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## Police Knowledge Exchange: Summary Report

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**PKE**

Knowledge Exchange Project



# Police Knowledge Exchange

## Summary Report

2018



**Dr Anne Adams**

**Dr Gill Clough**

**Dr Elizabeth FitzGerald**

**Team:** Dr Duygu Bektik, Dr Maria Aristeidou, Dr Anne Pike, Dr Elizabeth Hartnett, Dr Nashwa Ismail, Natalie Eggleston

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College of  
Policing



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collaborative

Reciprocal  
benefit

learning

Safe  
sharing

"get the  
job done"

Wider social community

RISK AVERSION

BLAME

HIERARCHY

POLICE

Value  
to  
share

How to  
effectively  
share

Become  
independent  
sharers

POLICE



# 1. Executive summary

This report draws on research commissioned by the Association of Police and Crime Commissioners (APCC), the National Police Chiefs Council (NPCC) and the Home Office to investigate cultural aspects of knowledge sharing across the police service. The research reviews literature and police perceptions to identify the enablers and barriers to effective knowledge exchange and sharing within and between police forces and police partners, including the public. Data were collected from 11 police forces; 42 in-depth interviews/focus groups and 47 survey responses. The literature-guided analysis identified four core research themes: **who, why, what** and **how** we share. Detailed findings are presented in the full report; this summary report presents the core research findings. Recommendations from this study will inform the next phase of activity for the Board.

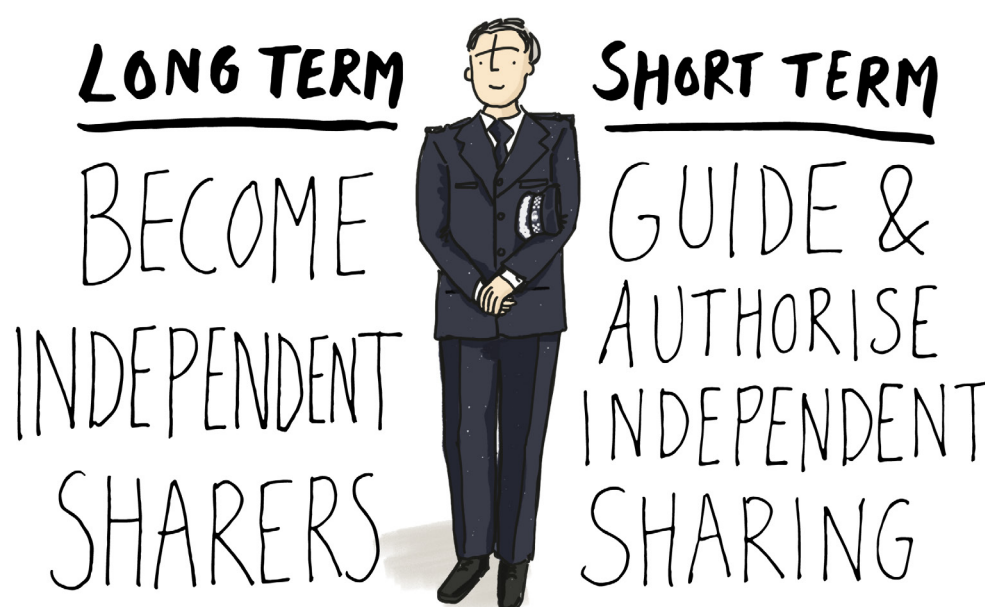
The research identified that cross-force, cross-organisation, national and international sharing relies on a culture supporting individuals who have an **independent and reflective sharing approach**.

A **key enabler** to police sharing is that, regardless of police rank and role, they all have a **strong collaborative nature**, through a deep motivation to share, that benefits the **wider social community**. This collaborative nature is driven by processes that reveal **reciprocal benefit** and **safe sharing**, as well as how to effectively **'get the job done'** and foster **professional learning**.

A **key barrier** to police sharing is a strong **hierarchical culture** that does not encourage the independent nature of sharing. Whilst police officers and staff act independently within the confines of their prescribed roles, they rarely independently share beyond this. This hierarchical culture means that innovations in sharing are often initiated or approved top-down and tied to leadership. Hierarchical structures are seen to support a **competitive culture** combining concepts of **risk aversion** and **blame**. The hierarchical culture is also perceived as providing poor clarity on what is of **value** to share and **how to effectively share**.

There are two key **recommendations** to overcome this barrier: one long-term and one short-term.

- Long-term: **'Become independent sharers'** by changing the nature and culture of the police to encourage this independent nature, so that specific sharing barriers are effectively solved by individuals. Professionalising the police and working collaboratively with academia are steps towards this long-term goal.
- Short-term: **'Guide and authorise independent sharing'** by using the hierarchy to scaffold/support and direct police towards effective and approved sharing approaches. This will show the police, through the hierarchy, how and why this independent sharing nature is safe, effective and valued.



## 2. Aims

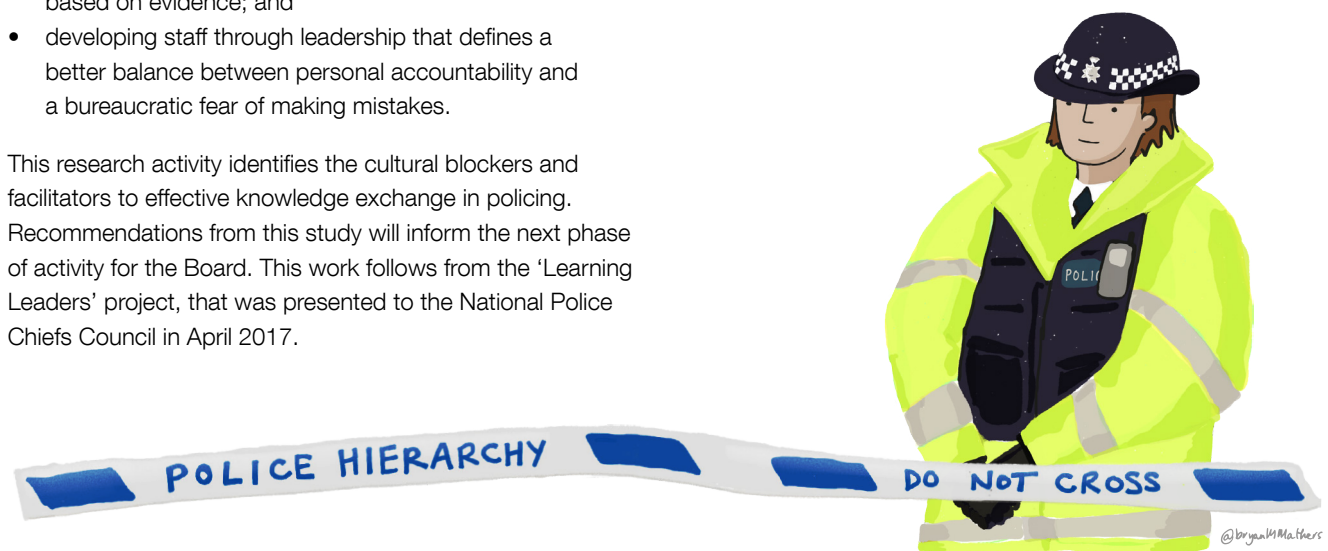
This research was commissioned by The Association of Police and Crime Commissioners (APCC) working with the National Police Chiefs Council (NPCC) and Home Office. The aims of this research are to:

- Describe the knowledge sharing 'need' in policing; including in forces, both operational and strategic; and the offices of police and crime commissioners.
- Identify facilitators and blockers to effective knowledge sharing across organisations.

The research addresses cultural aspects of knowledge sharing across the police service. The Police Reform and Transformation Board (the Board) is driving the Policing Vision 2025's ambitions for cultural change by:

- transforming the culture of leadership to enable rapid innovation across the Service;
- establishing a methodology and framework for practitioners to build consistent standards and knowledge based on evidence; and
- developing staff through leadership that defines a better balance between personal accountability and a bureaucratic fear of making mistakes.

This research activity identifies the cultural blockers and facilitators to effective knowledge exchange in policing. Recommendations from this study will inform the next phase of activity for the Board. This work follows from the 'Learning Leaders' project, that was presented to the National Police Chiefs Council in April 2017.



@bryanmatters



### 3. Methodology and methods

This project took place within a very constrained time-frame from 6th March 2018 to 31st March 2018, including the production of this report. The report should therefore be used as an initial pilot indication of understanding. More detailed research is required to fully understand the implications of these initial indicators.

The research began with a review of core literature provided by the college of policing; the Policing Vision 2025 and the Learning Leaders' Report (Metcalf, 2017). Key themes and search terms were identified and used as part of the focus for the review of policing research literature and grey literature. Additional themes and terms emerging from this literature were used to search the wider domain literature to identify the knowledge exchange and evidence-based practice issues, barriers and enablers. The wider domains focused upon healthcare, industry and education (from schools to higher education). These sectors and the literature were chosen both because they aligned with policing objectives and structures or because they provided a comparative approach to contrast with the police approaches. The majority of the literature reviewed reflected a public body perspective and contained extensive research both in evidence-based practice and sharing issues. For example, healthcare parallels the police with regard to its public responsibility and the need to ensure safety critical procedures. In contrast healthcare historically has a strong research and evidence-based practice culture. Much of the industrial literature, though not being public bodies, did have safety critical requirements e.g. aeronautical industry. The educational literature shows some interesting comparisons for the police, for example academia directly competes for its students in a way that the police do not, it retains often highly sensitive personalised data, yet the literature shows key open sharing initiatives that have started in higher education. In parallel to the literature review, data were collected from police officers and staff using semi-structured interviews, focus groups and a 36 question questionnaire administered either on paper (preceding a focus group) or online.



@bryanhmatthews

Several years of knowledge exchange research within the police and other domains has identified a close link between sharing, informal learning and professional development. Key to previous research have been the motivators and strategies that people take in developing their understanding. We have found in other domains that if the motivation for 'why' you do an activity doesn't align with your strategies for 'how' you do it then people can feel the process has been unsuccessful. In the learning domain, the Biggs (1987) Study Process questionnaire, is a standardised questionnaire that has been extensively tested with over 2500 students over several years, and is widely accepted as robust. However, as we have adapted the questions, and as the pool of respondents is small (47) and drawn from a self-selecting group of officers and staff interested in police sharing, the findings, whilst interesting, should be treated with caution as the research needs to be conducted on a much larger scale.



## 4. Findings: a culture of independent sharers

A detailed academic review of the literature together with the full research findings can be found in the full report. The literature provides the theoretical underpinnings surrounding the question of who the police share with, why organisations share, what they share and how they share. This overview has integrated key literature and findings to highlight the issues around enabling and inhibiting a culture of independent sharers.

First this overview will highlight from literature **who, what, why** and **how** an independent and reflective sharing approach can be achieved. Next, it will review the findings and related literature on sharing enablers within the police force to suggest how independent reflective sharing can be supported.

### 4.1. Independent reflective sharing

The research identified that cross-force, cross-organisation, national and international sharing relies on a culture supporting individuals who have an **independent and reflective sharing approach**.

#### Becoming a reflective and open sharer

**Relationship building** is important between individuals and developing their independent identities as sharers. Open sharers need to develop contextual understanding of the knowledge shared. It is important to note that being independent does not mean being an information hoarder or a gatekeeper. Being reflective should enable careful open sharing of networks and related understanding in an open and transparent way. This will enable organisational learning so that when one person develops their understanding there is the

potential to develop all the police. Much of the work on community building and sharing has reviewed the different types of sharers into two types:

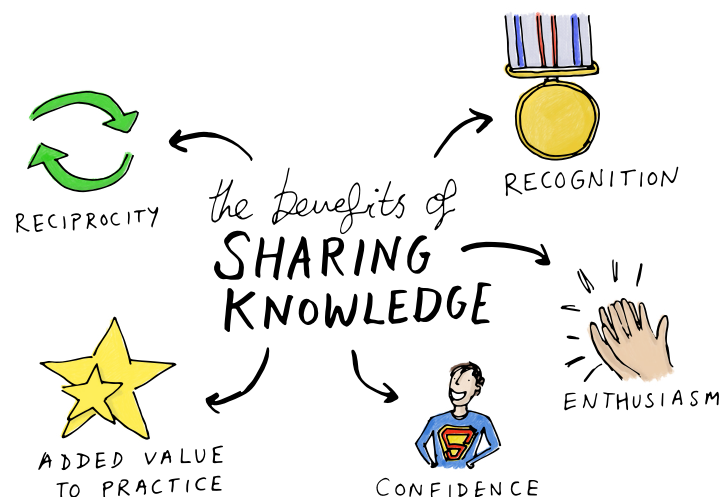
- **Observer:** Reader/lurker/peripheral legitimate member
- **Active Member:** Leader/networker/boundary creature

[links to recommendations 3, 9 & 11]

#### Processes and benefits from sharing

An effective **infrastructure** and **organisational policies** have been identified as needed to manage and support the processes of effective knowledge sharing, transfer and use. **Technical systems** can improve the likelihood of successful sharing practices. Communication skills, social networks, culture, status, time and trust factors can also support sharing processes. **Sharing intermediaries** also known as boundary creatures/boundary spanners and brokers have been identified as facilitating greater indirect benefits (such as changing roles and responsibilities, improved social interaction) rather than direct benefits (such as cost and time saving, skills acquired) [see recommendation 4]. Finally, **training** influences why professionals do or don't share [see recommendations 3, 8 & 9].

Motivators for sharing are financial/time pressures and different professional needs. They tend to be enacted through trusted professional relationships. The benefits from police sharing are rich and varied with multiple purposes and partnerships. In particular, sharing knowledge has been identified to **generate enthusiasm and confidence**, adding **value to practice that is reciprocal**. However, ROI (return-on-investment) benefits to practice are maybe longer-term.



## 4.2. Who took part in the study

Participants were drawn from 11 police forces across the UK. The interviews and focus groups were held with 42 stakeholders from a range of roles and ranks across policing, both officers and staff. Online questionnaire responses were received from 47 officers and staff.

### Participating Forces

Bedfordshire Police
Cambridgeshire Constabulary
City of London Police
Derbyshire Constabulary
Dorset Police
East Midlands Police
Hertfordshire Constabulary
Lancashire Constabulary
Lincolnshire Police
Thames Valley Police
Devon and Cornwall Police

The interviews and focus groups were transcribed and thematically open coded (through an inductive analysis process) to identify themes emergent from police practice. These themes were collated into 'why', 'what', 'how' and 'who' to help unpick exactly what acts as an enabler to sharing and what acts as a barrier. This analysis was then combined, through a grounded approach, with the themes identified in the literature and fed into the findings and recommendations in this report.

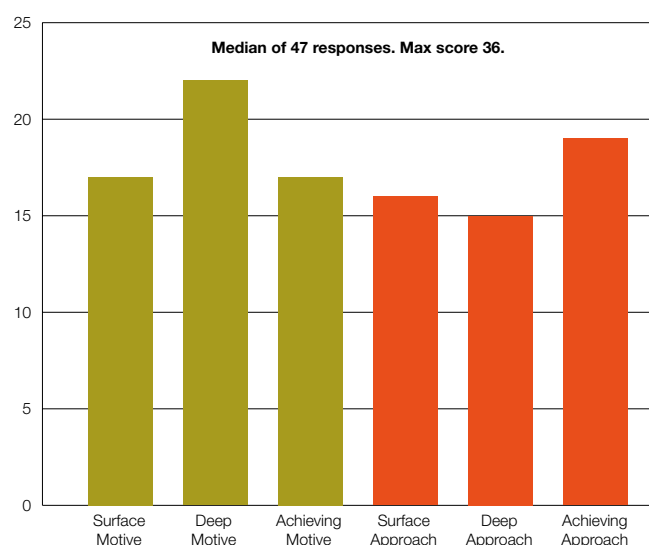
## 4.3. Key enabler: the collaborative culture of the Police

We used a Sharing Questionnaire based on the Biggs Study Process questionnaire to identify police motivations and approaches to sharing: the **why** and the **how**. Motivation refers to the underlying reason why they share, whilst approach refers to the strategies they use to support their sharing. The results from this questionnaire are shown in Figure 1, a bar chart that reflects the scores received under each category.

We found that a key enabler to police sharing is that, regardless of police rank, they all have a **strong collaborative nature** and are frequently open to any means to effectively '**get the job done**'.

Regardless of ranks and staff status, the majority demonstrated a deep **motivation** to sharing (they really want to understand deeply issues through sharing). But across the ranks they tended to have an achieving **approach**, with some surface **approaches** to sharing (to get the job done and get promoted). Ultimately these approaches are not satisfying their deep motivation to share for them as they never generate the deeper understanding of issues they desire [see recommendations 9 & 11].

Figure 1 - Motivations and Approaches to Sharing



The one Chief Superintendent who completed the questionnaire was found to use an array of all approaches and most notably scored much higher than the other survey respondents on deep approach to strategies used for sharing. This will help the Chief Superintendent develop a deeper understanding of the issues around sharing than the others.

### Police enabling the wider social community

Throughout the research there was a strong theme that, for the police, sharing was strongly connected to a deep-rooted obligation to benefit society and its communities.

**“ It’s all about making people’s lives better. Protecting people”**

(Chief Inspector)

Whilst recognising the importance of sharing, police officers and staff highlighted the importance of protecting people’s rights to privacy, linking this to data management and related legislation [see recommendations 7 & 9].

#### **Reciprocity and safe sharing in the community**

The deep motivation for sharing shown by the police was connected to a community need for reciprocity with two-way knowledge exchange and benefits:

**“ I think we should be doing knowledge exchange, whether that’s one-way or two-way, but I think the exchange word is important, so it’s giving something and taking something”**

(Police Staff)

Sharing is easier once individuals and teams have developed a relationship of trust within a networked community of contacts, both within and between forces and with partner organisations. However, some forms of sharing are more ‘safe’ than others. For example, one force has been trying to identify good practice around change management and has been in contact with the Fire Service. The Fire Service have invited representatives of their local police force to sit on their board so that they can watch and learn, and absorb what is going on. This, whilst labour intensive for both the Fire Service and the police, is ‘safer’ than sharing a board paper which may contain confidential or otherwise risky information. These ‘safe’ forms of sharing are supported through personal networks of trust and can be lost should individuals change roles, or workloads limit this type of engagement [see recommendations 3, 4 & 9].

#### **Police active communities sharing to ‘get the job done’ and learning**

Previous research has identified that developing a collaborative nature with independent sharers can increase productivity and organisational performance. Police are very active in their day-to-day sharing and presented a range of approaches that they use for sharing. The majority of these were non-technical although technology-supported sharing is becoming increasingly common. The importance of personal networks as an enabler for sharing was often noted, both contacts within-force and networks of contacts with other agencies [see recommendations 2, 3, 9 & 11].

**“ For me personally, it’s about networks. So, I get an awful lot out of learning from other people”**

(Police Staff)

Operationally, the police also share information and data with each other and other agencies in order to support the prevention and detection of crime. A strong motivator for academic/police sharing and collaboration is to translate data into useful knowledge which can feed into police practice rather than be lost [see recommendations 7, 8 & 9].



#### **4.4. Key barrier: the hierarchical culture of the Police**

A key barrier to police sharing is a strong hierarchical culture that does not foster the independent nature of sharing. Whilst police act independently within the confines of their prescribed roles, they rarely independently share beyond this. This hierarchical culture means that innovations in sharing are often initiated or approved from the top down and become tied

to the leadership. This means that the strong hierarchical culture within the police, with the top-down management structure, acts as a barrier [see recommendations 4 & 9]. This was expressed succinctly by a group of frontline officers who gave written feedback on the sharing questionnaire. Note that these officers did not take part in any interview or focus groups:

“Your best practice questions are best suited to those at SMT level (superintendent and above...They, however, do not work on the front line any more...and therefore their decisions and sharing of information may not be applicable in real terms to the front line.”

(1 Police Sergeant & 3 Police Constables)

This culture then perpetuates three central barriers to sharing, namely:

- a competitive culture
- de-valuing different types of sharing, and
- a poor understanding of how to effectively share [see recommendations 4 & 9]

### Competitive culture

A competitive culture does not maintain its advantage by sharing with its competitors. Ironically this competitive barrier is stronger in the police than in many industrial sectors. Industrial leadership has for many years actively supported sharing with competitors to maintain an efficient performance, cutting-edge market/stockholder status and recruitment appeal. Inter-force competition should be weaker, since the public cannot benefit from a choice of force. However, this competition is in fact stronger, thus producing a barrier to sharing between forces.

It was noted that various aspects of the police process are perceived as perpetuating a competitive culture between police forces. The HMIC seen as “open but not used to change” (Police Staff) were noted as perpetuating a competitive police culture [see recommendations 1 & 9].



The police actively seek to move police colleagues around, particularly in a geographical sense. This movement of staff, especially between forces, should actively support sharing, with trust and personal relationships enacting extended networks between departments and forces. However the perception within the police was that this relationship and knowledge would be lost once a move to a ‘competitor’, i.e. other force, occurred. [see recommendations 3 & 9].

The competitive culture within the police also supported a concept of risk aversion and blame. In some senses, this could act as an enabler for sharing, as sharing provides an audit trail that could later be used to justify actions. However, within the police the current hierarchical structures create a fear of being blamed for making mistakes;

“That fear of getting it wrong. And getting what we call a b\*\*\*\*\*g, I suppose”

(Chief Inspector)

This risk aversion, combined with the strong hierarchical structures, foster a tendency to defer sharing decisions up the hierarchy. It was felt that sharing was much easier for officers and staff in higher ranks. However, this again did not necessarily lead to sharing [see recommendations 1 & 9].

**“ But a lot of leaders won’t try anything different unless it’s got a stamp on it from HMIC saying that it works”**

(Detective Inspector)

The aforementioned ‘hierarchy barrier’ to sharing means that sharing mistakes, in particular, could impact negatively upon the reputation of your colleagues, force and ultimately yourself [see recommendations 10 & 9]:

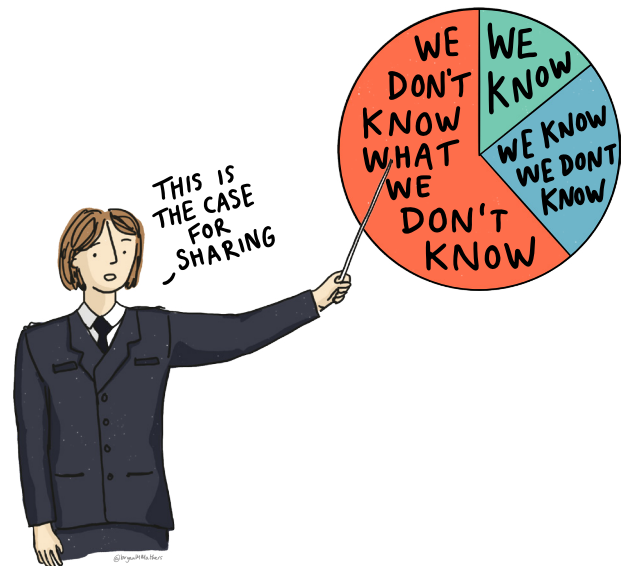
**“ By actively sharing something, you might be calling into question something that somebody else has done, or the way that they do something.”**

(Police Staff)

This fear of getting things wrong feeds into an unwillingness to share mistakes. Within other domains, mistakes are regarded as learning opportunities. However within the police, management information was noted as particularly poorly shared, especially across forces. Often this related to strategic information, of mistakes made that – shared appropriately – could help prevent another force from making the same mistakes. Whilst some senior officers are happy to discuss mistakes made in a one-to-one situation, this was noted as being poorly shared in an online format. Accountability for mistakes made in a written format was noted as a key barrier to online sharing of this information. This has in turn impacted on practice and police colleagues having a poor awareness of what information could be available to share [see recommendations 8 & 9].

**“ We don’t know what we don’t know.”**

(Police and Crime Commissioner)



### De-valuing different types of sharing

Processes that should actively support the value of sharing were found to cause barriers. This was again largely due to the hierarchical culture of the police. For example, the promotion process was noted as rewarding competitive excellence rather than active sharing and collaboration.

Knowledge was talked about in two different ways: that of ‘evidence-based practice’, and that of ‘best professional practice’. The former was closely linked to research evidence and the rigour of effective research evaluations with the College of Policing’s “What Works Centre” and associated systems often noted in relation to this knowledge. The latter knowledge of ‘best professional practice’ was associated with professional judgement. Different types of knowledge produce what the police noted as multiple different answers to the same question. It also results in a difference in recognised value associated to these different types of knowledge [see recommendations 5, 6 & 9]. Rather than identifying how this knowledge could be integrated, the police often credited value to these knowledge bases as resources in their own right:

**“ So in terms of what is considered “knowledge”, operational experience still holds primacy over rigorous research, evidence.”**

(Detective Inspector)



The variations in ascribed value for different types of knowledge were found to be producing an emotive battle within forces over what is, and is not, valuable to share. In an anecdotal example from one officer's experience, he reported that he had used the Twitter platform to state that he was taking leave to finish writing an article. The emotive Twitter response exposes the degree of feeling felt by another officer around this debate, over the value of different types of knowledge:

“ Can you remember when you stopped being a cop? This academic b\*\*\*\*\* is annoying cops on the frontline. I can't believe you can't see it. Me-time? Cops don't even get refs. You symbolise everything that cops resent. Get real, relevant, and appropriate, and enter the conversation”

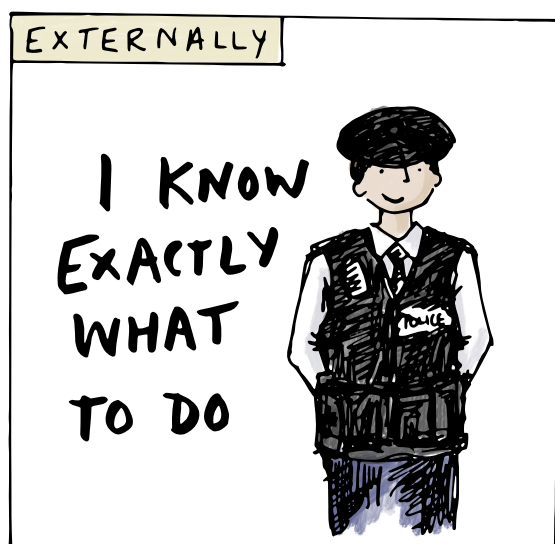
(Tweet)

This hierarchical cultural barrier then decreases individuals' abilities to work in an agile way to overcome the common and continually changing sharing issues, in all organisations, of not knowing how to share effectively and safely [see recommendations 5, 6 & 9].

### Poor understanding of how to share effectively

Hierarchical organisational structures that the police use for sharing, emerged as a barrier to the process of how they share. These complex structures made it difficult and time-consuming to find the right person to share with. Staff directories were often out-of-date, incomplete or difficult to find, and often just provide lists of names without any useful additional information such as expertise or areas of responsibility. Systems could be difficult to access, with double logins adding to time taken to obtain information. Such organisational barriers occurred not only within and between police forces but also between the police and other agencies.

Many police identified themselves or colleagues as having a lack of confidence, particularly in terms of using the technological systems (such as internal networks, social media or specific websites) that exist to support knowledge sharing. Whilst some police were confident independent sharers, the majority required the hierarchy to support and provide permission for sharing practices, specific 'authorised' users or accounts [see recommendations 2, 3 & 9].





Integrated security systems within the police force caused problems sharing valuable information as did poor security access to systems with associated agencies (e.g. police, Crown Prosecution Service, prisons and probation services). If police did possess appropriate access to these systems, poor usability of systems meant that information was effectively 'hidden' unless they knew where to look for it.

Whilst sharing operational data within and between forces was noted as far more effective than in previous years, it was highlighted as particularly problematic with external bodies [see recommendations 5, 7 & 9]. One of the key barriers was misconceptions around security legislation, in particular data protection and data management, causing police to simply avoid sharing:

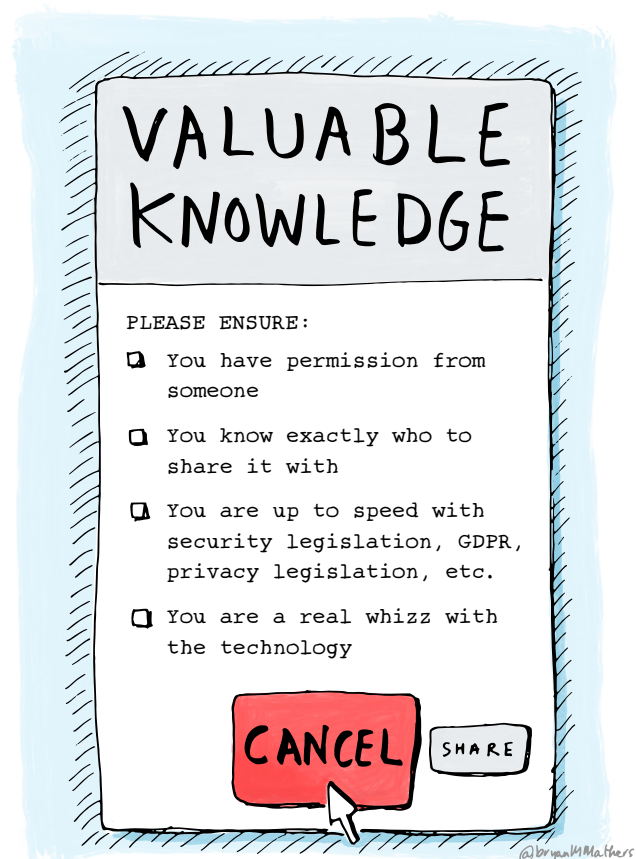
**“The easy thing to do is just be very cautious and not share.”**

(Police Staff)

This challenge was perceived to significantly increase with the introduction of the GDPR legislation. However, some believed that legislative issues were being used to avoid sharing. Ultimately clear awareness of data protection requirements was the cause of key barriers to sharing [see recommendations 7 & 9].


As previously identified, active engagement, rather than just observing, is an enabler for sharing communities. Poor usability and delayed updating was noted as a problem with many technical sharing systems (e.g. HMIC, POLKA) [see recommendations 1 & 9]. Some posts, due to lack of time or expertise, were unanswered or had a low level of response, producing limited feedback for reciprocity to build sharing communities. However, successful sharing could also produce too much feedback, thus overwhelming the information-requester who had limited resources to deal with such a high level of response.


Finally, sharing technologies were found to be poorly resourced resulting in forces developing bespoke systems for internal sharing. These were difficult to build at scale and made cross-force sharing harder. Commercial products were expensive and less applicable to police needs and again making cross-force sharing difficult [see recommendations 2 & 9].



## 5. Recommendations

There are two key **recommendations** to the barriers identified in this report: the collaborative culture of the police. One long term recommendation is suggested below, with some medium-term options, and one short-term.

 Long-term/medium-term: **'Become independent sharers'** by changing the culture and ethos of the police to encourage this independent nature. Hence specific sharing barriers are effectively solved by individuals. Professionalising the police, working collaboratively with academia are steps towards this long-term goal.

 Short-term: **'Guide and authorise independent sharing'** by using the hierarchy to authorise, support and guide police towards effective sharing approaches. Show the police, through the hierarchy, how and why this independent sharing nature is safe, effective and valued.

Further recommendations made for knowledge sharing, shown in Table 1, have been drawn from the police insights and from research literature and are referred to in this report where relevant, by numbered reference. These recommendations should support awareness of, and an equity, for all sharing in the police. They will help shift the culture of why police share; to achieve a deeper understanding of their practice that the police desire; to better understand what they can and cannot share; and facilitate that sharing process more effectively.

The recommendations in Table 1 are subdivided into strategic recommendations and operational recommendations.

These recommendations include:

- Time-frames established according to complexity of the initiatives and how far they support immediate (short-term) goals. These work through existing hierarchical structures compared to systematic initiatives to change (long-term), resulting in an organisational culture that supports independent reflective sharers.
- Strategic and operational impacts based upon their alignment with current objectives in the Policing Vision 2025 document and other strategic documents, and how far the impacts related to force specific day-to-day changes and initiatives.
- Recommendations drawn from the literature and from the study findings, based upon participants' suggestions and researchers' insights on how to overcome the barriers whilst utilising the police enablers.

- Benefits based upon literature mapping short-and long-term benefits from healthcare studies and evidence-based medicine/medical publications.
- Costs based upon participant data and literature mapping on resources required to implement these initiatives.



**Table 1: List of strategic and operational recommendations: timeframes, impact level, benefits and costs**

<b>Timeframe</b>	<b>Impact Level</b>	<b>Recommendation</b>	<b>Benefit</b>	<b>Cost</b>
Long-term	Strategic	<b>1. Establish Authorised Professional Practice (APP) standards for sharing to be used in HMIC reviews to enable practice and CPD.</b>	High – recognition for effective changes throughout forces	Medium
Long-term	Strategic	<b>2. Review and compare a centralised consortium and commercialised development of technologies for sharing and CPD.</b>	Medium – insights on technical solutions	Medium
Long-term	Operational	<b>3. Develop local and national cross-institution expert sharing networks (ESNs).</b>	High – slowly changing cultures and mind-sets	High
Long-term	Operational	<b>4. Design and develop a ‘digital police almanac’ as a role directory and sustainability framework within force and across forces.</b>	Medium – producing more effective points of contact	Medium - High
Medium-term	Strategic	<b>5. Review and establish frameworks for external verification processes with sharing partners.</b>	High – for both police and external partners	Medium
Medium-term	Strategic	<b>6. Develop an evidence support network for knowledge management of evidence based practice feeding into sharing. Understanding and valuing different types of evidence and knowledge.</b>	Medium – providing personal support networks	High
Medium-term	Operational	<b>7. Establish a job profile and specification for ‘data sharing officers’ as well a structure for implementing this within force.</b>	Medium – providing process and gatekeepers for sharing	High
Short-term	Strategic	<b>8. Establish training and learner baseline for police sharing needs.</b>	High – changing cultural perceptions of sharing	Medium
Short-term	Strategic	<b>9. Develop a systematic and detailed national and international understanding of knowledge sharing/ management with enablers and barriers.</b>	Medium – benchmarking for all forces that can enable first steps in each force	Low
Short-term	Operational	<b>10. Create a framework for implementing ‘impact cases’ of evidence-based practice per force.</b>	Medium – shifting culture towards valuing EBP	Low
Short-term	Operational	<b>11. Evaluate the relevance and effectiveness of different mechanisms for sharing and learning.</b>	Medium – shifting culture using relevant approaches	Medium

Recommendation	Actions: Next steps
1. Establish Authorised Professional Practice (APP) standards for sharing to be used in HMIC reviews to enable practice and CPD.	<ul style="list-style-type: none"> <li>• Identify 'good practice' sharing standards for different practice and CPD needs.</li> <li>• Identify how these can be used to enhance practice and CPD for HMIC reviews.</li> <li>• Develop Authorised Professional Practices (APP) for forces and across forces.</li> </ul>
2. Review and compare a centralised consortium and commercialised development of technologies for sharing and CPD.	<ul style="list-style-type: none"> <li>• Identify different technologies and development models to see how they could enable sharing and CPD.</li> <li>• Evaluate the cost/benefit for different development models including scalability and sustainability.</li> <li>• Evaluate comparative cost-effective models for co-developing, with the police, desirable technologies.</li> </ul>
3. Develop local and national cross-institution expert sharing networks (ESNs).	<ul style="list-style-type: none"> <li>• Identify locally (and nationally) different bodies that could valuably collaborate with the police.</li> <li>• Identify the different ranks and levels of police and other institutional members who have the right knowledge and would benefit from the sharing experience.</li> <li>• Identify equitable processes for exchanging understanding, capturing and managing that knowledge e.g. Evidence Cafés.</li> <li>• Develop systems and processes and champions to enable this activity and reporting on the benefit from these activities moving forwards.</li> <li>• Establish a reviewing mechanisms to identify how sustainable the network is and what blockers are being put in place that stop it remaining sustainable.</li> </ul>
4. Design and develop a 'digital police almanac' as a role directory and sustainability framework within force and across forces.	<ul style="list-style-type: none"> <li>• Establish a benchmarking activity of roles and responsibilities to similar roles in other forces.</li> <li>• Develop a framework and structure of comparative roles and responsibilities across force.s</li> <li>• Develop an online web-based sharing platform for a role directory.</li> <li>• Identify and update processes and responsibilities to ensuring that the database is continually updated.</li> </ul>
5. Review and establish frameworks for external verification processes with sharing partners.	<ul style="list-style-type: none"> <li>• Establish a benchmarking activity for ethical and sustainable processes in data and information usage, these should adhere to the GDPR and LED data protection regulations.</li> <li>• Develop a framework and structure of comparative roles and responsibilities within partners for data sharing activities.</li> <li>• Establish the thresholds for different levels of acceptable data sharing and how these would relate to different levels of verification.</li> <li>• Establish the processes and procedures to put in place that would enable authorisation for sharing and verification that processes and procedures are being adhered to.</li> </ul>
6. Develop an evidence support network for knowledge management of evidence based practice feeding into sharing. Understanding and valuing different types of evidence and knowledge.	<ul style="list-style-type: none"> <li>• Identify locally (and nationally) different research bodies that could valuably collaborate and support the police.</li> <li>• Identify the different ranks and levels of police and other institutional members who would have the right knowledge and who would benefit from a deeper understanding or research experience and expertise.</li> <li>• Identify equitable processes for knowledge management with different types of research and professional judgement and evidence from professional judgement to support understanding, capturing and managing that knowledge.</li> <li>• Develop systems and processes for experts within different fields to enable this knowledge management and reporting on the benefit from working with the network and knowledge management activities.</li> <li>• Establish a reviewing mechanism to assess how sustainable the network is and identify any barriers or blockers that are being put in place which prevent it from being sustainable.</li> </ul>

**Recommendation****Actions: Next steps**

7. Establish a job profile and specification for 'data sharing officers' as well a structure for implementing this within force.	<ul style="list-style-type: none"> <li>• Establish a benchmarking activity for job roles and descriptions in ethical and sustainable processes for data sharing and information usage, these should adhere to the GDPR and LED data protection regulations and may well be roles that work with data protection officers or a joint role.</li> <li>• Develop a framework and structure for implementing these roles and responsibilities within each police force.</li> <li>• Establish a network across forces that would enable sharing of good practice in data sharing activities.</li> <li>• Establish and update processes for the implementation of changes in risks and data management within the police and across police forces.</li> <li>• Establish links between each force and the information Commissioner's Office around safe sharing procedures.</li> <li>• Develop a regular communication on changes in data sharing and management across the police feeding into CPD and review of adherence to procedures.</li> </ul>
8. Establish CPD and learner baseline for police sharing needs.	<ul style="list-style-type: none"> <li>• Identify contextual sharing needs for CPD purposes with at national and institutional levels.</li> <li>• Identify and map how sharing facilitates educational understanding and knowledge retention in the transfer of learning from training into practice.</li> <li>• Identify pedagogical models that can more effectively facilitate sharing benefits to support the transfer of learning into practice.</li> </ul>
9. Develop a systematic and detailed national and international understanding of knowledge sharing/management with enablers and barriers.	<ul style="list-style-type: none"> <li>• Extend pilot literature review into knowledge management requirements.</li> <li>• Extend this pilot study to capture beyond 'selective sampling' (only those who may want to share) and contextualise data (e.g. statements around HMIC may relate to recent reviews).</li> <li>• Extend this pilot study inductive analysis to include deductive analysis (e.g. content analysis, frequency of responses, participant role networked to responses).</li> </ul>
10. Create a framework for implementing 'impact cases' of evidence based practice per force.	<ul style="list-style-type: none"> <li>• Identify force and cross force mistakes. Highlight that if an organisation is innovating it will be making mistakes.</li> <li>• Identify evidence based approaches that have been made to overcome these mistakes</li> <li>• Implement, Evaluate and review how well these approaches have overcome the previous mistakes.</li> <li>• Share with others these 'impact cases' of overcoming mistakes made.</li> </ul>
11. Evaluate the relevance and effectiveness of different mechanisms for sharing and learning.	<ul style="list-style-type: none"> <li>• Establish metrics and criteria for what is relevant and effective within the police generally and specifically per force.</li> <li>• Extend the current evaluation to review more broadly knowledge management mechanisms and systems.</li> <li>• Support the broader review to include wider knowledge management effectiveness in different domains e.g. healthcare, aeronautical industry.</li> </ul>







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