

Centre for Policing Research
and Learning



21st century policing research-based learning and practice

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College Bursary Scheme 2016/17

The College Bursary Scheme provides an opportunity for police officers and staff in forces in England and Wales to apply for funding to support a programme of higher education academic study. It supports police practitioners to develop their skills, knowledge and

Future events

2016 CEPOL European Police Research & Science Conference

October 5th, 2016 to October 7th, 2016
Several papers presented on OU Consortium Research

Evidence Café 3: Using social technology and

Tweets



**OU-Police-
Consortium** @OU_police_res 12 hours 55 min ago
RT @IanHesky: Great energy and debate today @OU_police_res thanks to @Dr_swk for chairing. Fantastic opportunities for #ebp



Aims of this paper

1. Outline the policy context across UK nations which is leading to actions to professionalise police officers/staff through formal educational qualifications, continuing professional development and evidence-based practice
2. Analyse a UK inter-organizational learning network between a university and 16 police forces to create and use knowledge through education, research and knowledge exchange
3. Show how the network fosters collaboration which aids learning.

Policing context

- Demands in UK policing are changing quickly, requiring a shift in focus.
- Vulnerability and safeguarding are the greatest threat
- They present major challenges for a service traditionally occupied with fighting less complex crime types.

These changes require stronger evidence-based practice underpinned by professional education.

Collaborative working

Complex issues often involve collaborative working – improving the creation, understanding and use of research evidence can be enhanced by collaboration between academic and police organizations.

But collaborations are not easy:

“research... concludes... that collaborations are complex, slow to produce outputs, and by no means guaranteed to deliver synergies and advantage”

(Vangen, in press) (see also O’Leary and Bingham, 2009)

Collaborative structure

- One university (with presence across the whole UK) and 16 police forces across the UK, varying in size, key issues, and performance
- Rich set of contexts in which to explore and test new ideas and practices
- Academics from a range of disciplines (eg. criminology, computer science, psychology, leadership & management, organization studies)
- Quarterly steering group meetings chaired by the police

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Real collaborative structures

- NOT the police commissioning the university to provide courses or carry out research
- NOT the university telling the police what is in their best interests

Instead:

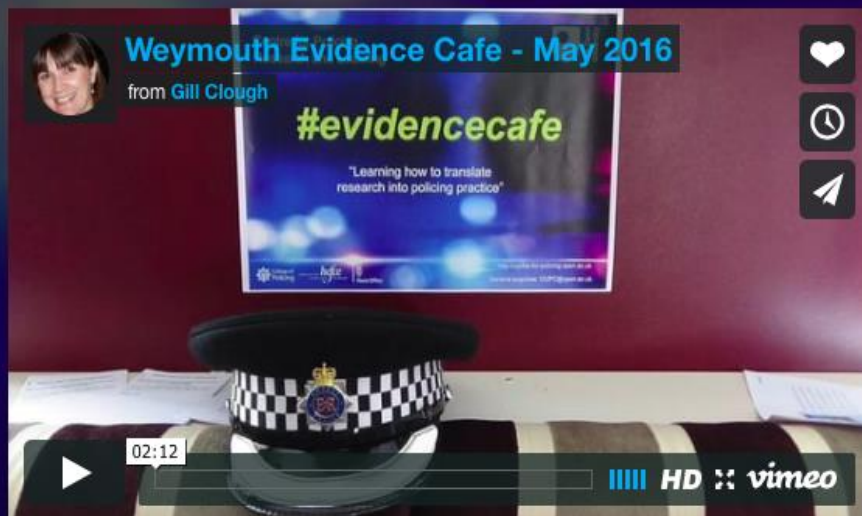
- Mode 2 collaboration – recognising and respecting the value each party brings to the table while also challenging each other about assumptions, evidence-base, and practices

Collaborative purpose

- Improve policing through creating, understanding and using knowledge and evaluating its use.
- Three streams of collaborative work – education including CPD; research, and knowledge exchange
- All work designed, steered and evaluated jointly (quarterly steering meetings, generally with learning activities)
- 5 entry points into police education and CPD – from free informal learning to PhD

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Videos from Past Evidence Cafes



Weymouth Evidence Cafe 2016 from Gill Clough on Vimeo.

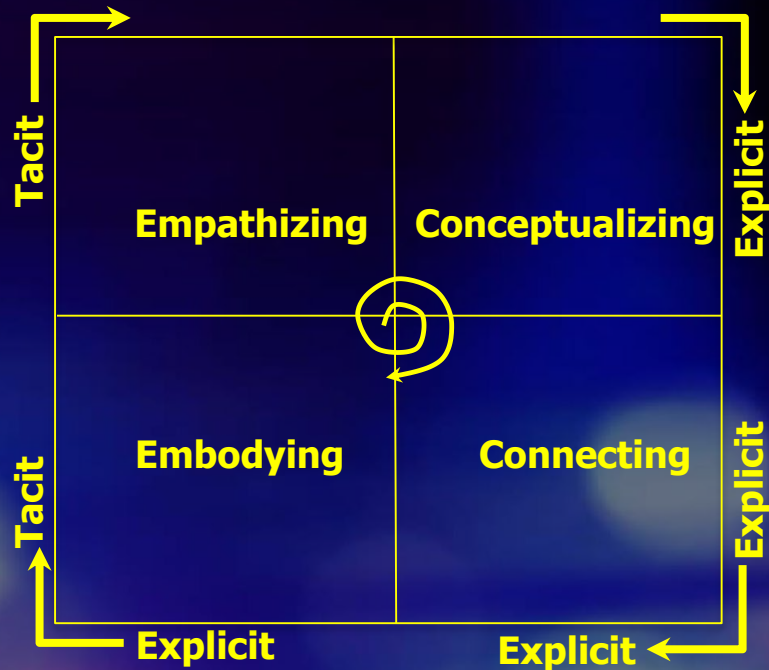
The Dorset Force Evidence Cafe was held in Weymouth and focused on the topic of Collecting First Accounts from Children, framed in a discussion of Evidence-Based Practice. Over 40 officers from all ranks attended. The video lasts 2m12sec.



Evidence Cafe Blackburn 2016 from Gill Clough on Vimeo.

The Lancashire Force Evidence Cafe was held in Blackburn and explored Evidence-Based Practice, drawing on examples from other domains (e.g. medicine, health care) and considering lessons that could be applicable to the policing context. The video lasts 2m32sec.

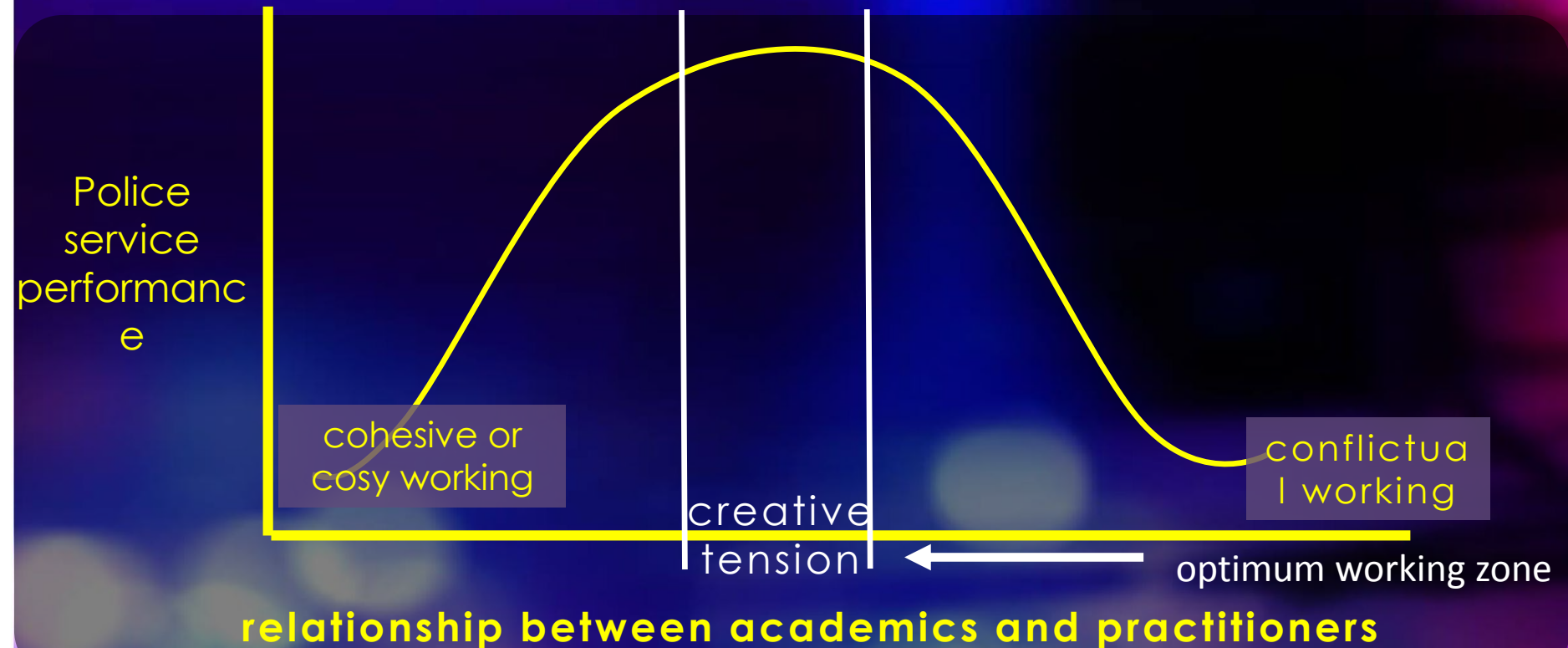
Creating and transferring tacit and explicit knowledge (Nonaka, 1995)



Creating and transferring tacit and explicit knowledge (Nonaka)



Academic-Practitioner Working



The role of boundary spanners

- Police with experience of working with academics (e.g. have PhDs, done Masters' level research)
- Academics with experience of working with police and other public services (e.g. action research, Mode 2 research, practice-based education)

They can act as “translators” to enable constructive and challenging dialogue to take place

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