**

CPRL also benefits from international visibility. An example is a panel on 'Policing and public management' at the International Research Society for Public Management's annual symposium (19–22 April 2022). This is the largest international gathering of public management academics outside the USA. The panel convened by academics from CPRL and POP, along with international academics in the USA, Belgium and Germany, enabled comparative perspectives on policing. Members of the panel acted as discussants to papers from the US, the Netherlands and the UK on topics as diverse as civilian oversight over police and the potential of online self-organisation against crime.

# Publications

CPRL produces a range of written publications, audio and video content for a wide audience. Published articles in peer-reviewed journals ensure the quality of research from CPRL is evaluated to the highest standards; books and book chapters printed by academic publishers also ensure high-quality work. Reports and executive summaries are designed for reading by policymakers and practitioners. Blogs and short articles can be punchy and provocative. Audio and video resources can be downloaded and absorbed anytime, anywhere and for free. This year the Centre produced 70 articles, books, book chapters and conference papers, a selection of which are shown here:

## Centre Roles

Name	Role
Dr Nick Caveney	Chair of the Centre (Chief Superintendent, Hertfordshire Constabulary)
Professor Jean Hartley	Academic Director, The Open University
Dr Emma Williams	Director of Research and Strategic Partnerships, The Open University
Dr Elke Loeffler	Director of Strategic Partnerships, The Open University
Dr Paul Walley	Director of Learning, The Open University
Dr Nicky Miller	Director of Knowledge into Practice, The Open University
Jennifer Norman	Head of Policing Organisation and Practice, The Open University
Heather Barrett	Head of Strategy, Partnerships and Operations, The Open University
Chief Superintendent Phil Davies	Vice-Chair (Greater Manchester Police)
Superintendent Paul Ford	Vice-Chair (Hampshire Constabulary)



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

For more information contact:

- ✉ [OUPC@open.ac.uk](mailto:OUPC@open.ac.uk)
- 🌐 [open.ac.uk/centres/policing](https://open.ac.uk/centres/policing)
- 🐦 [@OU-Police-Centre](https://twitter.com/OU-Police-Centre)

