Policing Knowledge

Sharing what we know, learning what we don’t: an action plan for improving knowledge use in policing 2010-2012
Knowledge Strategy
The Headlines

Creating knowledge
- Delivers horizon scans and analysis about future threats, pressures and opportunities
- Prioritises policing problems and knowledge needs for research investment
- Promotes investment in research and innovation to address those priorities
- Delivers the policing projects of the 2011-2012 Home Office Research and Science Business Plan, the NPIA business plan and Home Office Scientific Development Branch (HOSDB) plan
- Provides information that fosters research and development partnerships between police forces and the research community in academia and industry
- Provides specialist research, analysis and science consultancy and access to expertise to directly support police forces creating knowledge
- Provides a gateway to NPIA managed data for knowledge creation.

Assuring knowledge
- Establishes a system for assuring and labelling policing knowledge products dealing with high risk, cost or volume issues
- Establishes a system for assuring and labelling policing technologies
- Continuously develops research, analytical and scientific capability and expertise.

Sharing knowledge
- Establishes a National Policing Knowledge Service, accessible to the service through a knowledge system formed by integrating the National Police Library and Police On-line Knowledge Area (POLKA) with strong links to the Policing Managed Learning Environment (MLE) and an alliance of criminal justice libraries
- Through the National Policing Knowledge Service:
  - Alerts the service to new knowledge and associated imperatives for change
  - Provides knowledge for problem solving and to assist decision making
  - Highlights scientific applications and devices that enhance policing effectiveness
  - Disseminates doctrine and guidance about high risk, high volume, high cost practice benefiting from a standardised approach
  - Embeds findings from research-derived knowledge (evidence) into the curricula and content of learning programmes.

Using knowledge
- Designs knowledge transfer models based on learning from other sectors and prepares for an evaluation of the effectiveness of these models
- Provides a knowledge-rooted capability support and practice effectiveness development service
- Delivers knowledge based change promotion programmes for priority topics that focus on embedding knowledge in operational and strategic decision making practice
- Makes available tools and materials that facilitate the service’s use of knowledge through the POLKA knowledge bank
- Builds essential professional doctrine, practice advice and standards on the best available knowledge
- Embeds knowledge within the curriculum and content of the range of NPIA learning programmes, initially working with the National College of Police Leadership
- Develops the knowledge creation, seeking, sharing and using skills and confidence of police officers and staff
- Officers and staff use knowledge to construct business cases and evaluate the impact of new approaches or applications on policing outcomes.
All too often, decision making in policing has tended to be based on opinion rather than knowledge. Although the service has done much to map crime trends, predict future crime and come up with creative solutions for reducing crime, not enough has yet been done to review and create evidence for the impact, cost effectiveness or transferability of such practice developments and innovations.

In his 2008 review of policing, Sir Ronnie Flanagan called for decision making to take knowledge into account. Good quality evidence and robust cost-effectiveness analysis should be the basis for policing decisions: not merely opinion. At this time of reducing budgets this need is at its most acute.

To improve its ability to base planning and practice decisions on evidence of ‘what works’, the service must also improve its ability to share and develop expertise, ideas, knowledge and evidence. The sharing and collaborative creation of knowledge and evidence must be central to the successful development of this approach; one which corresponds with the evidence-based (or at least evidence-informed) approach to practice improvement adopted by many public services in recent years.

The Knowledge Strategy will, for example, assist police officers and staff:

• in deciding whether a proposed initiative represents value for money;
• by providing access to a range of ideas and evidence-based examples of how to tackle local crime problems;
• in understanding what is known about a particular policing issue, as well as the quality of evidence surrounding it;
• by sharing innovative practice examples for the benefit of colleagues; and
• in finding out about emerging trends, future threats or opportunities that may affect policing to inform strategic planning.

This Policing Knowledge Action Plan sets out a delivery programme that will build the foundations for a future where police officers and staff have the knowledge that they need, where and when they need it, to police effectively and economically.

Acting Chief Executive
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NPIA
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1. Why a policing knowledge strategy and action plan?

1.1 The NPIA was commissioned to develop the knowledge action plan by the Association of Chief Police Officers (ACPO) Crime Business Area because they wanted to improve the use of knowledge in the service’s decision making and for it to be possible to base the most challenging decisions on evidence of what works. The commission received strong support from ACPO Futures Group. Specifically, ACPO wanted the service to be able to use knowledge to:

- police effectively and economically
- manage risk and achieve better outcomes
- use informed professional judgement rather than bureaucratic processes
- deploy resources to maximum effect
- share knowledge of successful innovation.

ACPO’s goal of an increasingly knowledge-aware and evidence-based police service is in line with the approach to effective spending recommended by the House of Commons Science and Technology Committee (2006) and the requirements of the Treasury’s Comprehensive Spending Review. The importance of knowledge as a driver of the ability of the service to deliver economic as well as effective policing is described in the recent policing white paper: Policing in the 21st Century: Reconnecting the Police and the People (2010).

1.2 The strategic goals for improving the use of knowledge in policing were approved by ACPO Cabinet as part of the 2010-2013 Science and Innovation Strategy (NPIA, March 2010).

A joined-up approach to knowledge

To build the evidence base about effective policing and put this in the hands of officers, a cross-cutting Knowledge Programme is being developed as an early priority of this strategy. Its goals are to:

- Create knowledge by extending the good empirical base that exists for some areas of policing with wider coverage of the most important gaps in our knowledge about what works, when and at what cost
- Assure knowledge used to inform police practice by clarifying its source and quality; and the strength of evidence presented
- Share knowledge by improving how the service shares evidence, knowledge and innovation; enabling the service to act as a co-producer of knowledge
- Equip the service to use knowledge by helping practitioners and decision makers to improve their skills and confidence in seeking, interpreting and using evidence and knowledge in decision making.

This action plan now explains what the NPIA and its partners will do in the next eighteen months (October 2010 – March 2012) to achieve those strategic goals and to enable the service to work towards the original 2013 vision.
Sharing knowledge through Evidence-Based Top Tips

With the increased prominence given to public confidence in recent years in performance management, senior officers have asked ‘what drives confidence’? In response, researchers and practitioners within the agency worked together to produce a series of new products, short Evidence-Based Top Tip papers, to raise practitioners’ knowledge of the evidence. The presented summaries of the research-derived knowledge and practical improvement activities were disseminated widely across the service and were well received as useful and user friendly. The findings from social research were also given a prominent role within the Confidence Route Map seen by the service as the key policy document explaining how to increase confidence in the police.

1.3 The benefit of acting now is that it gives the service a better chance of targeting resources where they will have the biggest impact than can be possible without knowledge. Specifically, having the right knowledge when needed enables the service to:

- Be alert to and therefore better prepared for future demands and opportunities as they arise; and able to prioritise what needs attention
- Save money and resource, reduce waste and inappropriate or disproportionate responses by knowing where to target attention and deploy resource – and for how long
- Improve the effectiveness, economy and acceptability of strategic decisions and action by choosing strategies or action with known impact and information that helps assess the relationship between costs and benefits
- Choose scientific developments and technologies that positively impact on practice, increasing the success of policing, and saving time and money
- Reduce the negative impact of indiscriminate information overload (e.g. high volumes of information with unknown provenance or validity; reducing data burden on the service)
- Find knowledge that answers policing questions when and where it’s needed
- Co-produce knowledge and ensure that it focuses on priority policing issues.

2. The vision

2.1 The vision driving this work is a police service that routinely uses good quality knowledge to decide what to target, what action to take and what resource to deploy. Using knowledge and the best evidence available to cut crime are important aspects of the government’s proposed reforms of policing (Herbert, 2010; Policing in the 21st Century) and are in line with UK Treasury advice (STC, 2006).
By 2013

- **Members of the public** agree that the information they access about their local police tells them what they want to know about their local force
- **Police officers and staff** increasingly use knowledge to reduce risk, target interventions and deploy resource where they will have the greatest impact, and police effectively
- **Police officers and staff** produce and share knowledge and are aware that the source of knowledge and its quality influence what it can be used for
- **There is a growing body of knowledge** about practical policing issues and police forces, their officers and staff work in partnership with the research community
- **Police officers and staff** critically assess knowledge, and question new scientific developments, weighing up the risks and benefits of basing decisions on that knowledge
- **Police officers and staff** access knowledge through the Police On-Line Knowledge Area, a knowledge portal giving direct access to a wide range of knowledge sources, including subscription databases and a catalogue of unpublished literature. The system is an integral part of on-line higher education for policing
- **Knowledge is** routinely integrated into policing practice as part of the “way we do it here” when problem solving and looking for ways to save money.

3. The focus of the 2010-2012 Action Plan

3.1 Our review of the knowledge available to the service, and the ability of officers and staff to share and use that knowledge showed that there are four challenges to overcome if we are to make improved use of knowledge a reality:

- availability of knowledge
- clarity about the nature and quality of that knowledge
- how knowledge is shared and its accessibility
- the willingness and ability of officers and staff to apply knowledge to their work.

3.2 These challenges can most effectively be dealt with by partnership working by the service and colleagues in the research, knowledge management and teaching communities. The plan follows the following framework and describes objectives for the next eighteen months.

- Creation of knowledge
- Quality assurance of knowledge
- Improved sharing across the service of knowledge, ideas, successes and challenges
- Use of knowledge by the service.

The plan aims to give the service the knowledge it needs now and build foundations for future work to continuously improve its use of knowledge.

4. Where did the objectives come from?

4.1 The action plan’s objectives were designed in response to what the police service told us about the knowledge it needs for operational and strategic decision making, what works well and current frustrations in finding and using knowledge. We also consulted widely with those who develop knowledge in Government, the health sector and universities.

4.2 Officers and staff told us they need knowledge that allows them to:

- Prepare for future demands and opportunities
- Identify and diagnose problems
- Identify priorities for action and spend
- Target deployment to maximise impact and save money
- Choose between options on the basis of:
  - context
  - knowledge, from the best source and at the right quality, for the issue to be addressed
  - evidence about what works: interventions and scientific developments and technologies
  - cost in relation to benefit of options
- Understand the impact of their activity.
4.3 Knowledge requirements and how knowledge is sourced varies by role and function. Officers making strategic decisions need knowledge for planning and effective resource deployment with knowledge about how to introduce new or change action in practice. They seek this knowledge from a wide range of sources including published materials, guidance documents and national assessments via the internet and library. They often ask other colleagues for convenience and because they summarise what is known and add thoughts about implications. They don’t favour one knowledge source over another and rarely comment on the quality or reliability of advice. They just say they need “complete answers, combining performance and intelligence data.”

4.4 Front line officers say they need immediate access to operational knowledge and guidance about what they can and can not do which they source from force policies e.g. new stop and account procedures, or from summaries of legislation or powers such as the Digest.

5. Principles of the action plan

5.1 The action plan is built on three principles:

• Everyone working in the service is responsible for sharing knowledge and contributing to its creation and quality, and for using that knowledge as part of “the way we do things here”

• Practitioners and decision makers can be producers and critical users of knowledge

• Knowledge sources vary and their relative merits as a basis for decision making must be clear to practitioners.

5.2 The action plan does not cover:

• Intelligence or data about specific individuals (nominals) or crimes for use in operations

• Corporate information management e.g. file plans, correspondence management, etc.

6. How we will make the knowledge action plan happen

6.1 The knowledge action plan sets out objectives for the NPIA and its partners to achieve between the latter half of 2010 and March 2012. Achievement of these objectives will lay the foundations for future work designed to enable the service to become better at using knowledge in its actions and planning. The tables overleaf explain in more detail the rationale for the objectives, what they build on and who has responsibility for actions to achieve those objectives.

6.2 Progress in achieving the objectives of the plan will be reported to ACPO Cabinet and day to day oversight of the work will be provided by the NPIA’s Science and Innovation Delivery Board as part of ensuring delivery of the Policing Science and Innovation Strategy.

6.3 The Board will also monitor change in the policing knowledge environment against the baseline analysis made in 2009 to observe the impact of the action plan on the coverage and quality of the knowledge base, knowledge sharing and use.

6.4 It should be noted that the action plan does not distinguish between research to create knowledge about effective practice, that which aims to enhance our understanding of behaviour or that for the development of scientific applications. Instead, the action plan provides a means of better integrating physical science and innovation with social science, knowledge transfer and practice development by assuming that each discipline has a role in addressing priorities for new knowledge, research and science investment.
Summary of Objectives

Creating knowledge

- Deliver horizon scans and analysis about future threats, pressures and opportunities
- Prioritise policing problems and knowledge needs for research and development investment
- Promote investment in research and innovation to address those priorities
- Deliver a programme of applied policing research as a contribution to the 2011-2012 Home Office Research and Science Business Plan, in partnership with HOSDB
- Deliver a development programme to systematically capture, codify and manage experiential knowledge
- Provide liaison between police forces and the research community to foster research partnerships
- Provide specialist research, analysis and science consultancy
- Provide a gateway to NPIA managed data.

Assuring knowledge

- Adapt and apply the Social Care Institute of Excellence framework, with a set of source specific standards, for use in assuring and labelling policing knowledge products (please see box 1, page 15)
- Establish a system for assuring and reporting policing scientific developments and applications
- Establish a transferable process for assuring and labelling policing knowledge products dealing with high risk, high cost or high volume issues
- Contribute to the continuous development of research, analytical and scientific capability and expertise in the service.

Models for collaborative working

A cost-effective solution to maintaining forensic science business, research and learning in the UK.

Following a model more normally seen in healthcare research, the aim of this proposal would be to trial a model for improving the provision and use of forensics through a joint regionally defined initiative.

The vision is a collaborative capability to maximise the research, innovation, learning and workforce-development in forensic science by creating a joint educational programme focused on courses and research. The programme would both stimulate new knowledge and transfer it to the latest generation of forensic practitioners and continue to promote the UK as a world leader in this sector whilst generating business growth opportunities in the NE.

The reduction in public spending across police, universities and regional development agencies suggests that models such as that proposed, which capitalise on existing capability and increase its impact, are the right approach.

This collaboration will not require additional money but rather consolidates and maximises the potential of a shared local resource through the collaboration of police, higher-education and the regional development agency. This can also have a positive influence on the national forensics agenda and maintains and develops a critical-mass in UK forensic science knowledge.
Sharing knowledge

- Establish a National Policing Knowledge Service, accessible to the service through a knowledge system formed by integrating the National Police Library and Police On-line Knowledge Area with strong links to the Policing Managed Learning Environment and an alliance of UK and international criminal justice libraries

- Through the National Policing Knowledge Service:
  - Alert the service to new knowledge and associated imperatives for change
  - Provide knowledge for problem solving and to assist decision making
  - Highlight scientific applications and devices that enhance policing
  - Disseminate professional advice and guidance about high risk, high volume, high cost practice benefiting from a standardised approach
  - Embed findings from research-derived knowledge (evidence) into the curricula and content of on-line learning programmes.

Using knowledge

- Design a knowledge transfer framework for policing and protocol for its future effectiveness testing
- Provide a knowledge-rooted capability support and practice effectiveness development service
- Deliver knowledge-based change promotion programmes for priority topics that focus on embedding knowledge in operational and strategic decision making practice.

- Make available tools and materials that facilitate the service’s use of knowledge through the POLKA knowledge bank
- Embed knowledge in core policing doctrine and guidance on critical high risk/high impact topics
- Embed knowledge in specialist operational guidance provided to enquirers.

NPIA Knowledge Bank: One-stop-shop for accessing information

The Knowledge Bank is an area on the Police Online Knowledge Area (POLKA), for sharing evidence-based knowledge across the police service. It allows members to access, share and collaborate in the development of the latest policing knowledge through the use of discussion forums, blogs, wikis and document stores – whether that be examples of local policing practice, good quality policing research, information on future trends, intelligence and analysis products or guidance and doctrine products. The Knowledge Bank provides a ‘one-stop-shop’ for accessing police information across the service and encourages members to add their own knowledge to the collective.
Objectives October 2010-March 2012
Creating knowledge

Our aim is to develop the knowledge base for policing

Why this issue is important
Basing service planning and action on knowledge enables officers and staff to spot opportunities for cost saving and impactful policing and to weigh up the likely benefit of a choice against its costs.

The use of knowledge in decision making has the added bonus of demonstrating to the public the validity and rationale for choices made which may positively influence their view of the policing approach then taken.

What is already being done?
NPIA, SOCA and other agencies assess different threats to the UK from crime. Findings pertinent to policing are published in a restricted form as the National Strategic Assessment; those about organised crime as the UK Threat Assessment http://www.soca.gov.uk/threats.

Improved technology and data availability allow more rigorous and quickly available forward looking knowledge that enhances policing effectiveness e.g. predictive crime mapping can improve resource deployment, pin pointing hot spots and crime geography (Johnson et al., 2008).

Performance data, highlighting opportunities for improvement are available at force level and nationally from the HMIC and the HO.

Knowledge from innovations and trials of new applications that saves money or improves effectiveness comes from HOSDB, universities and industry but is not shared routinely.

Overall, there is little empirically derived policing knowledge about what works, when and at what cost and what there is tends to focus on crime reduction (Farrington & Welsh, 2005; Lum, 2009). Absence of a prioritised research agenda and limited capability and resources in the research community influence the research done.

What officers and staff say they want
To be:
- prepared for future demands and opportunities
- able to diagnose where and how to do more or better whilst costing less
- clear about priorities for action and spend
- able to choose options for effective and economic action and to target deployment
- able to tell if action has had an impact.

Officers and staff are gaining the skills to do their own research and the service is increasingly asking for research derived knowledge.

Models for research partnerships between the service and academia have potential for wider use e.g. UPSI, TEST, NIJ and SIPR (please see box 2).

Prioritising innovation and monitoring new developments, and better integrating innovation and research could maximise their impact on policing outcomes and reduce costs.

Research funding councils are willing to direct limited funds to address policing priorities.

Learning from events and operations is captured in results analysis and debriefs but is difficult to systematically codify or store for easy retrieval.

NPIA manages significant data sets for the service (eg PNC; Missing Persons Database; National DNA Database; National Ballistics Information System).
What the NPIA and its partners will do

Working with HOSDB and other enforcement agencies, NPIA will manage a policing futures programme that delivers:

- Alerts to mid and longer term challenges and opportunities for policing built from horizon scanning and futures analysis
- National strategic assessments of new and existing crime threats, that integrate crime data and intelligence and systematically appraise threat
- Problem profiles on priority issues and threats
- Environmental scanning for opportunities to innovate in policing science and technologies (by October 2010-March 2012)

NPIA will help the service prioritise policing problems and knowledge needs for research investment every two years (by October 2010 and 2011).

NPIA will liaise with the UK and International funding councils and industry to promote investment in research and innovation to address those priorities (by March 2011).

NPIA, HOSDB and HO will prepare complementary 2011-2012 policing research and science business plans as part of the HO Science and research Business Plan 2011-2012 to deliver:

- Analytical tools and techniques to maximise data use and diagnoses of what can be done better and how to save money
- Knowledge about “what works” in policing
- Knowledge about levers for change in policing
- Scientific applications that increase policing impact and reduce its costs
- Systematically capture and codify experiential knowledge (by March 2011-2012).

Police forces and the research community will seek opportunities to work in collaborative partnerships to create knowledge about practical policing issues.

NPIA will support these partnerships by:

- Offering specialist research and analytical consultancy (by October 2010-December 2011)
- Identifying centres of excellence in policing research and science willing to support knowledge creation by policing agencies and staff (e.g. the forensic valley model for forensic science) (by October 2010)
- Developing a map of UK policing research (by December 2010)
- Providing a gateway to NPIA managed data for research and analysis (by December 2010).

Examples of partnerships between police forces and universities

The Universities Police Science Institute (UPSI) in South Wales has developed the “research practitioner” role as an integral part of its approach to delivering evidence based policing in South Wales.

- All new recruits to South Wales Police are trained at the University of Glamorgan, where they are introduced to policing research and trained in basic research methods.
- Academics from Cardiff University run research projects in collaboration with officers, utilising methods with affinities to the “street craft” of patrol officers to develop an evidence base about the problems experienced by different communities.
- A formal research-practitioner role is being introduced where a sergeant will work with the university team and deliver a PhD study on a policing topic of interest to the force (police response to issues of “hidden victimization”).

Other examples of partnership are described on the NPIA’s Knowledge Bank.
Objectives October 2010-March 2012
Assuring knowledge

Our aim is to maintain high trust in policing knowledge

Why this issue is important
The knowledge needs of the police service are diverse and no one knowledge source addresses them all. The strategy’s principles are that an appropriate knowledge source should be used to address particular knowledge needs and questions; and that practitioners need to be able to distinguish good quality knowledge, whatever its source, from that which is unreliable for decision making.

Poor reporting of knowledge can undermine its usability, leaving practitioners with an incomplete picture of its provenance or method of discovery and therefore unable to judge its merits or to interpret findings.

What is already being done?
Systems, frameworks and criteria exist for other sectors, used for classifying knowledge by type or source and indicating its appropriateness and the risks associated with basing change on that knowledge. Knowledge classification systems also demonstrate what differing sources offer. Such systems, e.g. that of the Social Care Institute of Excellence (SCIE, please see box 1), those used to judge intelligence (Pearce and Dancy, 2008) or the Maryland Scale, used for critically appraising evaluations (Sherman 1997) could be developed for wider application in policing.

The UK Statistics Authority states clear requirements for published national or official statistics, such as those from NPIA.

Government professional codes, standards and competencies set quality standards for research, science and analytical staff.

The NPIA, HO and MOJ share a process for assessing and approving the quality of social research designs that has the potential for use by other science and research disciplines.

What the NPIA and its partners will do
Adapt the SCIE knowledge framework for use in assuring and labelling policing knowledge products, for use with high risk, volume or cost issues products initially including:

What officers and staff say they want:
- To know the source of knowledge and its quality (e.g. whether it complies with quality criteria for a defined knowledge source)
- To know if research derived knowledge is reliable and valid
- To know that statistically derived knowledge complies with the standards of the UK Statistics Authority.
• Categories of knowledge sources
• Common source specific standards for assuring and reporting knowledge quality
• A process for quality assurance and investment approval of NPIA research, scientific development and statistical outputs (by December 2010).

NPIA specialist research, statistical and science staff will join cross-government professional networks and work to their standards (by December 2010).

NPIA will report annually on its research and scientific development programme to the Home Office Chief Science Advisor (by March 2011 and March 2012).

NPIA will report its official statistical outputs to the Home Office Chief Statistician (At time of each statistical release).

Partners will contribute to the continuous development of research, analytical and scientific capability and expertise in the service (by October 2010-March 2012).

Classification of Social Care Knowledge by Quality and Source

The Social Care Institute of Excellence uses criteria in the form of questions to help practitioners appraise knowledge and determine its quality (Pawson et al., 2003). Analysts use similar criteria judging intelligence (Pearce and Dancy, 2008).

• Transparency – is it open to scrutiny?
• Accuracy – is it well grounded?
• Purpose – is it fit for purpose?
• Utility – is it fit for use?
• Propriety – is it legal and ethical?
• Accessibility – is it intelligible?
• Specificity – does it meet source-specific standards?

Organisational knowledge: standards can include regulatory and aspirational criteria, designed to ensure accountability and best practice in social care, and ‘reality checking’ techniques.

Practitioner knowledge: standards may be adapted from those for qualitative research, reflective practice and ways of ‘articulating the unspoken’ and include source authenticity, credibility and content, and sufficient detail.

Policy community knowledge: a significant proportion of its knowledge (e.g. ideological and political reasoning) may not be susceptible to formal appraisal except with generic standards. However, work to improve policy making suggests standards e.g. forward and outward looking, innovative, evidence-based, and subject to review.

Research knowledge: there are many standards for the generation and critical appraisal of research knowledge. Key features regarding research design include quality, appropriateness, transparency, and accuracy.

User and carer knowledge: standards for knowledge quality are rare, but are emerging from concerns with accountability and participation. They could include accountability, use of an explanatory social model, clarity of ideological standpoint, and empowerment.
Objectives October 2010-March 2012
Sharing knowledge

Our aim is to help police officers and staff share knowledge for policing

Why this issue is important
ACPO want the service to be innovative and become better at sharing knowledge of successful interventions. They note the collective advantage knowledge sharing gives the service specifically, helping it to:

- Use what works in saving money and achieving successful policing
- Learn from others instead of starting from scratch to solve problems
- Access critical resources for diagnosing what to target and how
- Access a collective memory for policing
- Co-produce knowledge – of threat, opportunity and effectiveness.

How we share knowledge is as important as what we share if that sharing is to be effective and economic.

What is already being done?
The NPIA has three knowledge management channels: the National Police Library (NPL), the Police On-line Knowledge Area (POLKA) and the managed learning environment (MLE). It also publishes newsletters and publications e.g. guidance and the Digest – focused on legal changes.

NPL provides access to a range of knowledge sources and its functions are accessible through the internet. NPL also has the largest collection of Policing Knowledge in Europe. University libraries complement the policing collection, largely focusing on criminology. Few forces have libraries and direct enquirers to NPL for policing material.

The Scottish Police College also has a policing collection but on a smaller scale to the NPL. The OU policing collection is largely historical.

The increasing volume of policing publications and knowledge sources can be overwhelming, but knowledge management solutions are beginning to be applied to simplify search and retrieval – please see box 3.

The agency and its partners deliver a vast range of national and international teaching and learning programmes.

What the NPIA and its partners will do
NPIA will establish a National Policing Knowledge Service that delivers:

- Current affairs briefs
- Alerts to new pressures, threats and opportunities
- Problem profiles on new and emerging crimes
- National professional practice and standards for high risk, high impact topics, where a standardised approach to practice is desirable
- Knowledge syntheses and summaries
- Technology assessments (by March 2011).

What officers and staff say they want:
- To act as co-producers of knowledge
- To recycle and share good ideas from practice
- Interactive opportunities for talking through ideas and how to achieve change
- Knowledge that summarises and integrates what is known
- Legislation and operational policies.
Deliver the knowledge service through an integrated knowledge system, POLKA, which provides the infrastructure, processes, licensing arrangements and expert knowledge management required to mobilise and share knowledge and:

- Communities of Practice and interactive functions of the current POLKA
- National Police Library-externally facing electronic access to databases and search engines, national policing collection, search and retrieval expertise.
- Options for linking to the Policing Managed Learning Environment (by March 2012).

And enhanced by knowledge sharing alliances in the UK and internationally with, for example, HMIC, the Scottish Police College, the Campbell Collaboration, COPS Office, National Institute of Justice, CEPOL (European Police College), Police National Legal Database, the World Criminal Justice Libraries Network, and academic and service focused libraries across policing and criminal justice (by March 2012).

ACPO will alert the service to new knowledge and associated imperatives for change through targeted emails and research and science briefings (by March 2011).

NPIA will work with the British Society of Criminology to explore a network to promote dialogue with academics for adoption into POLKA when this is technically permissible (by March 2011).

NPIA will continue to improve the functionality of POLKA, and in particular its super search functionality to ensure maximise knowledge returns during search and its accessibility to “gsi” and “ac” users e.g. the Organised Crime Project Board has considered housing its Forward Work Plan on POLKA (by March 2012).

### Examples of knowledge management solutions

- Campbell Collaboration Library of Systematic Review
- COPS Office and in particular the popcenter [www.popcenter.org](http://www.popcenter.org)
- CEPOL e-library (European on-line knowledge sharing platform)
- National Institute for Justice knowledge platform (in development) (based in the USA)
- Australian Centre of Excellence in Policing
- DSTL knowledge translation initiative (Defence science and technology laboratory)
- Scottish Crime and Drugs Enforcement Agency and the Department for Transport are establishing knowledge sharing strategies which they want to link to that for policing.
- The knowledge Hubs at the Library of the University of Portsmouth.
Objectives October 2010-March 2012

Using knowledge

Our aim is to promote the use of knowledge in operational practice and strategic decision making

What officers and staff say they need:
- Help finding knowledge
- Implications
- How to introduce and sustain change
- Monitor and know if they’ve made the desired difference.

Why this issue is important

Using knowledge when making decisions

In policing decisions are traditionally based on opinion, derived from a mixture of experience and values. However, the drive to conserve resource whilst continuing to maximise benefit from action has given knowledge based decision making a renewed significance. In policing, there is a similar drive to reduce spending and to allocate resources stringently to activity that is known to be effective, economic and acceptable.

What is already being done?

There are good examples of collaborative learning between the service and programme teams based in the agency who integrate learning from research knowledge with practical planning for implementation e.g. in the Citizen Focus and Local Policing Programme

The NPIA’s Capability Support Unit is a resource dedicated to enabling change and improvement in policing. It works with the agency’s specialist research and analysis teams to diagnose the issue then find and use knowledge about what works to improve policing.

The agency’s effectiveness and QUEST teams help forces diagnose the cost saving potential of processes and systems.

The agency also uses experiential learning that takes into account contextual factors in its guidance publications.

Higher education such as the Cambridge Executive programme, the Police Science masters at UCL and the undergraduate teaching at UPSI are all building a foundation of analytically confident officers and staff ready to lead the use of knowledge in action.

The National Leadership College for Policing is working with the current RAI staff to develop analytical, research confident leaders whose learning is based on a robust knowledge base.

The NPIA offers operational support to forces that draws directly on agency-delivered analysis (e.g. SCAS) and knowledge from a range of sources, integrating research findings into their advice where feasible (SOC).

What the NPIA and its partners will do

NPIA will work with colleagues in other sectors and ACPO to research, design and test an effective knowledge transfer framework for policing that guides the translation of knowledge into policing decisions and action and through the application of capability support and other change programmes (Project proposal March 2011).

Deliver knowledge based change promotion programmes for priority topics that focus on embedding knowledge in operational and strategic decision making practice (by March 2011-March 2012).

Working in partnership with police officers, and staff, the NPIA will provide a knowledge-rooted capability support and practice effectiveness/cost saving development service that provides tools and practical assistance with:
- Diagnosing obstacles and opportunities for performance improvement
- Planning for and managing change
- Creating knowledge and running
empirical studies in-force

- Translating knowledge into decisions and action
- Conducting post-implementation reviews and evaluation (by October 2010-March 2012).

The NPIA will develop and share tools and materials that facilitate the service’s use of knowledge through the POLKA knowledge bank

- Risk assessment tools
- Predictive policing and data mining tools
- Diagnostic tools to understand performance and target cost-savings
- “How to” guides – critical appraisal, using knowledge in decision making/deployment etc. (by October 2010-March 2012).

NPIA will build essential professional doctrine, practice advice and standards on the best available knowledge in line with the recommendations from the on-going review of doctrine (by October 2010-March 2012).

NPIA will embed knowledge within the curriculum and content of the range of its learning programmes, initially working with the National College of Police Leadership (by October 2010-December 2012).

NPIA and higher education sector will develop the skills and confidence of officers and staff in creating, seeking and using knowledge

- ACPO to consider encouraging officers and staff to undertake higher education, and particularly the study of crime and police science, and criminology
- NPIA will provide introductory modules on evidence based policing and crime science to entry level officers and staff
- Senior officers will encourage their analyst staff to undertake higher education that develops their analytical knowledge and competency range
- Embed knowledge in specialist operational advice provided to enquirers (by October 2010-March 2012).

Example of a knowledge management initiative:
Translating Research into Practice

George Mason University evidence based policing programme develops mechanisms to share research findings with officers and staff. The Evidence-Based Policing Matrix, developed by Cynthia Lum, Christopher Koper (PERF), and Cody Telep is an example of such a knowledge sharing tool. It’s a a free, online interactive tool that provides an easy-to-use framework for summarizing all police evaluation studies of moderate to high rigor (assessed by the Maryland Scale) http://gunston.gmu.edu/cebcp/Matrix.html
# Knowledge Strategy Steering Group

## Annex 1 Contributors to the Knowledge Strategy

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