

# **Evidence-based policing and police-academic partnerships: Contesting, Co-Producing and Connecting Evidence.**

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## Outline

- **Contesting evidence-based approaches:** *understanding better the barriers to evidence use;*
- **Co-producing evidence:** *the role of police-academic partnerships;*
- **Connecting evidence to practice:** implementing models of evidence-based practice

## Evidence-Based Policing



“Police practices should be based on scientific evidence about what works best.”

*Lawrence Sherman, 1998*

## **‘A Dialogue of the Deaf’ ?**

**Academic:** Why do the police ignore research findings?

**Police:** Why don't researchers produce usable knowledge?

**Academic:** Why do the police always reject any study that is critical of what they do?

**Police:** Why do researchers always show the police in a bad light?

**Academic:** Why don't police officers even read research reports?

**Police:** Why can't researchers write in plain English?



## The challenges at the level of the profession...

Experience based (thick professionalism)	Standardised (thin professionalism)
<ul style="list-style-type: none"><li>• Gut feeling</li></ul>	<ul style="list-style-type: none"><li>• Formal competence</li></ul>
<ul style="list-style-type: none"><li>• Sudden impulses</li></ul>	<ul style="list-style-type: none"><li>• Standards</li></ul>
<ul style="list-style-type: none"><li>• Intuition</li></ul>	<ul style="list-style-type: none"><li>• Use of technology</li></ul>
<ul style="list-style-type: none"><li>• Loyalty to colleagues</li></ul>	<ul style="list-style-type: none"><li>• Loyalty to truth and science</li></ul>
<ul style="list-style-type: none"><li>• Normative affinity with crime control</li></ul>	<ul style="list-style-type: none"><li>• Principles of due process</li></ul>

- From: H I Gundhus, 2013. Perspectives on new knowledge regimes and control of police professionalism. *Policing, a Journal of Policy and Practice* 7, 178-194



## Understanding the barriers to evidence use

- **The policy context** - is evidence use aligned with organisational values and culture?
- **The practice context** – do practitioners have the skills and autonomy to implement findings? What support is there for evidence-based change?
- **The research context** – what value do academics place on supporting evidence use?



## Co-producing evidence: the role of police-academic partnerships

- Academics and practitioners '*have to learn to work together in kind of **intellectual and practical partnerships** to solve problems as best they can – not compete with each other over whose knowledge is more authoritative*' (Moore, 2010)



# The Scottish Institute for **Policing Research**



SCOTTISH POLICE  
**AUTHORITY**



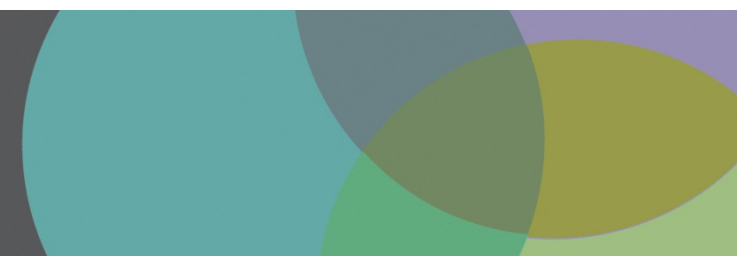


## Origins: context and rationale of SIPR

- **Demand-driven:** Initiated by research ‘users’ rather than research ‘providers’....
- The need for ‘**knowledge creation**’ and to understand ‘policing in Scotland’ and ‘Scottish policing’ in an international context...
- Improving ‘**knowledge exchange**’, **integration and mobilization** to facilitate evidence-based contributions to policing policy and practice ...

# The Scottish Institute for **Policing Research**



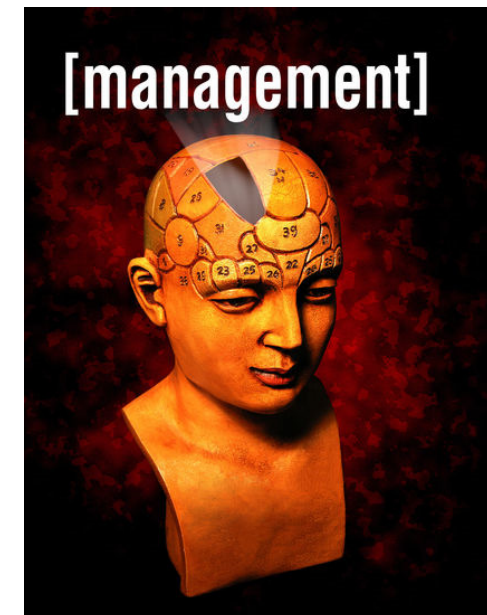


## **Why this shared infra-structure matters I: it supports co-production by..**

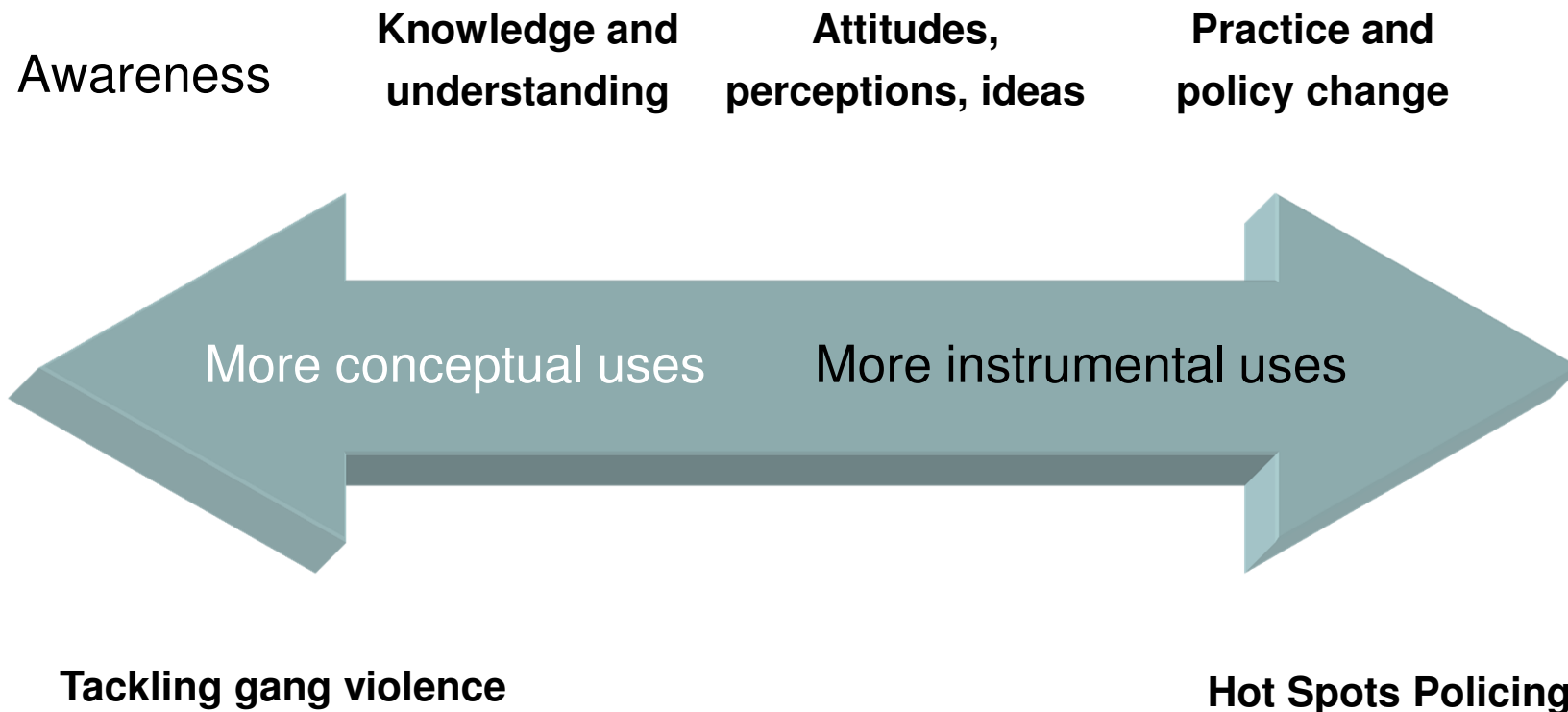
- A framework for **routine and sustained interaction**;
- Building a long-term **culture of engagement**;
- Engaging **high level champions** and enthusiasts.
- Developing **social capital** (trust/networks/reciprocity);
- Supports **co-identification of issues**, and **co-design** and **co-delivery of research**

# Why this shared infra-structure matters II

Support interdisciplinary research  
*with* the police



# Supporting the development of different types of knowledge about policing



## Connecting evidence and practice

### Tailored dissemination

- e.g. EMMIE, *the evidence-based policing matrix*

### Social influence

strategies...- e.g.  
*'evidence champions'*

**Incentives** – e.g. *reward evidence use through promotion*

What Works Crime Reduction

Online Evidence Toolkit

College of Policing

INTERVENTION	EFFECT ON CRIME Effect	HOW IT WORKS Mechanism	WHERE IT WORKS Moderator	HOW TO DO IT Implementation	WHAT IT COSTS Economic cost	FOCUS
Closed Circuit Television (CCTV) Campbell Review	✓✓✓✓ Q ★ ★ ★	i Q ★ ★ ★	i Q ★ ★ ★	i Q ★ ★ ★	£ £ £ £ £ Q ★ ★ ★	L V O
Bicycle Theft Interventions	✓✓✓✓ Q ★ ★ ★	i Q ★ ★ ★	i Q ★ ★ ★	i Q ★ ★ ★	no data Q ★ ★ ★	L V O
Scared Straight	✗✗✗✗ Q ★ ★ ★	i Q ★ ★ ★	i Q ★ ★ ★	i Q ★ ★ ★	£ £ £ £ £ Q ★ ★ ★	L V O
Intervention Example 1	✓✓✓✓ Q ★ ★ ★	i Q ★ ★ ★	i Q ★ ★ ★	i Q ★ ★ ★	no data Q ★ ★ ★	L V O
Intervention Example 2	✗✗✗✗ Q ★ ★ ★	i Q ★ ★ ★	i Q ★ ★ ★	i Q ★ ★ ★	£ £ £ £ £ Q ★ ★ ★	L V O
Intervention Example 3	✓✓✓✓ Q ★ ★ ★	i Q ★ ★ ★	i Q ★ ★ ★	i Q ★ ★ ★	no data Q ★ ★ ★	L V O

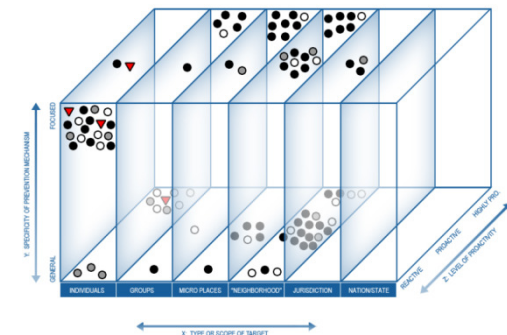
**KEY**

Place-based  
Offender-based  
Positive effect  
Negative effect  
Quality of research  
Information available  
Property Crime  
Violent Crime

**FILTERS**

Sort by: + Effect on Crime  
- Effect on Crime  
Property Crime  
Violent Crime  
Cost £ £ £ £

### The Evidence-Based Policing Matrix





## Connecting evidence and practice:

### Models for developing evidence-based practice through police-academic partnerships

Research-based  
practitioner model

Embedded  
research model

Organisational  
excellence model

(from Nutley, Walter and Davies 2008)





## **Research-based practitioner model**

- Role and responsibility of individual practitioners to keep up-to-date with and apply research
- Assumes professional autonomy
- Emphasises professional education and training

## Research-based practitioner model

- Practitioner Fellowships;
- Secondments to SIPIR;
- Graduate Programme in Policing;
- Professional doctorates

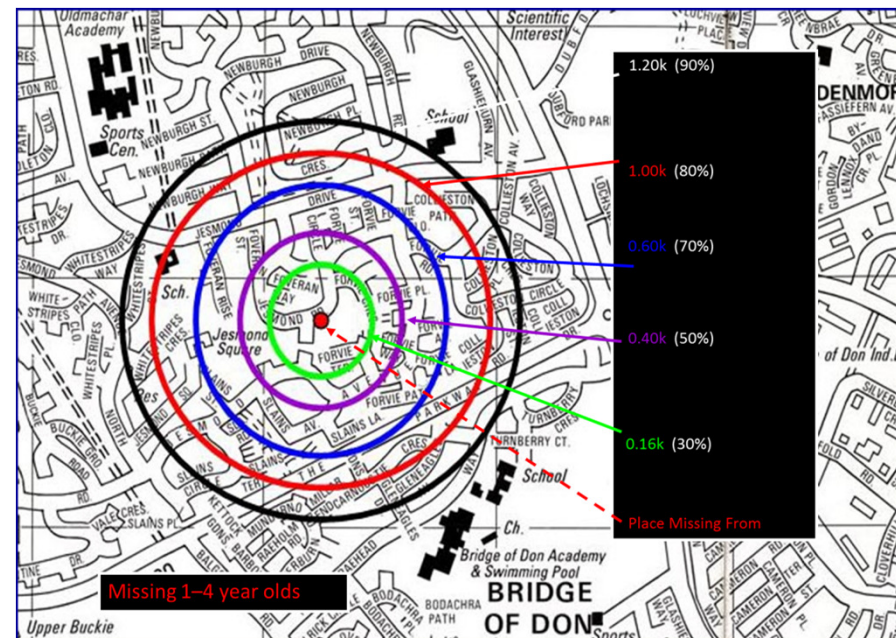


## **Embedded research model**

- Research is embedded systems, standards, programmes and practice tools
- Responsibility for research use lies with policy makers and managers
- Performance management, funding and regulatory regimes encourage the use of research-based programmes and tools

## Embedded research model

- Procedural justice and new recruit training;
- Protocols for police interviews with children;
- Guidance on searching for, and supporting families of, missing persons.





## **Organisational excellence model**

- Leadership and organisation of policing is key;
- Collecting and analysing local data, and testing out research findings from elsewhere;
- A learning organisation culture;
- Partnerships with local universities.



# The Scottish Institute for **Policing Research**

**SIPR and  
Organisational  
Excellence:  
supporting 'research  
mindedness' in  
Scottish policing'**



The Scottish Institute  
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## Connecting evidence and practice: REF 2013 Impact Case studies

University	Impact Case Study
Abertay	Self Administered Interview tool
Dundee	Perpetrator Identification in the investigation of child sexual abuse Age estimation in the living Protecting Intimidated Witnesses
Edinburgh	Edinburgh Study of Youth Transitions and Crime
Glasgow	Missing Persons
Heriot-Watt	Access to justice for speakers of foreign languages
Robert Gordon	Best practice guidance on responding to the psychosocial and mental health needs of people affected by disasters and major incidents
St Andrews	Listening to Radicals
Strathclyde	Global drug crime involving the illicit production of synthetic drugs and the emergence of new legal highs
West of Scotland	Gang culture and youth offending in the West of Scotland



Continuing need to address research supply, demand, and that in between

**Improving stocks or reservoirs of research knowledge**

**Research translation, research brokering and boundary spanning, secondments and role cycling, co-production and partnerships of all kinds, sustained interaction...**

**Increasing demand in political and professional worlds, and wider society**

Thank You

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