



College of
Policing

The Greater Manchester Police procedural justice training experiment

Technical Report

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1. Background and research aims

This technical report outlines the design, methods and results of a two-group randomised control trial undertaken in Greater Manchester Police (GMP) between September 2011 and June 2012. It follows the CONSORT 2010 structure for reporting trials.¹ In parallel with this report the College of Policing is publishing a practitioner paper with a greater focus on the high level findings, key implications and practical considerations for policing that arise from this work. The practitioner paper is available on the College of Policing website.

Background

Greater Manchester Police (GMP) decided to introduce a new training programme on communication skills following concern among Chief Officers that the force was underperforming compared to its most similar group of forces with regards to levels of victim satisfaction. An opportunity was identified through ongoing collaboration with the Research Analysis and Information Unit (RAI) to evaluate the impact of any new training intervention in GMP.²

Through discussions with RAI, GMP became interested in piloting an innovative training programme focussed on enhancing practical communication skills of frontline uniformed officers. The College of Policing has worked in collaboration with GMP to design the evaluation methodology, and – drawing on findings from a recent review of training and behaviour change – the scenario based learning element of the course.³ An external provider developed the classroom content of the training course in collaboration with GMP.

Procedural justice

The trial was also a good opportunity to add to the growing body of research on the procedural justice model, which looks at the reasons why people cooperate with the police and do not break the law.⁴ While the relationships in the procedural justice model have been examined in survey data gathered from a range of different contexts (e.g. Australia, Ghana, Jamaica)⁵, relatively little attention had previously been paid so far to *how* to improve public perceptions of police procedural fairness. Given this gap in the research evidence, and the potential benefits of the police adopting a more procedurally just approach, this trial offered a valuable opportunity to test the impact of a communication skills training on the way officers interact with members of the public and to establish if training could lead to improvements in public perceptions of procedural fairness.

¹ Schulz et al, 2010.

² Prior to the creation of the College of Policing in December 2012, RAI was part of the National Policing Improvement Agency.

³ Wheller and Morris, 2011.

⁴ See, for example: Jackson et al. (2013); Myhill and Quinton (2011); and Tyler, T. (2006).

⁵ See, for example: Tankebe (2009); Reisig and Lloyd (2009); Murphy and Cherney (2012).

Research Aims

The GMP training experiment focussed on the following primary research questions:

A. Police attitudes and behaviour

- Does police training improve officer attitudes towards communicating with victims and serving the public?
- Does training enhance the skills and abilities of officers when interacting with victims of crime?

B. Victim satisfaction

- Do victims notice any difference in their interactions with the police and, thus, does officer training increase victim satisfaction?

C. Public cooperation with the police

- If training can improve victims' perceptions of the police, are they more willing to cooperate with the police as a result?

The evaluation may also be able to answer secondary research questions:

D. The impacts of different approaches to training

- Does classroom-based training have the same effect on outcomes as more experiential and reflective training methods?
- Does the length of the training received make a difference?

Hypotheses

Our primary hypotheses before the trial began were that:

(a) Officers in our treatment groups would display (i) improved attitudes and (ii) improved behaviour compared to officers in the control group, and that

(b) Victims interacting with officers in the treatment group would report higher levels of satisfaction with their experience than victims who interacted with officers in the control group.

2. Methods

Trial design

To address our research aims, and enable strong causal statements to be made about the impact of training, a two-group randomised control trial was undertaken between September 2011 and June 2012. Trial participants were randomly selected and assigned to one of five subgroups (three treatment subgroups and two control subgroups). Trial design was to allocate 120 participants to each of the five subgroups, assuming a potential drop rate out of around one-in-six.

Three treatment groups were chosen to enable analysis of a variety of training interventions with different characteristics. Two control subgroups were selected so one subgroup could be assigned as a control for the behavioural assessment, leaving the other control subgroup (who had not received this intervention) for potential future follow up measures. Further detail on the process of sampling and randomisation procedures are found below and in the CONSORT diagram (see p20).

Participants

All serving police constables working in neighbourhood or response teams (including probationers with less than two years' service) were eligible to participate in the trial. These officers were identified from the GMP 'nominal roll', the most complete personnel dataset in force. The nominal roll is a direct output from the GMP human resources database, containing 'live' personnel information about all serving officers and staff. Using filters on the initial output from the nominal roll, a total of 2,167 eligible officers were identified as the sampling frame for the study. From this sampling frame, our sample of officers was selected and randomly assigned to each of the five subgroups in the study.

Interventions

Neighbourhood and response officers were selected and allocated at random to the experimental conditions. Officers allocated to treatment groups were invited to attend a training course designed to improve the way they interact and communicate with victims. Officers allocated to the control group received no training. The overall aim of each training intervention was to improve officers' communication skills, with outcomes measured through impacts on officer attitudes and behaviour, and victim perceptions. Based on existing evidence suggesting additional benefits can be achieved from experiential and scenario-based learning, three slightly different courses were implemented to allow possible comparisons of impact.

More details of each intervention can be found below but in brief, the interventions were structured as follows:

- Subgroup A received two days of classroom-based training and no scenario-based learning;
- Subgroup B received three days of training including two days of classroom-based training and a day of scenario based learning;
- Subgroup C received two days of training including one day of classroom-based and one day of scenario-based learning.

Subgroups D and E were control groups and received no intervention.

Whilst attendance at the training was voluntary, and some officers did indeed opt out, they were encouraged to attend by senior officers. Similarly, while officers were able to (and did) opt out of the trial evaluation (e.g. non-response to surveys, refusal to undertake filmed scenarios) they were encouraged to participate.

Subgroup A (2 day course)

Officers on this course received training designed by an external provider and delivered by GMP trainers. Delivery was classroom-based, though made use of group discussions and break-out exercises. The contents of the training focus on enhancing communication skills. The training covered the following areas:

- **Empathy:** using a three-step empathy model to recognising and acknowledging the victims' emotional state, then explain how the officer can help.
- **Rapport:** use of body matching techniques and non-verbal communication to build rapport.
- **Positive acknowledgements:** using supportive language, acknowledging the victims feelings, making clear that the victim is being listened to, e.g. "I understand", "I can help you".
- **Signposting:** explaining available options, raising awareness and reducing unrealistic expectations.
- **Using names:** explaining the power of exchanging names for building rapport and trust.
- **Saying 'No' positively:** learning phrases that empower victims and focus on what we can do for them, e.g. "what I can do is...", "what I recommend is..."
- **Words/phrases to reconsider:** removing negative language that does not create confidence in the person or organisation, e.g. unfortunately, hopefully.
- **Agreement to go:** before leaving an incident, checking we have done all we can for the victim and thanking them.

Subgroup B (3 day course)

Officers on this course received the same classroom-based training as in Course A, and an additional third day of training with two key elements. The first element was a short (approximately 2 hours) classroom input around the procedural justice model; fair treatment; and the value of securing public cooperation. Officers were asked to reflect on their own perceptions of GMP (see Appendix 3). The second element involved officers participating in a role-play exercise. The role-play exercise, in line with recent review evidence introduced a practical element to the training, focussed on experiential and reflective learning through the use of realistic scenarios.⁶

GMP and College RAI staff designed two role-play scenarios collaboratively, drawing on the approach used in the Chicago Quality Interaction Training programme.⁷ The officer briefings and information supplied to role actors for these scenarios can be found in Appendices 1 and Appendix 2 of this technical report. The scenario-based learning sessions took around 1.5 hours, and were implemented in three phases:

Phase 1 – Practice skills acquired in the classroom training

The first 30 minutes were devoted to the role play exercise itself, where the officer was given a briefing outlining a fictional call for service to respond to as the initial attending officer. The

⁶ Wheller and Morris, 2011.

⁷ Rosenbaum and Lawrence, 2012. Rosenbaum, personal correspondence.

role of the 'victim' was played by a role-actor (force trainers undertook these roles).⁸ The scenarios were filmed for use by trainers in phase 3. The scenario was made as realistic as possible, being set in the force scenario room (a mocked-up living room) with no visible cameras. Two scenarios were used by the role actors (see Appendix 1). The choice of which scenario was used in each role-play exercise was non-random and decided by the role-play actor.

The scenarios were developed to a common specification; they would concern a minor crime or anti-social behaviour incident of the type most response and neighbourhood officers will attend on a regular basis; and the victim was portrayed as someone who the officer could perceive as being 'undeserving' of a quality service (e.g. being partly responsible for the incident occurring, and/or a known offender). In all scenarios, role actors were briefed to initially behave in an agitated manner towards the officer – complaining about how long they have had to wait, expressing dissatisfaction about prior contact, or having high expectations about what the officer can do. In practice, scenarios typically ran for 10-15 minutes.

At the end of the role-play, another trainer who had been observing the interaction via CCTV (and would later undertake the feedback in phase 3) undertook a short 'hot debrief' to discuss initial reflections with the officer before explaining phases 2 and 3.

Phase 2 – Reflect on performance and consider implications for practice

The next 30 minutes were devoted to reflection. Officers were given time (in another room) to reflect on how the scenario went, what they learnt, and what they could do differently on a day-to-day basis. A self debrief sheet was given to officers to aid this process (see Appendix 4). At the same time, the trainer who observed the role play and did the initial 'hot debrief' with the officer reviewed a video-tape of the scenario in a separate room and, using a standardised prompt sheet (see Appendix 5), prepared feedback on the officer's performance.

Phase 3 – Personalised feedback from trainers

The final 30 minutes of the process were devoted to personalised feedback and discussion. Trainers used the GMP feedback model (see Appendix 5) to structure feedback. The trainer and officer discussed how the scenario had gone and reviewed the videoed scenario together. When appropriate, the trainer could stop the tape at key points to illustrate and discuss key learning points with the officer. It was originally intended that all officers would watch the scenario back with the trainer, but not all trainers showed the tape to all officers. The inconsistency in how this was applied was explained through interviews with officers and trainers: broadly, if officers accepted feedback and suggestions from trainers, the videos were not always required to illustrate or back up feedback the trainer had prepared. If officers were resistant to feedback then videos were used to illustrate specific aspects of behaviour.

Subgroup C (Hybrid course)

This course was a condensed version of Course B. The classroom-based training was typically delivered in one day (instead of over two) with the second day of the course used to cover the procedural justice model and role-play scenario as described above.

⁸ The force did liaise with local higher education colleges about the possibility of using drama students as role play actors. Following these discussions, the force decided the approach was too high risk in terms of the standard of training, the level of pre-briefing required, and the students' commitment and time-keeping.

Subgroups D and E (Control group)

These subgroups received no training intervention.

Outcome measures

Outcome measures for the trial were measured through three main research instruments. Officer interviews and feedback sheets were used to supplement the main instruments and provide contextual information and a deeper understanding of officer perceptions of the training. Details on the approach to blinding for each of these measures can be found on page 15.

Officer attitudes

Officer attitudes were analysed through an online survey administered by GMP after the training course (see Appendix 6). The survey consisted of 69 attitude statements and six socio-demographic questions.

The survey presents a series of attitudinal statements, with participants in the treatment and control groups asked to respond to each statement on an anchored scale ranging from '1 - Strongly agree' to '7 - Strongly disagree'. The survey was developed by the College of Policing RAI unit drawing in part on measures used in previous studies.⁹

A similar survey was administered pre-intervention, but we were unable to match a sizeable proportion of collar numbers between surveys (officers did not have to supply their collar number), this prevented the use of repeat measures for panel analysis of officer attitudes. Fortunately, due to randomisation, pre-intervention measures are not always required in randomised experiments and may even reduce statistical power.¹⁰ To check for any bias in our sample we ran two-tailed independent samples t-test comparing treatment and control group response to all attitudinal statements on both pre and post intervention surveys. In the pre-intervention survey, there was a significant difference between treatment and control groups in only four out of 56 survey items. This result suggests that there were no systematic differences in attitudes between the treatment and control groups prior to the training intervention. Post-intervention, a significant difference was found for 21 out of a possible 69 survey items.

Officer behaviour

Officers from both treatment and control groups were invited to attend a behavioural assessment, between January 9th 2012 and February 9th 2012 (roughly three months after the initial training in October/ November 2011). The assessment involved a role-play scenario like those delivered in the initial training courses. Trial participants performed one of three specially designed scenarios with (non-blinded) role-actors in the role of the victim.^{11,12} New

⁹ Rosenbaum and Lawrence, 2012; Bradford et al, 2013.

¹⁰ Shadish et al, 2002; Bland and Torgerson, personal communication.

¹¹ The whole of subgroup D was invited to attend the behavioural tests as part of our analysis. Due to a shortfall in attendance at the behavioural tests, 36 officers from subgroup E were randomly selected to attend to boost our control group sample. Initially, subgroup E was not included in the behavioural tests as GMP did not have sufficient training school capacity to undertake the behavioural test with all 237 control group officers.

scenarios were developed for the behavioural evaluation (see Appendix 7) to ensure returning individuals would not undertake a scenario they had previously performed in the initial courses.

Each scenario was videoed to allow the quality of interactions between officers and role-actors to be analysed. Specialist staff at the National Centre for Social Research undertook coding of these videoed interactions. Each scenario was dual coded and all coders were blinded as to whether officers were in the treatment or control group. The use of an external contractor was particularly important at this stage of the process as both role-actors (force trainers) and College of Policing researchers may have had prior knowledge of whether officers undertaking scenarios had received earlier training.

The coding framework was developed by College of Policing researchers, drawing on previous policing research¹³ and more recent quality-of-interaction frameworks from healthcare.¹⁴ Coders were asked to respond to a series of statements about officer behaviour on an anchored scale ranging from '1 – Strongly agree' to '7 - Strongly disagree' (as used in the officer attitudes survey). The coding framework was piloted on a ten per cent sample of videos received from GMP, with College researchers and the external contractor making refinements as required to develop a final version of the coding framework and ensure clarity and consistency of understanding amongst coders (see Appendix 8).

It was not possible to observe officer behaviour in the field, so behaviour was tested using a realistic role-play scenario in the training environment as a substitute measure. Some caution is therefore required in interpreting the results of the behavioural analysis as it only tells us about officer behaviour in an artificial environment. Nevertheless the behavioural analysis compares the officers in the treatment and control groups under the same artificial conditions.

Victim perceptions

GMP routinely collects data on victim perceptions through a survey managed by an external research company. This telephone survey follows national guidelines, and consists of a random sample of victims of burglary, violent crime, vehicle crime, and racist incidents. Respondents are asked a series of questions about their contact experience; including actions by the attending officer, quality of treatment and satisfaction (see Appendix 9).¹⁵

Outcome measures in this trial were obtained by selecting only those respondents who had contact with an 'initial attending officer' allocated to the treatment or control group of the trial (using the officer's collar number). The analysis focussed on questions included in the survey instrument that referred to victims' perceptions of treatment, satisfaction, and their willingness to cooperate with the police in the future. Data were analysed for the six month period between January and June 2012, allowing measurement of the impact of training up to nine months after its delivery. The victims in the sample and the telephone interviewers would both have been unaware of whether the officer the victim had contact with was a trial

¹² It was not possible to blind the role actors as they were also course tutors and would know if they had taught individuals during the initial courses.

¹³ Black and Reiss (1967); Fyfe (1996).

¹⁴ Beck et al. (2002); Elwyn et al. (2001); Enzer et al. (2003)

¹⁵ During this period GMP changed the independent research company who were undertaking the telephone surveys. They also changed some questions in the survey instrument. The analysis focussed on items that were consistent over the six month period. There is no reason to suppose that the change in research company would have systematically effected either the treatment or control group.

participant or to which group they had been allocated. As this approach is based on a random sample of victims, some officers in the treatment and control group may not be included in the sample, whilst others may appear more than once. Similarly it is possible that some victims of crime will appear more than once in our analysis though we are unable to establish if this was the case due to the anonymous nature of the victim satisfaction data.

Officer and trainer interviews

In-depth interviews were also undertaken with a sample of officers to supplement the experimental approach. In-depth qualitative interviews allow a better understanding of the mechanisms of change and the context in which they operate.¹⁶ Quota sampling was used for the in-depth interviews to ensure good coverage of officer attitudes to each course was achieved. The initial aim was to interview 15 officers from each of the three groups, which would represent around 13% of the 120 officers we intended to treat in each group. In total 56 officers were interviewed, representing 19% of trained officers. Six course trainers were also interviewed to gain further perspective on the training. Data from interviews were collated to allow a deeper contextual understanding of the interventions and the trial more generally and was not intended to be analysed quantitatively.

Officer feedback sheets

Officers also completed a short paper-based feedback questionnaire on their perceptions of the course immediately after their training was finished (see Appendix 10). These feedback sheets were designed by College researchers to provide immediate feedback to GMP on officer opinions of the different courses. Data from these questionnaires were entered into Excel and subsequently analysed in SPSS.

Sample size and power calculations

Initial assumptions

Our working assumption was that around 100 officers would have to be allocated to each intervention subgroup (n=300). The capacity of GMP's training school and limiting levels of abstraction from regular duties helped to determine assumptions around sample size.

Advice on sampling from the York University Trials Unit suggested that rather than allocate a similar number of officers at the subgroup level to the control, the control should be boosted in size to enhance the likelihood of detecting a statistically significant difference and increase the power of the design.¹⁷ Subsequently, the number of officers allocated to controlled conditions would have to be roughly twice that allocated to any one of the intervention groups (n=200). It was therefore anticipated that study would require a total sample of around 500 officers.

Determining the final sample size

To test our initial assumptions and determine the sample sizes required in the study, a power calculation was carried out. The starting point for this power calculation was to make a decision about what effect size would have practical significance to the police service. Given that many of the outcomes in the officer attitudes survey were to be measured using a 7-point response scale, an average difference between the treatment and control groups of

¹⁶ Pawson and Tilley (1997).

¹⁷ Bland and Torgerson, personal communication

around half-a-point was considered to be meaningful in practice. At the time of developing the study design there were limited studies available as a reference point for these power calculations, though preliminary results from the Chicago study suggested that training can have an effect which is detectable with around 130 participants in each arm of the study; net differences of around 0.2 on a 4-point response scale were detected in Chicago.¹⁸

The power calculation was carried out in G* to determine the overall sample size required to detect a significant post-intervention difference between the treatment group (subgroups A, B and C) and control group (subgroups D and E) as our main research questions were to be answered at this level. The calculation was difficult to perform because of a lack of relevant data from GMP and limited number of previous studies. As a proxy, data from a similar survey used by the NPJA in another force were analysed for the power calculation. The power calculation revealed that, to detect a difference of around half-a-point on a 7-point response scale using an unpaired t-test on two independent samples (with alpha=0.05 and power=0.8), a total sample size of around 600 was needed (n=330 control, n=240 control) (see Box 1 below). The expected effect size was around 0.24.¹⁹

Box 1: G* power calculation output

T-tests		Means: difference between two independent means (two groups)	
Analysis Sensitivity: compute required effect size			
Input	Tail(s)	=	2
	α err prob	=	0.05
	Power (1-β err prob)	=	0.80
	Sample size group 1	=	240
	Sample size group 2	=	330
Output	Noncentrality parameter δ	=	2.8063297
	Critical t	=	1.9641493
	Df	=	568
	Effect size d	=	0.2380749
Difference that can be detected			
	$d = (\mu_1 - \mu_2) / \sigma$		
	$\mu_1 - \mu_2 = d * \sigma$		
	= 0.24 * 2		
	= 0.48		

To allow for potential attrition, each of the treatment subgroups were increased in size by ten officers (n=120). The planned assignment groups and related sample sizes were agreed with the force as per Table 1 below.

¹⁸ Rosenbaum and Lawrence, 2012; Rosenbaum, personal correspondence.

¹⁹ The estimate of the SD for these calculations comes from a survey of officers carried out in another force, and is effectively the chance of falling into each of the seven points on the scale. The distribution in the other trial was fairly uniform, hence the SD of 2 (rounded up from 1.98), on a 7-point scale. It was unlikely that the difference between the two scales tested in this project would also have such a wide variance, so this example shows what we would have detected in a "worse case" scenario.

Table 1. Experimental conditions and sample sizes

Assigned subgroup	Training	Number of officers	Experimental group	Total sample size
A	Course A	120	Treatment	360
B	Course B	120		
C	Course C	120		
D	-	120	Control	240
E	-	120		

Randomisation

Procedures for random assignment should mean intervention and control groups are broadly equivalent (except for receiving the training).²⁰ Demographic comparisons of the treatment and control groups are outlined on page 19 and show no systematic differences between these groups prior to the training intervention.

Random assignment to experimental conditions

Individual, as opposed to cluster assignment was used for the trial. Individual officers were randomly assigned to groups within the trial from across all Borough Command Units (BCUs) in GMP. While such an approach meant training could not be supported by other interventions to give it the best chance of success (e.g. internal marketing to specific, targeted BCUs), it enabled the study to focus exclusively on testing the impact of police training.²¹

Limitations and mitigations of individual assignment

Two potential drawbacks with the use of individual assignment in this trial were identified:

(1) Officers selected for the intervention group could potentially work in the same team as an officer selected for the control group, raising the possibility of contamination. As a contingency against this risk, the sampling frame (the GMP nominal roll) was sorted by role and location (prior to the random selection procedures being carried out) to reduce the likelihood of co-workers being assigned to the same group. It was also thought that, were this situation to arise, the risks to the integrity of the study were minimal because contact between two officers was unlikely to have the same effect as attending a training course. It was not possible to test for this contamination effect in the analysis.

(2) Officers in the intervention group might sometimes attend calls from the public with colleagues who had not received the training. Discussions with the force revealed little scope to control for this possibility. It was possible to look at the extent to which officers worked on their own or in pairs across the force as a whole. Analysis was carried out of the victim satisfaction survey data for the whole force (rather than just those officers in the trial). A similar proportion of victims were found to have been attended by officers working on their

²⁰ Shadish et al, 2002.

²¹ Advice from the York University Trials Unit (Bland and Torgerson, personal communication) on the possibility of undertaking a cluster randomised trial suggested a minimum of 50 clusters would be required to enable cluster level covariates to be controlled for. Since GMP has only 12 BCU units, cluster assignment was not a suitable option for this trial.

own (50.6%) as were working with at least one other officer (48.4%). The effect of single or double crewing on the results is unknown. It is more likely that double crewing would dampen the overall effect of the intervention. For example, a trained officer might downplay their skills if they attend a call with a sceptical colleague. Similarly, an untrained officer might 'up their game' if they work alongside an officer in the treatment group. Due to the random allocation of officers in the trial, the effect of double crewing should have been evenly distributed between treatment and control groups.

Procedures for the random selection and assignment of participants

While random assignment of participants is widely recognised as being crucial for internal validity, it was also decided that officers in the study should also be selected at random prior to allocation to strengthen the external validity of the research. Prior to beginning the sampling process, the College sought independent quality assurance of the procedures from statistical experts in government and academia who both approved the procedures outlined below.²² Procedures were carried out by a College of Policing researcher, and observed by a second researcher to ensure independence and to reduce the chances of selection bias.

Random selection and assignment

The GMP 'nominal roll' was used as the sampling frame for the random selection of officers to participate in the study. The nominal roll is a direct output from the GMP human resources database, containing 'live' personnel information about all serving officers and staff of all ranks and specialism. The sampling frame was used to identify officers in the desired study population, namely constables currently serving in response and neighbourhood policing. The sampling frame was filtered on the variable 'Position Title' to ensure only officers meeting our inclusion criteria could be randomly selected for inclusion in the study. For accuracy, checks were then carried out using the 'Organisation' variable that described the operational unit the officer worked in. The sampling frame contained details of around 2,200 police constables working in response and neighbourhood policing.

The sampling frame was then sorted, in order, by the following variables to create a stratified sample: 'Position Title', 'Location' and then a randomly generated number. The purpose of stratification was to help ensure the sample was broadly representative of different types of officer, based in different locations across GMP, and to reduce the risk of contamination. The process would have resulted in a proportionate number of respondents in each stratum, but would not have affected their probability of being selected. Finally, a sampling fraction was then calculated to enable the desired sample size to be selected (plus an additional 10 per cent for attrition).

The process random selection and allocation of officers proceeded as follows:

Phase 1: Drawing an initial random sample of officers

A random number was generated for the first four officers in the sorted sampling frame. The officer with the highest random number was used as a starting point for systematic sampling. Every fourth officer in the frame was selected from this random starting point. As this process led to shortfall in the drawn sample (because of the requirement to round up the sampling fraction to a whole number), a similar process was repeated with officers remaining on the

²² Chris Kershaw, Home Office; David Wilson, George Mason University; personal communication.

sampling frame. College researchers then checked the sample for any notable sources of bias.

Phase 2: Eligibility checks

The initial random sample (n=599) was first returned to GMP to check the availability of officers to attend any of the training courses. This step was carried out prior to random assignment since any randomly assigned officer who did not receive the intervention would have to be included in 'intention to treat' analysis. Officers with no availability for the course dates (e.g. because they were on maternity leave, restricted duties) or who had changed roles (and were therefore no longer eligible) were excluded (n=52).²³ Therefore, at the end of this phase, there were 547 officers included in the trial.

Phase 3: Drawing additional sample

An additional sample was drawn following the same procedures outlined in phases 1 and 2 to make up the shortfall of ineligible officers. A further 56 officers were randomly selected, six of whom were found to be ineligible. At the end of this phase, therefore, there were 597 officers included in the trial.

Phase 4: Random assignment

A random number was then generated for the officers in the sample (n=597) who were available to attend the training. This random number was used to sort the remaining sample. The officers were then randomly allocated in equal blocks to the five subgroups. Subgroups A, B and C were each subject to slightly different training courses, whilst subgroups D and E formed the control group which received no intervention.

Phase 5: Allocation to courses

The list of assigned officers was then returned to GMP. Each of the officers was then placed on to their allocated training course (A, B or C). To minimise the number of dropouts, slight changes were made to size of the classes to accommodate officers with more limited availability. Under no circumstance was the force allowed to place an officer on to a different training course. The force kept records of all officers that could not be placed on their allocated training course, and the reason for their non-placement. These officers were included in 'intention to treat' analysis.

The officers selected to receive the training were informed about the pilot and the evaluation when the force sent out joining instructions for the different courses. This information was to be repeated in an email from ACC Gary Shewan to all officers included the study (including the control group) that was to accompany the officer attitudes surveys. Participation in the study was completely voluntary, but was encouraged.

Blinding

Various degrees of blindness apply to different aspects of the trial and its analysis. In summary, after officers were assigned to each group, both officers and trainers were aware of the group they were in. Officers may have been aware of the existence of other versions of the course, and the existence of a control group from discussions with colleagues. For all outcome measures, College of Policing researchers (who were aware of the allocation of trial

²³ It was impractical to check the availability of all 2,167 neighbourhoods and response constables before we drew our initial random sample. The further random sample of 56 officers was therefore required to boost our initial sample. Further attrition in the sample occurred between the date the initial sample was drawn (21st July 2011 and the start of training in September 2011. Some officers subsequently became ineligible by virtue of promotion, maternity/ paternity leave, move to restricted duties, suspension, sickness, etc.

participants) undertook data analysis in SPSS. The status of participant blinding for each of the outcome measures is outlined below:

Officer attitudes survey

- All officers were aware if they were in a treatment or control group.

Officer behaviour analysis

- All officers were aware of their treatment or control group allocation.
- Role-actors (GMP trainers) may have been aware of the allocation of the participants (they may have taught them in the first phase of the trial, or may have seen their name and allocation on a list during the trial).
- External contractors who were blind to the allocation of the officers performed dual coding of the videotaped interactions. College of Policing researchers subsequently completed analysis of this blind-coded data in SPSS.

Victim perceptions

- While officers were aware that GMP carried out a victim satisfaction survey, they would not have known which victims they had contact with were going to be part of the survey, not least because the sample was drawn several weeks after their contact.
- Victims responding to the satisfaction survey were asked for their consent to participate, but were not aware of the trial nor whether the officers with whom they had contact were in either the treatment or control group.

Statistical methods

Main outcome measures

Our approach to analysis in the trial evaluation was as consistent as possible across the three main outcome measures. Analysis of the officer attitudes survey, behavioural analysis and victim satisfaction survey went through a series of common phases.

Phase 1: Exploratory factor analysis was undertaken in SPSS to see if the individual items were testing similar concepts (as they had been designed to do). Though this factor analysis was exploratory, it was theory-driven. Items developed as part of the same theme were grouped together. For individual items to remain part of a scaled variable, they needed to meet a factor score threshold of approximately 0.5.²⁴ The reliability of each scale was then checked using Cronbach's Alpha test. A threshold of 0.7 was required to demonstrate suitable reliability.

Phase 2: New scaled variables were created and a mean score was calculated for each individual respondent by adding their responses across items that made up the scale and dividing this total by the number of items. For example, an individual who responded to the items in a five question scale with scores of 2, 3, 4, 5, and 6 would have a score for the scaled variable of 4. In a small number of cases, not every item in a scaled variable had a

²⁴ This process remained theory driven, however. In two instances, items in the attitudes survey scored 0.49, but were included in the scale as the items made sense as part of the theme. Field (2009) suggests that factor loadings of 0.4 are acceptable for samples of around 300.

response. In these cases the individual respondent was excluded from the analysis for that theme.

Phase 3: Group means were then used for comparative analysis between treatment and control groups. The collective mean response from treatment and control group officers were calculated and compared using two tailed t-tests (for independent samples). This approach revealed whether there were statistically significant differences in treatment and control group responses. An effect size was then calculated (Pearsons' 'r').

It was necessary to build themes using factor analysis as comparing mean scores across each individual survey questions would have resulted in a large number of statistical tests being performed, increasing the chance of both false positive and indeed false negative findings (particularly during sub-group analyses).

Officer Feedback Sheets:

Feedback sheets were only completed by officers who attended the training. A total of thirteen questions were asked. Analysis of basic frequencies has been undertaken.

3. Results

Participant Flow

The CONSORT diagram (see page 20) illustrates the overall progress of participants through the trial, and specifically outlines:

- (a) The number of participants randomly assigned to each group;
- (b) The number of participants who received intended treatments; and
- (c) The number of participants included in the analysis for each of the three main outcome measures.

Recruitment and follow ups

GMP was responsible for timetabling the training courses and managing all logistics, in discussion with the College of Policing. Courses were initially delivered over a 5-week period (starting October 10th 2011 and completing on November 11th 2011). The force monitored attendance daily, and made telephone calls to the Borough Command Unit (BCU) of non-attending officers to establish reasons for non-attendance. Officer collar numbers were used to monitor attendance and ensure participants only attended the course they were allocated to. College researchers checked attendance records against officer allocation to ensure no one attended the wrong course.

By the end of the initial training period, a total of 276 officers had been trained (Subgroup A=95, Subgroup B=93, Subgroup C=88). The trial design had allocated 120 participants to each group, assuming a potential dropout rate out of around one-in-six (leaving 100 officers in each group). Given that a large level of drop out could pose a significant risk to the evaluation, contingency plans to undertake an additional course for each intervention group were put into place with the aim of achieving as close to 100 officers in each group as possible. Officers who had not previously attended their allocated course were invited to the additional courses which took place from January 4th to 6th 2012. These courses were identical to those delivered earlier. An additional 16 officers attended (Group A=2, Group B=8, Group C=6) these courses.

Of the 339 officers we intended to treat, 292 officers (86.14%) completed the training; 97 from Group A, 101 from Group B and 94 from Group C. The dropout rate was 13.86%. In any trial, dropouts are inevitable. GMP and the College worked together to minimise attrition through clear, tailored communication with participants, and contingency plans such as the mop up courses. Participation in the training and evaluation was completely voluntary and based on informed consent. Officer behaviour tests took place between January 9th 2012 and February 9th 2012.

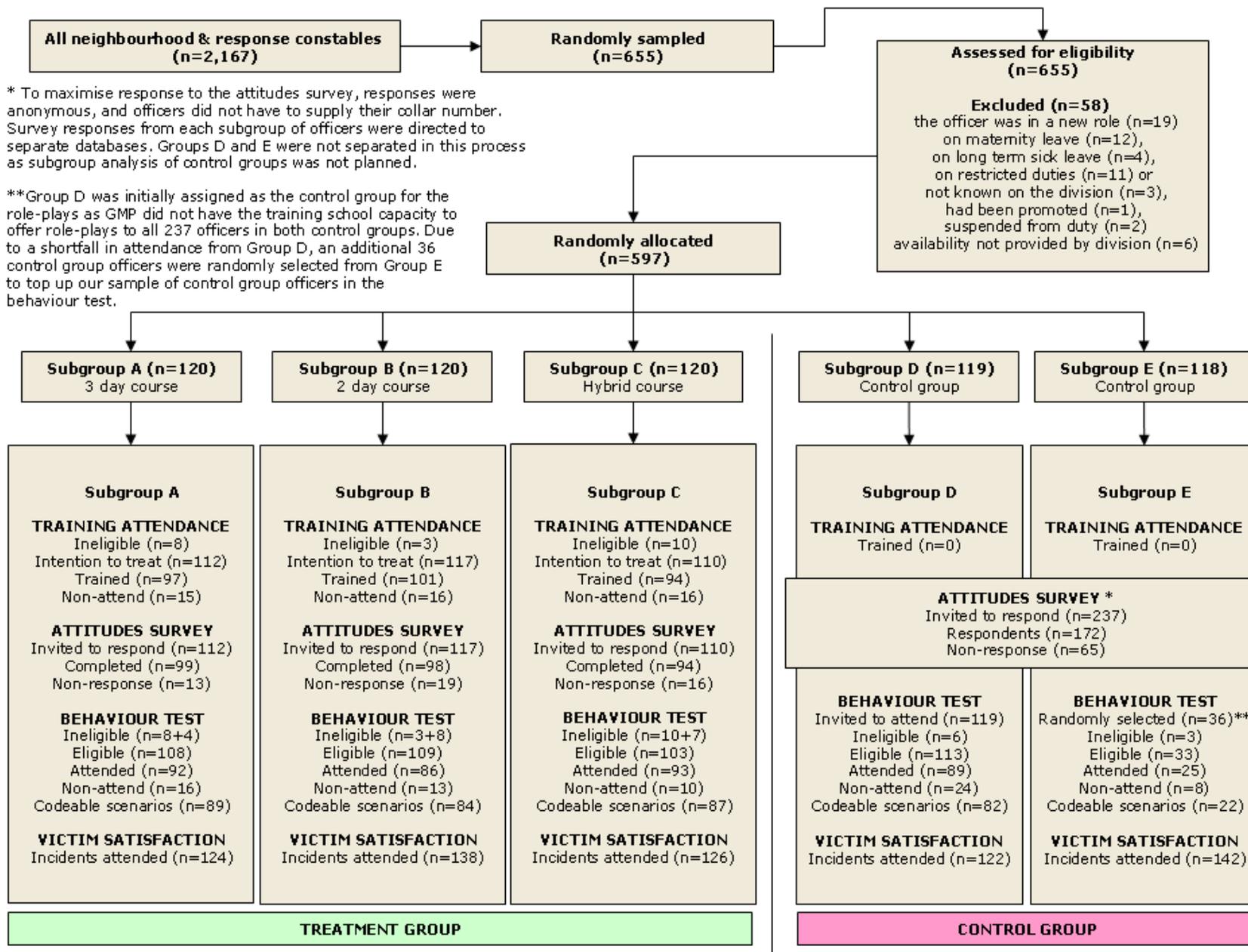
Baseline demographic data

Table 2 (below) shows baseline demographic information for officers in our sampling frame, the combined treatment and control groups, and each subgroup. Compared to the overall sampling frame, randomly sampled officers had very similar characteristics in terms of length of service and role. A slightly higher proportion of males were randomly sampled for inclusion in the trial than are found in the overall sampling frame. A slightly higher proportion of response officers were randomly allocated to the control group than the treatment group (a difference of 4.82 percentage points).

Table 2: Demographic characteristics of the sample (assigned officers by subgroup, percentages).

Demographic characteristic	Eligible GMP officers (%)	Initial officer sample (%)	Allocated officers (%)						
			Treatment group				Control group		
			Subgroup A	Subgroup B	Subgroup C	Total	Subgroup D	Subgroup E	Total
Length of service									
0 to 5 years	51.55	50.84	50.42	56.67	47.50	51.53	47.86	51.69	49.79
6 to 10 years	33.04	33.84	27.73	31.67	38.33	32.59	40.17	31.36	35.74
over 10 years	15.41	15.32	21.85	11.67	14.17	15.88	11.97	16.95	14.47
Sex									
Female	28.80	26.09	27.73	28.33	24.17	26.74	22.22	27.97	25.11
Male	71.20	73.91	72.27	71.67	75.83	73.26	77.78	72.03	74.89
Role									
Neighbourhood	37.61	36.53	37.82	40.83	35.00	37.88	32.48	36.44	34.47
Response	54.31	55.39	51.26	53.33	55.83	53.48	62.39	54.24	58.30
Probationer	8.08	8.08	10.92	5.83	9.17	8.64	5.13	9.32	7.23
Total number	(2,167)	(594)*	(119)	(120)	(120)	(359)	(117)	(118)	(237)

* We were unable to trace information for 3 sampled officers (1 from Subgroup A, 2 from Subgroup D). These officers are included in the overall 'sampling frame' figures.



Numbers analysed

This section outlines the number of participants included in our analyses and summarises our analytical approach.

Officer attitudes survey

Table 3. Numbers analysed: Officer attitudes survey

	Assigned officers	Completed by	Response rate
Subgroup A	117	97	82.91
Subgroup B	110	101	91.82
Subgroup C	112	94	83.93
<i>Total Treatment</i>	<i>339</i>	<i>292</i>	<i>86.14</i>
Control group (Subgroups D+E)	237	172	72.57
Total	576	464	80.56

High response rates for the officer attitudes survey were achieved through senior GMP leaders (at ACC level) highlighting the importance of the evaluation in the email inviting participants to complete the survey. Two follow up emails were sent reminding participants of the closing date for the survey to encourage response and to highlighting the value of their contributions.

Officer behaviour analysis

Table 4. Numbers analysed: Officer behaviour analysis

	Assigned officers	Invited to participate	Attended evaluation	Coded videos	Achieved sample (%)
Subgroup A	117	108	92	89	76.07
Subgroup B	110	109	86	84	76.36
Subgroup C	112	103	93	87	77.68
<i>Total Treatment</i>	<i>339</i>	<i>320</i>	<i>271</i>	<i>260</i>	<i>76.70</i>
Control group ²⁵ (Subgroup D + 36)	155	146	114	103	67.32
Total	493	473	385	363	73.63

Note: achieved sample (%) = coded videos/assigned officers.

Not all assigned officers were invited to participate as GMP were aware that it was no longer appropriate for some officers to be involved in this part of the evaluation, for example officers on maternity leave, long term sickness leave, or restricted duties, etc, were not invited to the exercise. This issue affected both the treatment and control groups. As outlined on the CONSORT diagram, GMP did not have capacity to undertake behaviour tests with all control

²⁵ Due to training centre capacity, it was not possible to invite all officers in both control subgroups to attend the behavioural evaluation. Subgroup D plus 36 randomly selected Group E officers were assigned as the control for the behavioural evaluation.

group officers. Subsequently our initial approach was to invite all of Group D to undertake the behaviour test. Due to high dropouts from Group D, an additional 35 officers were randomly sampled from Group E to supplement the control group.

There was some attrition in the sample between the number of officers attending the evaluation sessions and the number of videos that could be successfully coded. GMP recorded a total of 385 officers as attending the evaluation; this resulted in 363 videos that could be coded for the evaluation. The 22 videos not included in the final evaluation were as follows:

- 2 refusals to undertake a role-play;
- 3 'mechanical failures' with recording of scenarios;
- 2 instances of officers attending the evaluation twice (in these cases their first scenario was coded and the second excluded from the evaluation);
- 1 video that could not be matched to an individual in the sample;
- 1 individual deemed ineligible (i.e. on restricted duties) prior to the training courses that then attended the evaluation (the individual was therefore excluded from the sample).
- 13 videos were of an insufficient quality (e.g. sound/ vision issues) to be coded.

Victim satisfaction survey

Table 5. Numbers analysed: Victim satisfaction survey

Group	Numbers of victims	Assigned officers	Officers victims had contact with	
			Number	(%)
Group A	124	117	60	51.28
Group B	138	110	73	66.36
Group C	126	112	56	50.00
<i>Total Treatment</i>	<i>388</i>	<i>339</i>	<i>189</i>	<i>55.75</i>
Control (Groups D+E)	264	237	119	50.21
Total	652	576	308	53.47

Officer interviews

Table 6. Numbers analysed: Officer interviews

	Invited to attend behavioural analysis	Intended quota	Completed interviews	Achieved sample (%)
Group A	108	15	18	16.67
Group B	109	15	18	16.51
Group C	103	15	20	19.42
<i>Total Treatment</i>	<i>320</i>	<i>45</i>	<i>56</i>	<i>17.50</i>

Note: achieved sample (%) = interviews completed/ invited to attend behavioural analysis.

Officer interviews were only undertaken with participants in the treatment group. 'Intention to treat' numbers here are the same as the officer behaviour analysis (officer interviews took place after officers had attended behaviour tests meaning officers not invited to the tests could not be interviewed).

Officer feedback sheets

Table 7. Numbers analysed: Officer feedback sheets

	Attended training	Completed feedback sheets	Achieved sample (%)
Group A	97	86	88.66
Group B	101	89	88.12
Group C	94	83	88.30
Total Treatment	292	258	88.36

Officer feedback sheets were only undertaken with participants in the treatment group. Intention to treat numbers here are all eligible randomly sampled officers. In this table, achieved sample (%) = completed feedback sheets/ attended training.

Analytical approach

Officer attitudes, officer behaviour and victims satisfaction analyses were analysed where possible by comparing: (1) all treatment groups (combined) vs. control groups (combined) and; (2) each of the three treatment groups (individually) vs. control groups (combined). Intention to treat analysis was undertaken as standard across both approaches. Mean scores for each group were compared using 2-tailed independent sample t-tests. When comparing each of the three courses to the control group, Dunnett's t-tests were used as these are the only multiple comparison allowing you test means against a control mean.²⁶ For all outcome measures, exploratory subgroup analysis (individual treatment groups vs. control group) had an insufficient sample size to make meaningful comparisons between each course and the control group. Tables of these analyses are therefore not presented. Analyses of officer feedback sheets compared the percentage agreement with statements about the training courses (see Appendix 10) across trained groups.

Outcomes and estimations

Our primary hypotheses before the trial began were that:

- (a) Officers in our treatment groups would display (i) improved attitudes and (ii) improved behaviour compared to officers in the control group, and that;
- (b) Victims interacting with officers in the treatment group would report higher levels of satisfaction with their experience than victims who interacted with officers in the control group.

In addition, a secondary hypothesis was that:

- (c) Officers receiving scenario based learning in addition to the classroom based input may display better outcomes than those receiving the classroom input alone.

As outlined in the section on statistical methods (p16) our approach to analysis in the trial evaluation was as consistent as possible across the three main outcomes measures. Analysis for the officer attitudes survey, behavioural analysis and victim satisfaction survey involved

²⁶ Field, 2009, p375.

building scaled variables using exploratory factor analysis, and then comparing mean responses between treatment and control groups on these scaled variables.

Outcomes from exploratory factor analysis can be found in tables 8 to 10 (p25-27). In addition to the eight themes included in the officer attitudes exploratory factor analysis results table (table 8, p25-26) three themes did not meet our reliability threshold as described in the statistical methods section (p16). These three scales combined measures around: maintaining self control (3 items scale); using body language (3 items scale); and perceived self-confidence/ competence (3 items scale). The Cronbach's Alpha score for these scales ranged between 0.575 and 0.600 (our threshold for inclusion was a score of 0.7).

Outcomes from the comparisons of means (combined treatment groups vs. control group), which provide an overall summary of the findings of the trial, are found in table 11 (p28). More detailed commentary on these results and their implications are presented in the practitioner paper. A brief summary is outlined below:

Officer attitudes: Statistically significant differences were found between the attitudes of treatment and control group officers. Officers in the treatment group on average expressed better attitudes to delivering quality of service; to the importance of building empathy and rapport with victims; and to the importance of fair decision making. A result approaching statistical significance was found for one other theme: recognising the value of procedural justice.

Officer behaviour: A statistically significant difference was found between treatment and control groups in the overall quality of interaction officers had with role-actors. Blind coding of videoed role-play scenarios found interactions between role actors and officers in the treatment group were rated more highly than interactions with control group officers.

Victim perceptions: Victims reported, on average, a statistically significant difference in the quality of interactions with treatment and control group officers. Victims reported better interactions with treatment group officers than control group officers across the six month period after training. No difference in likelihood of public cooperation was identified between the two groups, though this was not necessarily expected so soon, or as a result of this intervention.

In relation to our specific hypotheses:

(a) Officers in our treatment groups displayed (i) improved attitudes and (ii) improved behaviour compared to officers in the control group, and;

(b) Victims interacting with officers in the treatment group reported better interactions than victims who interacted with officers in the control group. However, levels of satisfaction with treatment were not statistically different between groups.

(c) We are unable to determine whether officers receiving scenario based learning in addition to the classroom based displayed better outcomes than those receiving the classroom input alone. This is due to insufficient sample size to allow us to make comparisons between each of the three treatment subgroups.

Results of factor analysis

Table 8. Results of factor analysis: officer attitudes survey

Officer attitudes			Reliability Statistics	
Scaled variable	Contributory variables	Factor loading	Cronbach's Alpha	N of Items
Perceived impact of training	Training has given me confidence to deal with members of the public	0.899	.935	6
	Training has prepared me to deal with difficult interactions with the public	0.888		
	Training has given me the skills necessary to talk to victims of crime	0.773		
	I've received training that has helped me to think about how I speak to victims	0.785		
	I've received training that has taught me about the kind of service victims want	0.761		
	The way I interact with people has improved as a result of the training I've received	0.911		
Attitudes towards victims	It's difficult to treat some victims like they are completely blame-free	0.691	.851	5
	Most victims did something to cause what happened to them	0.589		
	Some victims of crime are more deserving of a good service than others	0.801		
	It's a waste of time trying to help some members of the public	0.790		
	Some people do little to deserve the respect of the police	0.781		
Perceived value of procedural justice	Many situations between the police and the public could be prevented if only police officers would remain calm and not get defensive	0.660	.864	5
	Treating angry people with respect increases the community's confidence in the police	0.649		
	We will get more intelligence from the public if we are more respectful in the way we treat them	0.826		
	People will show more respect for the law if they think the police listen to their opinions	0.813		
	In the longer term, people will cooperate more with us if we interact better with them	0.847		
Attitudes toward delivering quality of service	The end result is more important to the victim than how we treat them	0.672	.715	4
	When responding to a crime, police officers should prioritise gathering evidence over reassuring the victim	0.545		
	Being concerned about customer service should not be a big part of a police officer's job	0.624		
	We should just get on with doing our job and spend less time worrying about what people think of us	0.654		

Officer attitudes			Reliability Statistics	
Scaled variable	Contributory variables	Factor loading	Cronbach's Alpha	N of Items
Building rapport and empathy	If someone is frustrated with you, it can help the situation to tell them you realise they are frustrated	0.761	.767	4
	It can help to tell a victim who's in distress that you recognise they are upset	0.778		
	I can build rapport with victims by saying I'm sorry to hear about what's occurred	0.706		
	My job is made easier when I tell victims I can see what they are going through	0.492		
Fair treatment	I treat people with respect regardless of how they treat me	0.814	.713	3
	Regardless of how they behave towards the police, everyone should be treated with the same level of respect	0.640		
	If a member of the public is rude to me, I will be less polite to them	0.599		
Fair decision making	Showing an interest in a victim is important no matter what they are saying	0.701	.832	7
	There is value in me showing interest in what a person is talking about, even if I disagree with them	0.659		
	A victim should be given the chance to say how they want an officer to resolve an incident	0.599		
	I give members of the public the opportunity to voice their opinion about the decisions that affect them	0.710		
	It's important to take the time to explain police procedures clearly to victims	0.561		
	I can make my job easier by showing people I'm listening to what they're saying	0.666		
	When responding to an incident, I try to take into account what the victim wants me to do	0.636		
Perceived level of public cooperation	The people I deal with tell me about suspicious activity	0.846	.856	4
	The people I deal with willingly provide me with information about suspects	0.853		
	The people I deal with follow my instructions, even when they disagree with me	0.637		
	The people I deal with willingly assist me when asked	0.751		

Table 9. Results of factor analysis: officer behaviour analysis

Officer behaviour			Reliability Statistics	
Scaled variable	Contributory variables	Factor loading	Cronbach's Alpha	N of Items
Quality of contact scale	The officer treated the victim with respect	0.718	.919	7
	The officer was friendly	0.785		
	The officer was courteous	0.697		
	The officer was knowledgeable / competent	0.782		
	The officer was reassuring	0.872		
	The officer took control of the situation	0.806		
	The officer consistently demonstrated they wanted to help victim	0.89		

Table 10. Results of factor analysis: victim perceptions

Victim perceptions			Reliability Statistics	
Scaled variable	Contributory variables	Factor loading	Cronbach's Alpha	N of Items
Quality of contact scale	Explained their decisions to me	0.812	.968	10
	Treated me fairly	0.873		
	Appeared interested in what you told them	0.891		
	Listened carefully to what I had to say	0.918		
	Took the matter seriously	0.903		
	Were polite	0.813		
	Made me feel reassured	0.861		
	Treated me with respect	0.84		
	Made an effort to understand	0.93		
	Took my views into account	0.878		
Public cooperation scale	Willingly assist the police if asked	0.709	.815	5
	Report a crime to the police if you were a victim of crime again	0.685		
	Provide the police with information to help them find someone suspected of committing a crime	0.794		
	Work with the police to solve problems in your local area	0.637		
	Report dangerous or suspicious activities to the police	0.654		

Analysis of scaled variables:

Table 11. Comparison of treatment and control groups: intention to treat analysis of impacts on officer attitudes, officer behaviour and victim satisfaction (2-tailed t-tests to compared scaled variables).

Scaled variable	Mean response		t-test for Equality of Means							
	Treatment Group	Control Group	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI		Effect Size (Pearson's r)
								Lower	Upper	
OFFICER ATTITUDES										
Perceived impact of training	4.57	4.11	-3.20	445	0.001	-0.47	0.15	-0.75	-0.18	0.15
Attitudes towards victims	4.29	4.38	0.70	445	0.483	0.09	0.13	-0.17	0.36	0.03
Perceived value of procedural justice	5.13	4.92	-1.77	444	0.077	-0.21	0.12	-0.44	0.02	0.08
Attitudes towards delivering quality of service	4.64	4.41	-2.06	451	0.040	-0.23	0.11	-0.45	-0.01	0.10
Building empathy and rapport	5.30	4.84	-4.88	374	0.000	-0.46	0.09	-0.64	-0.27	0.24
Fair treatment	4.44	4.62	1.40	449	0.161	0.18	0.13	-0.07	0.43	0.07
Fair decision making	5.75	5.58	-2.38	440	0.018	-0.18	0.07	-0.33	-0.03	0.11
Perceived level of public cooperation	4.42	4.24	-1.56	441	0.119	-0.18	0.12	-0.41	0.05	0.07
OFFICER BEHAVIOUR										
Quality of contact scale	5.42	5.13	-3.72	324	0.000	-0.29	0.08	-0.44	-0.14	0.20
VICTIM PERCEPTIONS										
Quality of interaction scale	3.68	3.59	1.98	480	0.049	0.09	0.04	0.00	0.17	0.09
Public cooperation scale	3.80	3.81	-0.05	622	0.958	0.00	0.03	-0.07	0.06	0.00

Notes: Mean responses are scores out of a maximum of 7 for officer attitudes and officer behaviour, and 5 for victim satisfaction. Means are calculated from the sum of all response variables included in the scale divided by number of variables in the scale. The sample for victim satisfaction was heavily skewed. A log transformation was performed on this data to help to correct for this, and the same results were found.

Analysis of non-scaled variables

The following section presents results of tests on individual questions or measures used on the officer behaviour analysis and victim satisfaction survey analysis. No individual item analysis was undertaken on the officer attitudes survey due to the large number of items (69 attitudinal statements were tested in the officer attitudes survey) and the subsequent possibility of false-positives that comes with running a large number of statistical tests.

Officer behaviour

The evaluation of officer behaviour looked at whether or not officers performed techniques taught in the communication skills training course. Table 12 presents findings for these individual measures of behaviour. Coders were able to record 'yes', 'no', or 'unsure' for each of the behaviours below. Chi-square tests found statistically significant differences between treatment and control group officers. Officers from the treatment group were significantly more likely to acknowledge the victims' emotional state; to empathise with the victim; to match the victims' body language, and to give victims a choice of how the incident would be handled. Control group officers were significantly more likely to orient their body towards the victim.

Table 12. Officer behaviour analysis: comparison of individual measures of behaviour, intention to treat analysis: Chi-square tests (treatment vs. control).

The officer...	Treatment	Control	χ^2	df	p	phi
Acknowledges victims emotional state, opening stage						
Yes	27.8% (63)	16.7% (14)	4.045	1	.044	0.11
Else	72.2% (164)	83.3% (70)				
Empathises with victims situation in opening stage						
Yes	34.5% (79)	16.9% (14)	9.050	1	.003	0.17
Else	65.5% (150)	83.1% (69)				
Officer places blame elsewhere during opening stage						
Yes	16.2% (37)	17.6% (15)	.090	1	.764	-0.02
Else	83.8% (191)	82.4% (70)				
Officer makes apology						
Yes	64.9% (146)	62.6% (57)	.143	1	.705	0.02
Else	35.1% (79)	37.4% (34)				
Identifies how issue can be dealt with						
Yes	27.4% (48)	19.7% (14)	1.593	1	.207	0.08
Else	72.6% (127)	80.3% (57)				
Officer orients their body toward the victim						
Yes	67.8% (122)	81.8% (54)	4.676	1	.031	-0.14
Else	32.2% (58)	18.2% (12)				
Does the officer adopt a listening position?						
Yes	94.4% (169)	91.0% (61)	.910	1	.340	0.06
Else	5.6% (10)	9.0% (6)				
Does the officer use body matching?						
Yes	24.1% (42)	10.8% (7)	5.189	1	.023	0.15
Else	75.9% (132)	89.2% (58)				
Officer places blame elsewhere during exploration / course of action stage						
Yes	3.0% (7)	4.7% (4)	.572	1	.450	-0.04
Else	97.0% (229)	95.3% (81)				
Acknowledges victims emotional state in exploration / course of action stage						
Yes	40.8% (97)	27.9% (24)	4.458	1	.035	0.12
Else	59.2% (141)	72.1% (62)				

The officer...	Treatment	Control	χ^2	df	p	phi
Empathises with victim's situation in exploration / course of action stage						
Yes	57.7% (139)	42.5% (37)	5.899	1	.015	0.13
Else	42.3% (102)	57.5% (50)				
Officer gives victim choice of options on how incident will be handled						
Yes	73.4% (174)	59.1% (52)	6.218	1	.013	0.14
Else	26.6% (63)	40.9% (36)				
Says no positively						
Yes	27.4% (58)	16.4% (12)	3.495	1	.062	0.11
Else	72.6% (154)	83.6% (61)				
Used positive acknowledgements						
Yes	77.1% (182)	71.6% (63)	1.062	1	.303	0.06
Else	22.9% (54)	28.4% (25)				
Used police jargon						
Yes	15.7% (37)	14.5% (12)	.078	1	.780	0.02
Else	84.3% (198)	85.5% (71)				

Coders were also asked to rate the overall performance of the officer, a five point scale was used for this with response options of: 5 (Excellent); 4 (Good); 3 (Average); 2 (Below average); 1 (Poor). Results in table 13 (below) show a statistically significant difference between the groups. More than double the percentage of treatment group officers were rated good to excellent compared with control group officers (48% vs. 22%).

Table 13. Officer behaviour analysis: summary measure of performance, intention to treat analysis: Chi-square test (treatment vs. control).

Summary measure	Treatment	Control	χ^2	df	p	phi
Overall, how well did the officer perform the scenario						
Good to excellent	47.7% (84)	21.9% (14)	12.983	1	.000	0.23
Else	52.3% (92)	78.1% (50)				

Victim perceptions

Interaction Quality

Individual items within the quality of interaction and willingness to cooperate scales were also analysed using Chi-square tests to gain a broader understanding of the impacts of the training intervention. Several statistically significant differences were identified between treatment and control group officers. Victims who were visited by officers in the treatment group were more likely to report that the officer appeared interested in what they told them and that the officer made them feel reassured. A result approaching significance was found in relation to treatment group officers being more likely to listen carefully to what victims said than control group officers (see table 14, p31).

Willingness to cooperate

The difference between treatment and control groups when we analysed the scaled variable measuring effects on willingness to cooperate was not statistically significant. Table 15 (p32) shows that there was no difference between treatment and control groups for any of the individual variables that contribute to this scale.

Table 14. Victim perceptions: the effect of training on perceived interaction quality, intention to treat analysis (individual variables, treatment vs. control) *continues over...*

The police...	Treatment	Control	χ^2	df	p	phi
Took the matter seriously						
Strongly agree	70% (268)	64% (168)	2.48	1	0.12	0.06
Not strongly agree	30% (116)	36% (95)				
Appeared interested in what I told them						
Strongly agree	68% (260)	60% (155)	4.43	1	0.04	0.08
Not strongly agree	32% (124)	40% (105)				
Listened carefully to what I had to say						
Strongly agree	73% (282)	67% (176)	3.08	1	0.08	0.07
Not strongly agree	27% (104)	33% (88)				
Made an effort to understand						
Strongly agree	69% (265)	65% (169)	1.11	1	0.29	0.04
Not strongly agree	32% (122)	36% (93)				
Took my views into account						
Strongly agree	62% (229)	58% (146)	0.76	1	0.38	0.04
Not strongly agree	38% (141)	42% (104)				
Explained their decisions to me						
Strongly agree	61% (230)	57% (147)	1.46	1	0.23	0.05
Not strongly agree	39% (145)	44% (113)				
Were polite						
Strongly agree	78% (299)	76% (201)	0.14	1	0.71	0.01
Not strongly agree	22% (86)	24% (62)				
Treated me fairly						
Strongly agree	73% (105)	69% (182)	1.183	1	0.28	0.04
Not strongly agree	27% (282)	31% (82)				
Treated me with respect						
Strongly agree	77% (296)	74% (195)	0.68	1	0.41	0.03
Not strongly agree	23% (90)	26% (69)				
Made me feel reassured						
Strongly agree	66% (249)	55% (142)	8.48	1	0.00	0.12
Not strongly agree	34% (128)	45% (118)				

Table 15. Victim perceptions: the effect of training on willingness to cooperate, intention to treat analysis (individual variable, treatment vs. control)

How likely would you be to...	Treatment	Control	χ^2	df	p	phi
Willingly assist the police if asked						
Very likely	87% (338)	85% (225)	0.60	1	0.44	0.03
Not very likely	13% (49)	15% (39)				
Report a crime to the police						
Very likely	88% (337)	86% (225)	0.62	1	0.43	0.03
Not very likely	12% (46)	14% (37)				
Help them find someone suspected of committing a crime						
Very likely	89% (339)	87% (225)	0.39	1	0.53	0.03
Not very likely	12% (44)	13% (34)				
Report dangerous or suspicious activities to the police						
Very likely	86% (330)	85% (39)	0.01	1	0.91	0.00
Not very likely	15% (56)	15% (224)				
Solve problems in your local area						
Very likely	77% (294)	78% (202)	0.08	1	0.78	-0.01
Not very likely	23% (86)	22% (56)				

Table 16. Victim perceptions: the effect of training on victim satisfaction, intention to treat analysis (individual variables, treatment vs. control)

Satisfaction with...	Intervention	Control	χ^2	df	p	phi
The way you were treated						
Completely satisfied	61% (235)	54% (142)	2.96	1	0.09	0.07
Not completely satisfied	39% (153)	46% (122)				
With the service provided by the police						
Completely satisfied	47% (184)	46% (121)	0.13	1	0.72	0.01
Not completely satisfied	53% (204)	54% (142)				

Overall impact on victim satisfaction

In addition to the individual items within the scaled variables, we were also able to analyse differences in the overall impact on victim satisfaction between treatment and control groups. The intention-to-treat analysis of differences between groups shows no statistically significant difference between treatment and control groups, though 'satisfaction with the way you were treated' was approaching significance (table 16, above). Given the 'intention-to-treat' result was approaching significance; an 'as-treated' analysis was carried out to exclude victims who had contact with treatment group officers who had not received training. A statistically significant difference was subsequently detected between the two groups in line with the training having had a positive impact on satisfaction (an 8 percentage point difference) (see table 17, p33).

Table 17. Victim perceptions: the effect of training on victim satisfaction, 'as treated' analysis (individual variables, treatment vs. control)

Satisfaction with...	Treatment		Control		χ^2	df	p	phi
The way you were treated								
Completely satisfied	62%	(212)	54%	(142)	4.49	1	0.03	0.09
Not completely satisfied	38%	(128)	46%	(122)				

Table 18. Officer feedback summary: percentage agreement with statements by course.

	Course A: Two day	Course B: Three day	Course C: Hybrid
Training			
Overall I was satisfied with the training course I attended	65.9%	60.7%	77.8%
<i>n</i>	85	89	81
I developed practical skills on the course that will help me improve the contact I have with victims	61.6%	66.3%	77.1%
<i>n</i>	86	89	83
Classroom teaching			
I received helpful feedback in class	84.9%	85.4%	91.3%
<i>n</i>	86	89	80
I learnt something new from the classroom training	68.6%	66.3%	87.8%
<i>n</i>	86	89	82
The classroom activities gave me the chance to practice what I had learnt	56.5%	58.4%	61.7%
<i>n</i>	85	89	81
The course material was covered too quickly	2.3%	3.4%	26.8%
<i>n</i>	86	89	82
I was not given enough time to think about how I would apply the course in my job	8.2%	8.0%	15.9%
<i>n</i>	85	88	82
Role-play			
I learnt something new from the role-play exercise	n/a	70.2%	86.8%
<i>n</i>		84	76
I thought the role-play scenario was realistic	n/a	56.5%	75.3%
<i>n</i>		85	77
The role-play gave me the chance to practice what I had learnt	n/a	56.5%	75.3%
<i>n</i>		85	77
I received constructive feedback after the role-play exercise	n/a	94.0%	94.7%
<i>n</i>		84	76
I was not given enough time to reflect on how the role-play went	n/a	4.7%	7.8%
<i>n</i>		85	77
I did not feel comfortable taking part in the role-play	n/a	43.5%	35.0%
<i>n</i>		85	80

Officer feedback sheets

Table 18 (above, p33) presents the percentage agreement with each of the thirteen statements for each course. Across all three courses, a higher percentage of attendees of the hybrid course agreed that: they were satisfied with the training course; they developed practical skills on the course; they received helpful feedback; they learned something new from the classroom training, and that; the classroom activities allowed them to practice what they had learned. However, hybrid course attendees were also most likely to agree both that the course material was covered too quickly and that they were not given enough time to think about how they would apply the course in their job.

Potential harms

No negative impacts or harms appear to have been caused by the training intervention. Subsequently there are no important adverse events or side effects to report. It may be helpful to note that police training operates in a unique context; participation in the evaluation was voluntary (officers could choose not to complete surveys or refuse to be filmed) but officers were expected to attend training. The hierarchical nature of police organisations meant that letters/ emails from senior officers were used to encourage attendance. This approach may be considered somewhat coercive in other environments.

4. Discussion

This section briefly discusses some key technical issues in interpreting the findings of this study. General discussion of the results and their implications for policing can be found in the practitioner paper, available on the College of Policing website.

Limitations

A minor limitation of the trial was the final achieved sample size. Overall not enough participants were secured to make meaningful comparisons between the three different training groups. The comparison of individual courses was a secondary aim for this study. Further work is still required to fully explore the impact of scenario-based versus classroom-based learning methods in policing.

Potential sources of bias

The potential sources of bias resulting from the attrition in officers completing various aspects of the evaluation have been considered. Table 19 (below) shows the demographic characteristics of officers included in each of the three main outcome measures in the study. It appears that there was no systematic bias in the demographic characteristics of the officers who responded to the attitudes survey or completed the behavioural analysis compared to the characteristics of the complete random sample. However, there is a chance of bias in the officer behaviour assessment; officers who responded positively to the training may have been more likely to return for behavioural assessment. It is possible this could have led to a bias in favour of the treatment.

Table 19. Demographic characteristics of officers by outcome measure (percentages)

	Randomly Sampled	Responded to Attitudes Survey	Attended Behavioural Analysis	Included in Victim Satisfaction Analysis
Length of service				
0 to 5 years	50.84	51.81	52.94	39.41
6 to 10 years	33.84	32.05	31.28	42.02
over 10 years	15.32	16.14	15.78	18.57
Total	100.00	100.00	100.00	100.00
Sex				
Female	26.09	25.30	24.06	26.06
Male	73.91	74.70	75.94	73.94
Total	100.00	100.00	100.00	100.00
Role				
Neighbourhood	36.53	36.87	36.63	21.43
Response	55.39	53.98	55.08	68.83
Student Officer	8.08	9.16	8.29	9.74
Total	100.00	100.00	100.00	100.00
<i>Total numbers</i>	<i>n=594</i>	<i>n=415</i>	<i>n=374</i>	<i>n=308</i>

NOTE: We were unable to locate demographic information for 3 sampled officers. These officers are not included in this table.

Table 19 shows that officers with 6 to 10 years service were overrepresented in the victim satisfaction analysis, and that less experienced officers (0-5 years service) were subsequently underrepresented. It is unclear what impact this may have had on our analysis. Additionally, as we might expect, response officers were overrepresented in the victim satisfaction analysis

when compared with the overall characteristics of the random sample (neighbourhood officers were underrepresented). Again we do not know what effect this may have caused, though it is possible to speculate that this bias would have dampened the effect of the intervention. For example, Response officers are less likely than Neighbourhood officers to engage in informal contacts with the public, to adopt a problem-solving approach, and are more likely to feel they need to attend the next call quickly.

Generalisability

External validity was maximised by randomly sampling response and neighbourhood officers from across the force. It is therefore likely that the results can be generalised to all response and neighbourhood officers in GMP. Generalising the results beyond the force is more problematic due to the context in which GMP operates. For example, the training was initially developed in response to concerns about victim satisfaction which may be less pronounced in other forces.

5. Other information

Protocol/ Trial specification

No protocol document was developed for this project. The NPIA (the predecessor of the College of Policing) submitted a detailed project specification to the Home Office Social Research Project Quality Approval Board (PQAB). PQAB submissions are assessed by a panel of senior research professionals to provide constructive feedback and peer-review of project specifications. The panel for this PQAB submission made some minor suggestions for revisions to the project specification which were accepted and addressed by the authors in the final specification document.

Funding

The trial was undertaken using NPIA/ College of Policing and GMP resources. No external funding was in place for the trial.

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Appendices

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Appendix 1 – Training course role play scenarios

A1.1: Criminal Damage Scenario

Officer Briefing:

You are on duty at your police station when you are allocated an incident. Outlined below is all the information available to you prior to attending the address.

Incident – Allegation of criminal damage

Address – 10 Sedgley Park Avenue

A/P details will be given to you by the trainer

Known Information

The address is social housing and the family have resided there for the last two years.

Five people live at the address who are all related to each other

The father of the house is in paid employment but all other family members are currently unemployed and claim benefits

The address is known to the police as the address history shows two previous visits for noise nuisance in the last 12 months following complaints from neighbours where advice was given on both occasions to family members

The family mostly keep themselves to themselves but are known to be problematic when drunk - (noisy, anti social and aggressive)

Circumstances of criminal damage

A/P states they were sat out in their garden when their next door neighbour came into the garden – shouted abuse at them about loud music being played and then knocked a table over that had A/P iPod on it causing it to break

The neighbour has gone back inside their house and the caller has rung the police.

Time

The incident is 2 hours old and the A/P has rung up 1 hour ago asking where the police are.

They have been advised that a patrol will be sent as soon as one is free to attend.

Intelligence check and information

A/P has 1 previous conviction for criminal damage from 3 years ago. This related to a bus shelter glass panel being smashed. A/P has a warning recorded against them for Section 5 Public Order Offence from 2 months ago. This relates to an incident in the town centre where having left a pub at 4pm in the afternoon they were in the main shopping precinct shouting abuse and obscenities.

A1.2: Assault Scenario

Officer Briefing:

You are on duty at your police station when you are allocated an incident. Outlined below is all the information available to you prior to attending the address.

Incident – Allegation of assault

Address – 10 Sedgley Park Avenue

A/P details will be given to you by the trainer

Known Information

The address is social housing and the family have resided there for the last two years.

Five people live at the address who are all related to each other

The father of the house is in paid employment but all other family members are currently unemployed and claim benefits

The address is known to the police as the address history shows two previous visits for noise nuisance in the last 12 months following complaints from neighbours where advice was given on both occasions to family members

The family mostly keep themselves to themselves but are known to be problematic when drunk - (noisy, anti social and aggressive)

Circumstances of assault

A police patrol found A/P last Saturday night walking about in town centre with a split lip / bloodied face – they took brief personal details and had an incident log (fwin) created – fwin states that A/P was drunk and unable to give clear explanation but had made mention of seeing a neighbour in the city centre – A/P was advised to get medical treatment and re contact if they wish to report any incident

Fwin shows that a phone call was made to A/P address by police communications and were told that the A/P was out and not known when they would be back. The police caller left a message saying they would ring back later.

Over the next few days two further phone calls have been made to the address with no answer

Time

OCB allocate you to attend the address to make follow up enquiries

This incident is now several days old from the initial fwin being submitted

Intelligence check and information

A check on the A/P details shows 1 final warning recorded against them for theft of pedal cycle from 3yrs ago. A/P also has a warning recorded against them for Section 5 Public Order Offence from 2 months ago. This relates to an incident in the town centre where having left a pub at 4pm in the afternoon they were in the main shopping precinct shouting abuse and obscenities.

Appendix 2 – Role actor information

Role Actor – General Information

The scenario that you are taking part in are going to look at how the police officer deals with your situation and whether they provide you (the role actor) with a good service, displaying the best attitude, behaviour and communication skills with you.

The role play will be held in the scenario room at Sedgley Park.

The Scenario is a report of assault that occurred several days ago and the officer is now attending to deal with the report.

You will also receive a copy of the Officer briefing prior to their attendance at the address.

Please be aware of the Officer briefing content in case it is brought up by the officer during the role play –

Role actor information / instructions: Assault Scenario

What the officer knows

A police patrol found you last Saturday night walking about in town centre with a split lip / bloodied face. Officers took brief personal details and had an incident log (fwin) created – fwin states that you were drunk and unable to give clear explanation but had made mention of seeing a neighbour in the city centre. You were advised to get medical treatment and re contact if they wish to report any incident

Fwin shows that a phone call was made to your address by police communications and that they were told that you were out and it was not known when you would be back. The police caller left a message saying they would ring back later. Over the next few days two further phone calls have been made to the address with no answer

Circumstances of incident as they were for you

You were out in town on Saturday and were very drunk

You will allege that you were assaulted whilst out in town by a neighbour.

You came face to face with a neighbour who you don't get on with due to the neighbour reporting your family for noisy music in the past.

You exchanged insults but you cannot remember what was said exactly but you remember the neighbour accused you of being disrespectful to his girlfriend.

For example, he called you a pisshead and you called his girlfriend a tart

The neighbour then punched you in the face splitting your lip and knocking you to the floor.

You did not throw any punches at any time

The neighbour then ran off and you made your way home

The police stopped you as you were walking home asking why you had blood on you. You told them that you had been hit in the face by your neighbour but that they just took some brief details from you and advised you to get medical treatment

You know the police rang the next day whilst you were out and have been waiting ever since for the police to contact.

You are not aware of any other phone calls being made by the police

Role actor behaviour

You are unhappy at the poor response of the police and will be angry about the delay in getting the matter reported

Your anger will be about the poor service and NOT directed at the officer in a way that means they just arrest you.

If the officer does not give you their name then start to refer to them by the officers collar number e.g., 'so Pc 12441 what are you going to do about it then?

If the officer is positive with you – explains things – shows empathy for your situation then calm down and be more responsive to the things the officer is saying to you - If the officer is unhelpful then continue to be unhappy about the situation

In overall terms – believe the role you are playing and genuinely react to the officer depending on the officer's communication skills.

Role actor lines

You can use lines as below:

So you finally turn up – what good is it you coming now.

I've been waiting days for you lot - what sort of police service do you call this?

Would you be happy if this was you?

I told them on the night that my neighbour had battered me but they did nothing?

He is still walking about as if he owns the street – standing outside my house taking the piss - what are you going to do about that?

Are you going to do anything about it?

I want him locking up now?

Was it you who came round last time and bollocked me for playing music?

Now you listen to me when I'm telling you what happened?

Why do you want all these details from me? – I've told what happened and where he lives with his tart

If you don't sort it then I will

You don't seem to be bothered

At a suitable point in the scenario inform the officer about another problem on the street – that of local youths dealing drugs on the street corner.

Lines to use:

Also what are you going to do about the kids getting up to no good on the street corner every night? – You know what I am on about, don't you?

You don't know about the drug dealing going on?

It goes on every night – cars and people coming and going at all hours – making noise and being pains in the arse

Everyone round here knows who they are

Role actor information/ instructions: Criminal Damage Scenario

This second scenario is providing an alternative so that officers attending do not know which scenario they will be dealing with

What the officer knows

You state you were sat out in the garden when the next door neighbour came into the garden – shouted abuse at you about loud music being played and then hit you in the face. The neighbour has gone back inside their house and you have rung the police.

A/P states they were sat out in their garden when their next door neighbour came into the garden – shouted abuse at them about loud music being played and then knocked a table over that had A/P iPod on it causing it to break. The neighbour has gone back inside their house and the caller has rung the police.

Circumstances of the incident as they were for you

You wish to make an allegation of criminal damage by the neighbour.

You say that you were in the garden having a beer and listening to music on your iPod through some loud speakers.

The elderly neighbour has come to the garden right up to you and shouted at you to turn the music down

You have said to the neighbour - 'fuck off granddad – get back to your own house' as you didn't think the music was that loud

The neighbour has then pushed the table that the iPod was on causing it to fall to the floor.

You say that you picked up your iPod, told the neighbour that they had broken it and then just went back inside and rang the police.

Your reason for not responding toward the neighbour more is that the neighbour is elderly and you don't hit old people.

You allege the neighbour just went back to their house shouting general abuse at you like – you're a dickhead and a fucking waster.

Role actor behaviour

You are frustrated at the delay in a patrol attending and you want action taking

You will feel that because it is you and your family who are known to the police that they will do nothing about your allegation

If the officer is unhelpful then continue to be unhappy about the situation.

If the officer is positive with you – explains things – shows empathy for your situation then calm down and be more responsive to the things the officer is saying to you

In overall terms – believe the role you are playing and genuinely react to the officer depending on the officer's communication skills.

Role actor lines

You can use lines as below:

The old guy next door has bust my iPod – what are you going to do about it

I've been waiting over an hour why has it taken you so long to turn up?

You don't seem to be bothered

Never mind my details what are you going to do about my assault?

Do I have to give a statement now as I need to go and sign on in an hour?

I know I have a bit of previous but I don't deserve to have my property busted

I want them locking up

I want you to go round there now and lock them up

If you don't sort it then I will

At a suitable point in the scenario inform the officer about another problem on the street – that of local youths dealing drugs on the street corner.

Lines to use:

Also what are you going to do about the kids getting up to no good on the street corner every night? – You know what I am on about, don't you?

You don't know about the local gang and how they are making peoples' lives a misery?

It goes on every night – shouting and screaming – people coming and going at all hours – pissed out of their heads and being pains in the arse

Everyone round here knows who they are and where they get their booze from

Appendix 3 – Procedural justice rating sheet

View the below statements and answer accordingly

Rate the below comments between 1 and 10 1 = Terrible 10 = Excellent	Rating
What does the general public think of GMP?	
How do the people you police perceive the service GMP provides?	
How would you rate the level of co-operation you receive from the public?	
How would currently rate the relationship between the police and public?	

Agree or Disagree	Answer
The public view GMP as legitimate enforcers of law?	
The public trust us that we deliver a good policing service?	

Question	Answers
Give 3 reasons why the public should co-operate with the police?	
Give 3 reasons why would people choose not to co-operate with the police?	
Give 3 factors that motivate the public to co-operate with the police?	

Appendix 4 – Officer self debrief sheet

Officer self de-brief sheet

Please complete the below questions in time for your one to one feedback session

Having had time to reflect upon the scenario you have dealt with what were the key learning points that you identified for yourself?

What went well for you?

What didn't go well for you?

How will you put into practice what you have learnt from the exercise?

Any other points you wish to discuss during your tutorial

Appendix 5 – Feedback Model

The Feedback Model

Begin by

Allowing the participant time to reflect on the incident they have just dealt with

Opening

Ask a directional open question

This will focus them and also set your parameters

Uninterrupted free recall

Allow the participant to talk through the event – don't interrupt

Listen

Actively listen to what they are saying – identify their agenda

Their Agenda

Explore this using the E.L.C. – remember the use of open questions

Your Agenda

Explore this using the E.L.C. – remember the use of open questions

Important – if your agenda is the same as the participants, you need only go with their agenda. You do not need to repeat the work.

When exploring an 'Agenda' remember that you may be looking for what went well in addition to areas for development. You can also use the E.L.C. to check out full understanding of a subject.

Summary

Summarise what has been said during this part of the debrief

Feedback

This must be balanced and well evidenced.

You must point out areas for development, whilst remembering the importance and value of positive feedback.

Tell them what requires developing and also what went well.

Appendix 6 – Officer attitudes survey

The survey was designed by the College of Policing Research Analysis Information Unit and administered online by GMP after training was completed.

SECTION 1								
When responding to a crime, police officers should prioritise gathering evidence over reassuring the victim								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
This force values sanction detections over victim satisfaction								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
Seeing an offender brought to justice is the most important thing for a victim								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
Performance against crime targets is more of a priority in this force than customer service								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
The end result is more important to the victim than how we treat them								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
Being concerned about customer service should not be a big part of a police officer's job								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
It's a waste of time trying to help some members of the public								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
Most victims did something to cause what happened to them								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
We should just get on with doing our job and spend less time worrying about what people think of us								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
Some people do little to deserve the respect of the police								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
Some victims of crime are more deserving of a good service than others								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
Regardless of how they behave towards the police, everyone should be treated with the same level of respect								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
It's not the place of a police officer to express regret for what's happened to a victim								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>

If a member of the public asked me to do something that wasn't a police responsibility, I'd tell them it wasn't my job	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
My job is made easier when I tell victims I can see what they are going through	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
SECTION 2									
I find it difficult to build a rapport with victims	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
I can empathise with the suspects I have to deal with on a regular basis	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
I can usually predict how someone will behave before speaking to them	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
I can develop good relationships with the members of the public I have regular contact with	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
I treat people with respect regardless of how they treat me	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
It's difficult to treat some victims like they are completely blame-free	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
If a member of the public is rude to me, I will be less polite to them	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
I don't lose my patience when dealing with difficult members of the public	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
I find it difficult to reassure members of the public who are upset	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
I show my irritation to members of the public who repeatedly don't do what I ask	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
I find it easy talking to people who I think are anti-police	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
I remain calm when dealing with people who are agitated	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
If there is nothing more I can do for a victim, I put them in touch with someone who can help	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
My previous training has given me the skills necessary to talk to victims of crime	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>

When a person is speaking, I intentionally make eye contact with them to show I am paying attention	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
My previous training has taught me about the kind of service victims want from us	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
I try to mirror a person's body language to build a good rapport with them	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
My previous training has given me the chance to think about how I speak to victims	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
My previous training has given me confidence to deal with members of the public	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
The way I interact with people has improved as a result of my previous training	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
My previous training has prepared me to deal with difficult interactions with the public	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
To help build rapport with victims, I tell them who I am	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
I'm not comfortable giving victims my first name	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
I deliberately nod when a person is talking to let them know I am listening	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
SECTION 3									
There is value in me showing interest in what a person is talking about, even if I disagree with them	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
I know what most victims want without having to ask them	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
If there's nothing more I can do to help a victim, it's best for me to tell them straight	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
I don't explain everything to the victim if it's obvious to me they know what's going on	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
When responding to an incident, I try to take into account what the victim wants me to do	<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>

It's a bad idea to ask victims what they want, because their expectations are usually unrealistic <i>Strongly agree</i> 1 2 3 4 5 6 7 <i>Strongly disagree</i>
There is no good way of telling someone you can't help <i>Strongly agree</i> 1 2 3 4 5 6 7 <i>Strongly disagree</i>
A victim should be given the chance to say how they want an officer to resolve an incident <i>Strongly agree</i> 1 2 3 4 5 6 7 <i>Strongly disagree</i>
I can build rapport with victims by saying I'm sorry to hear about what's occurred <i>Strongly agree</i> 1 2 3 4 5 6 7 <i>Strongly disagree</i>
If I can't do what a member of the public wants, I explain why <i>Strongly agree</i> 1 2 3 4 5 6 7 <i>Strongly disagree</i>
It's important to take the time to explain police procedures clearly to victims <i>Strongly agree</i> 1 2 3 4 5 6 7 <i>Strongly disagree</i>
If someone is frustrated with you, it can help the situation to tell them you realise they are frustrated <i>Strongly agree</i> 1 2 3 4 5 6 7 <i>Strongly disagree</i>
I give members of the public the opportunity to voice their opinion about the decisions that affect them <i>Strongly agree</i> 1 2 3 4 5 6 7 <i>Strongly disagree</i>
I don't have time to talk to victims about the decisions that will affect them <i>Strongly agree</i> 1 2 3 4 5 6 7 <i>Strongly disagree</i>
It is difficult to let victims down gently when they have unrealistic expectations about what I can do for them <i>Strongly agree</i> 1 2 3 4 5 6 7 <i>Strongly disagree</i>
When talking to a victim, it's good to find out what they expect from me <i>Strongly agree</i> 1 2 3 4 5 6 7 <i>Strongly disagree</i>
I am likely to embarrass a victim if I acknowledge they are upset <i>Strongly agree</i> 1 2 3 4 5 6 7 <i>Strongly disagree</i>
Showing an interest in a victim is important no matter what they are saying <i>Strongly agree</i> 1 2 3 4 5 6 7 <i>Strongly disagree</i>
It can help to tell a victim who's in distress that you recognise they are upset <i>Strongly agree</i> 1 2 3 4 5 6 7 <i>Strongly disagree</i>
A victim will not get my undivided attention when I need to gather evidence <i>Strongly agree</i> 1 2 3 4 5 6 7 <i>Strongly disagree</i>
I can make my job easier by showing people I'm listening to what they're saying <i>Strongly agree</i> 1 2 3 4 5 6 7 <i>Strongly disagree</i>

SECTION 4								
The people I deal with willingly provide me with information about suspects								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
The people I deal with tell me about suspicious activity								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
The people I deal with follow my instructions, even when they disagree with me								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
The people I deal with willingly assist me when asked								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
We will get more intelligence from the public if we are more respectful in the way we treat them								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
Treating angry people with respect increases the community's confidence in the police								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
People will show more respect for the law if they think the police listen to their opinions								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
In the longer term, people will cooperate more with us if we interact better with them								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
Many situations between the police and the public could be prevented if only police officers would remain calm and not get defensive								
<i>Strongly agree</i>	1	2	3	4	5	6	7	<i>Strongly disagree</i>
DEMOGRAPHICS								
Please enter your sex: <i>[Male / Female]</i>								
Please enter your age: <i>[Years]</i>								
Please enter which division you work in: <i>[List all BCUs]</i>								
Please enter your current role: <i>[Response / Neighbourhood / Other]</i>								
Please enter your length of service: <i>[Years]</i>								
Please use the textbox below to enter any other comments you have: <i>[Free text]</i>								
Thank you for completing the questionnaire								

Appendix 7 – Officer behaviour evaluation: Role-play scenarios

Appendix 7.1: Scenario 1 Attempted Burglary

Officer Information: Scenario 1 – Attempted Burglary

You are on duty at your police station when you are allocated an incident. Outlined below is all the information available to you prior to attending the address.

Incident – Attempt Burglary Dwelling
Address – 10 Sedgley Park Avenue

A/P details will be given to you by the trainer

Known Information

The address is in a more affluent area of your division and the family have resided there for the last two years, although they have always lived in the area.

Three people live at the address and are all related to each other. They are the two teenage lads 16yrs and 14yrs and their parent.

The address isn't known to the Police, the parent is in full time employment and the house is privately owned by them.

Circumstances of Attempt Burglary Dwelling

Yesterday the A/P's neighbour at number 12 called the police at 14.25hrs to report an attempted burglary. The neighbour reported two men in dark hoodies and balaclavas running away towards the local park after he frightened them off. Two officers attended yesterday after the call to investigate the scene. The offenders had entered the A/P's garden through the unlocked side gate and used a pitchfork in the garden to attempt to lever the back (patio) door open. The damage to the property is superficial scratches on the glass and plastic of the patio door. Officers tried to contact the A/P but they could not be reached at work. The A/P spoke to their neighbour after returning from work and called the police at 17.30hrs to request that an officer attends today.

Time

The incident is a day old. The A/P rang last night on returning from work and again this morning to confirm an officer would be attending. The customer service desk conducted an initial ring back and gave advice last night, but the A/P stated they were frightened and wanted to see an officer and was advised that a patrol will be sent today.

Intelligence check and information

The area has been subjected to quite a few burglaries over the past few months; the MO on several of these incidents was to use garden tools to gain entry to the rear of the property. This is not public knowledge, but the area is a very tight knit community so the A/P in this incident may be aware. Intelligence suggests it is a team of prolific burglars from a neighbouring town who are commuting to commit these crimes.

There is no intelligence on the family you are going to see. They have never come to Police notice

Role Actor – General Information

The scenario that you are taking part in are going to look at how the police officer deals with your situation and whether they provide you (the role actor) with a good service, displaying the best attitude, behaviour and communication skills with you.

The role play will be held in the scenario room at Sedgley Park

The Scenario is a report of Attempted Burglary that occurred yesterday and the officer is now attending to deal with the incident.

Please be aware of the Officer briefing content in case it is brought up by the officer during the role play –

What the officer knows

Yesterday your neighbour at number 12 called the police at 14.25hrs to report an attempted burglary. The neighbour reported two men in dark hoodies and balaclavas running away towards the local park after he frightened them off. Two officers attended yesterday after the call to investigate the scene.

The offenders had entered your garden through the unlocked side gate and used a pitchfork in the garden to attempt to lever the back (patio) door open. The damage to the property is superficial scratches on the glass and plastic of the patio door. Officers tried to contact you but could reach you at work. You did not pick up your voicemail until after you had called the police. You spoke to your neighbour after returning from work and called the police at 17.30hrs to request that an officer attends today. You rang again this morning to confirm an officer would come over today.

Role actor information / instructions

Circumstances of incident as they were for you

When you got home last night your neighbour had left a note to speak to them.

You spoke to your neighbour at 17.15 and were horrified to hear about the attempted burglary.

You are upset at the damage to the back door and want something done to catch the criminals.

You called the police to ask an officer to attend the next day.

You did not get your voicemails from officers until after you called the police last night.

You spoke to some parents at your kids' school and one of them says that the two houses on the main road were broken into the previous week. Both of the houses were burgled in the middle of the day, whilst the family out at work/ school.

Role actor behaviour

You are really upset and scared, even to the point of crying.

You have had to have a friend staying with you last night, as you are so worried

You sent your boys to stay with their grandparents as you didn't want to put them at risk.

You are frightened that the burglars will come back and need reassurance from the police.

You can't believe you weren't warned about the other recent burglaries in the area.

You are annoyed that you never see officers on the streets and wonder 'what they do all day'.

You should only be positive about any practical advice officers offer when you feel that they have understood how worried/ upset you are.

If the officer does not give you their name then start to refer to them by the officers collar number e.g., 'so Pc 12441 how are you going to make me feel safe again?

If the officer is positive with you – explains things – shows empathy for your situation then calm down and be more responsive to the things the officer is saying to you - If the officer is unhelpful then continue to be unhappy about the situation

Role actor lines

What can be done about this?
Have the burglaries stopped around here? I am scared to death.
What if they come back tomorrow? Or during the night?
What are you doing to stop them?
What do I pay my taxes for if there's nothing you can do?
If there are so many burglaries around here, why don't I see more police officers walking/driving around the area?
Why isn't there a higher police presence around here?
What can you do to make me feel safer?
I feel like I want to move now.
You don't seem to be bothered.
Can't you see how upset I am – my home has been violated.

At a suitable point in the scenario inform the officer about another problem in the area

A group of lads in their late teens/ early 20's are using the local kids play area in the evenings – smoking, drinking, and playing loud music. Local residents are too scared to confront them...

Lines to use:

Everyone in the area is scared to use the park at night, they're drinking and using drugs and making loads of noise.
It's not safe to take kids there the next day, there's broken glass and bottles.
What can you do about it?
Why are there never any officers around there in the evenings?
I work hard and bring my kids up right – I shouldn't have to put up with this...

Appendix 7.2: Scenario 2 Allegation of Theft

Officer Information: Scenario 2 – Allegation of Theft

You are on duty at your police station when you are allocated an incident. Outlined below is all the information available to you prior to attending the address.

Incident – Allegation of Theft

Address – 10 Sedgley Park Avenue

A/P details will be given to you by the trainer

Known Information

The address is social housing and the family have resided there for the last two years.

Four people live at the address who are all related to each other

The father of the house is in paid employment but all other family members are currently unemployed and claim benefits

The address is known to the police as the address history shows two previous visits for neighbour disputes in the last 12 months following complaints from neighbours at number 12. The complaints are of a petty nature in relation to excessive noise and vehicles parking outside and partly blocking the driveway. Advice was given on both occasions to family members.

The family mostly keep themselves to themselves but are known to be problematic when drunk - (noisy, anti social and aggressive)

The address is in one of the more deprived parts of your division and has seen recent increases in reports of damage to property and anti-social behaviour

Circumstances of Theft allegation

The A/P is the resident at number 10; they are reporting that their washing line pole has been stolen by the neighbour who is using it as their own. The A/P has been waiting for a patrol for 2 days, he/she has re-contacted us today 4 hrs ago after contacting their local Counsellor to complain about the lack of service from the police. He/she states that the pole is in the neighbour's garden now and he/she is certain that is the pole stolen from their garden.

Time

OCB allocate you to attend the address to make enquiries. This incident is now 2 days old from the initial fwin being submitted

Intelligence check and information

A check on the A/P details shows 1 conviction recorded against them for assault 10 years ago, the 2 children, Anna (16 yrs) and Lee (14 yrs) have been both subject to ASBOs which expired at the beginning of this year

Role Actor – General Information

The scenario that you are taking part in are going to look at how the police officer deals with your situation and whether they provide you (the role actor) with a good service, displaying the best attitude, behaviour and communication skills with you.

The role play will be held in the scenario room at Sedgley Park

The Scenario is a report of alleged theft that occurred yesterday and the officer is now attending to deal with the incident.

Please be aware of the Officer briefing content in case it is brought up by the officer during the role play –

What the officer knows

You have reported that your washing line pole has been stolen by your neighbour who is using it as their own. You have been waiting for a patrol for 2 days, you have re-contacted us today 4 hrs ago after contacting his local Counsellor to complain about the lack of service from the police. You have told the police that the pole is in the neighbours' garden and you are certain it was stolen from your garden. The officer does not know you went to talk to the neighbour and were verbally abused.

Role actor information / instructions

Circumstances of incident as they were for you

When you got back from your shift at work two days ago, your partner told you that the washing pole was missing.

When you looked in the garden, the pole was gone and bedclothes that had been on the line were in a pile at the bottom of the garden.

When you looked over the fence you saw your pole in next doors' garden.

You could tell it was your pole as it has red insulation tape around the top from when you repaired it recently.

When you went to speak the neighbours they denied all knowledge and started swearing at you and calling you names and abusing your partner.

You have a bad relationship with the neighbours and you have reported each other to the police in the past over various parking issues (e.g. blocking driveways/ parking outside your property).

You think that the neighbours might be angry with you after you bumped into their car and scratched the paintwork while parking last week.

You should only be positive about any practical advice officers offer when you feel that they have understood how worried/ upset you are.

Role actor behaviour

You are angry the police have taken two days to attend.

You want the washing pole back now.

You want to know what the officer can do about the way your neighbours speak to you and your partner.

You're really angry and sick of living next to people like them; can't the officer get them kicked out?

You don't want to overreact, but they have made your life a misery since they moved in and you've had enough.

You want to know why the police can't sort the problem out.

If the officer does not give you their name then start to refer to them by the officers collar number e.g., 'so Pc 12441 how are you going to make me feel safe again?

If the officer is positive with you – explains things – shows empathy for your situation then calm down and be more responsive to the things the officer is saying to you - If the officer is unhelpful then continue to be unhappy about the situation

Role actor lines

What can be done about this?

You don't seem to be bothered.

Have you got any idea what it's like living next to people like that?

Do you have any idea how upset this has made my partner?
Why can't you lock them up?
Why does it take so long for you lot to come and deal with these problems?
I know there's other stuff going on but this is really important to me that this gets sorted.
How would you feel if your neighbours just came over and helped themselves to your stuff?
I've had enough of living near people like them.
It's not fair for me to put up with them next door, they're a living nightmare!
This used to be an alright area before that lot moved in.

At a suitable point in the scenario inform the officer about another problem in the area.

A group of lads in their late teens/ early 20's are using the local kids play area in the evenings – smoking, drinking, and playing loud music. Local residents are too scared to confront them...

Lines to use:

Everyone in the area is scared to use the park at night, they're drinking and using drugs and making loads of noise.

It's not safe to take kids there the next day, there's broken glass and bottles.

What can you do about it?

Why are there never any officers around there in the evenings?

I know my kids have been in trouble in the past – but they're scared to go out at night now

Appendix 7.3: Scenario 3 – Criminal Damage/ ASB

Officer Information: Scenario 3 – Criminal damage/ ASB

You are on duty at your police station when you are allocated an incident. Outlined below is all the information available to you prior to attending the address.

Incident – Criminal damage/ ASB

Address – 10A Sedgley Parade

A/P details will be given to you by the trainer

Known Information

The address is a flat next door to an off licence owned by the AP.

The AP lives there with his wife their three year old son.

The AP owns an off-licence which is next door. He has owned the business for six years.

The address is known to the police as officers have attended the off-licence twice in the previous year following complaints of the sale of alcohol and cigarettes to under age children. The AP has also contacted the police three times in the past month to report instances of shoplifting.

The address is in one of the more affluent parts of your division and rarely has an issue with anti-social behaviour.

Circumstances of criminal damage allegation

The A/P is the resident at number 10A and the owner of the off-licence. They called the police at 20.20hrs last night to report a group of youths behaving in an anti-social manner across the road from his shop. At 23.20hrs they called again and reported that youths had thrown eggs at the windows of the flat and started kicking the shutters of the shop. Officers were despatched to attend, but when they arrived the A/P was not at the property as they had taken the family to their mothers' house to stay overnight. The A/P called us again this morning at 08.12hrs to report that obscene graffiti had been painted on the shutters of the shop. They state that they want to see officers urgently. They state there has been a group of youths hanging around the local park and that it must be one of them who did it, as they have been causing them grief for weeks.

Time

OCB allocate you to attend the address to make enquiries. The initial fwin for this incident was submitted last night.

Intelligence check and information

A check on the A/P details shows 2 visits from officers to give advice regarding the sale of alcohol and cigarettes to minors. Intelligence on the local area suggests a recent upturn in reports of anti-social behaviour.

Role Actor – General Information

The scenario that you are taking part in is going to look at how the police officer deals with your situation and whether they provide you (the role actor) with a good service, displaying the best attitude, behaviour and communication skills with you.

The role play will be held in the scenario room at Sedgley Park.

The Scenario is a report of criminal damage and antisocial behaviour that occurred yesterday and the officer is now attending to deal with the incident.

Please be aware of the Officer briefing content in case it is brought up by the officer during the role play –

What the officer knows

You called last night at 20.20hrs as a group of kids had been behaving anti-socially and frightening off customers.

You called again at 23.20hrs to report that the same group of kids had thrown eggs at the windows of the flat and were kicking the shop shutters.

Officers attended the scene but you were not there as you had taken your family to stay at your mothers' house.

You called the police again this morning after finding obscene graffiti on the shop shutters when you returned home.

Role actor information / instructions

Circumstances of incident as they were for you

You called the police last night at 20.20hrs after a group of youths who hang around the area had started kicking bottles around the street and abusing people going into the shop. Some of them had half drunk bottles of cider them.

You yelled at the youths and told them you were calling the police.

After shutting up the shop at 23.10 you went upstairs to the flat.

You heard suspicious noises outside and youths started kicking the shutters of the shop.

When you opened the curtains to look at who they were they pelted your flat windows with eggs.

You called the police at approx 23.20hrs who said they would send a patrol car.

Your partner was very upset and insisted you took them to your mothers' house as they were too frightened to stay in the flat.

You drove your partner and your son to your mother's house and did not see any officers last night.

When you got back to the shop this morning you found that obscene graffiti had been painted on the shutters.

Role actor behaviour

You are angry the police didn't attend straight away.

You want them to catch whoever did it.

You want to know what the officer can do about the anti-social behaviour.

You're scared for your little son and your business.

You've don't understand why anyone would act like that.

You've not had anything like this ever happen to you before.

You want to know why the police can't sort the problem out.

If the officer does not give you their name then start to refer to them by the officers collar number e.g., 'so Pc 12441 how are you going to make me feel safe again?

If the officer is positive with you – explains things – shows empathy for your situation then calm down and be more responsive to the things the officer is saying to you - If the officer is unhelpful then continue to be unhappy about the situation

Role actor lines

What can be done about this?

You don't seem to be bothered.

This is my business, my livelihood – can't you see how awful this is for me?

I've got a three-year old son – what if they come back tonight, and the next night?

My family is scared to death, how can you stop this happening again?
Do you have any idea how upset this has made my partner?
Why didn't you come when I called you at half past eight?
This is normally a really nice area – I can't believe this has happened.
What should I do if they come back?
Why don't I ever see any officers around here?
This wouldn't happen if you lot were out on the streets more.
I can't believe what they've written on the shutters. It'll take weeks to get it removed.
Times are hard enough with the economy the way it is, and now I've got to claim on the insurance. My premiums are going to go up by loads.

At a suitable point in the scenario inform the officer about another problem in the area.

From the shop, every Friday afternoon without fail, I can see two blokes in a blue transit van who keep waiting around the local secondary school. I'm worried they're dealing drugs to the kids there...

Lines to use:

What can you do about it?
It seems really suspicious to me...
We don't want that sort around here...
It might be nothing but isn't it your job to investigate that sort of thing?
Why are there never any officers around at school chucking out time?
I don't want to get involved in shopping people who might be dealing drugs, but I thought you might be interested?

Appendix 8 – Officer behaviour: coding framework

Appendix 8.1 Coding framework

Scene details

<i>Variable</i>	<i>Response options</i>
Initials of coder	
Video title	
Date of role-play <if known>	
Name of officer	
Collar number of officer	
Scenario	Attempted burglary (0) / Allegation of theft (Washing pole) (1) / Criminal damage-ASB (Off licence) (2)
Gender of actor	female (0) / male (1)
Gender of officer	female (0) / male (1)

Opening

<i>Variable</i>	<i>Response options</i>
Asks how victim should be addressed	yes (0) / no (1)
Officer states own name	First and surname (0) / first name only (1) / surname only (2) collar number only (3) / Name given, not clear which (4) / Nothing (5)
Acknowledges victim's emotional state in opening stage	yes (0) / no (1)
Empathises with victim's situation in opening stage	yes (0) / no (1)
Officer places blame elsewhere during opening stage	yes (0) / no (1)
Officer makes apology	yes (0) / no (1)
Identifies how issue can be dealt with	yes (0) / no (1)

Officer expresses willingness to help	1 Strongly disagree - 7 Strongly agree (anchor points)
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Exploration and course of action

<i>Variable</i>	<i>Response options</i>
Officer orients body toward victim	yes (0) / no (1)
Adopts a 'listening' position	yes (0) / no (1)
Body matching	yes (0) / no (1)
Allows victim to tell his/her story without interruption (aside from positive acknowledgements)	yes (0) / no (1)
Officer places blame elsewhere during exploration / course of action stage	yes (0) / no (1)
Acknowledges victim's emotional state in exploration / course of action stage	yes (0) / no (1)
Empathises with victim's situation in exploration / course of action stage	yes (0) / no (1)
Officer gives victim choice of options on how incident will be handled	yes (0) / no (1)
Gives opportunity for victim to voice opinions or concerns	yes (0) / no (1)
Officer answers victim's questions	yes (0) / no (1)
Says 'no' positively	yes (0) / no (1)
Checks whether victim has understood information	yes (0) / no (1)
During exploration/course of action stage, officer demonstrates concern for victim	1 Strongly disagree - 7 Strongly agree (anchor points)

Closing

<i>Variable</i>	<i>Response options</i>
Checks for unanswered questions / anything else	yes (0) / no (1) / not the opportunity (9)
Asks at end of interview whether main problems have been addressed satisfactorily	yes (0) / no (1) / not the opportunity (9)
Checks whether victim agrees with solution	yes (0) / no (1) / not the opportunity (9)
Checks with victim whether they are happy with proposed solution	yes (0) / no (1) / not the opportunity (9)
During closing stage, officer encourages victim to contact police in future	yes (0) / no (1) / not the opportunity (9)
Did the officer close the interaction conclusively	1 Strongly disagree - 7 Strongly agree - 8 did not finish interaction (anchor points)

AFTER THE SCENE HAS BEEN WATCHED, answer these questions

Verbal communication

<i>Variable</i>	<i>Response options</i>
Defensiveness	never (0) / once (1) / more than once (2)
Superiority	never (0) / once (1) / more than once (2)
Used positive acknowledgements	yes (0) / no (1)
Used police jargon	yes (0) / no (1)

Officer relationship with victim

<i>Variable</i>	<i>Response options</i>
The officer had rapport with the victim	1 Strongly disagree - 7 Strongly agree (anchor points)
The officer demonstrated empathy with the victim	1 Strongly disagree - 7 Strongly agree (anchor points)
The officer treated the victim with respect	1 Strongly disagree - 7 Strongly agree (anchor points)
Officer demonstrates interest in the victim's situation	1 Strongly disagree - 7 Strongly agree (anchor points)

The officer consistently listened to the victim's concerns	1 Strongly disagree - 7 Strongly agree (anchor points)
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General demeanour of officer

The officer was friendly	1 Strongly disagree - 7 Strongly agree (anchor points)
The officer was courteous	1 Strongly disagree - 7 Strongly agree (anchor points)
The officer was insincere	1 Strongly disagree - 7 Strongly agree (anchor points)
The officer was knowledgeable / competent	1 Strongly disagree - 7 Strongly agree (anchor points)
The officer was reassuring	1 Strongly disagree - 7 Strongly agree (anchor points)
The officer was nervous	1 Strongly disagree - 7 Strongly agree (anchor points)
The officer took control of the situation	1 Strongly disagree - 7 Strongly agree (anchor points)
The officer consistently demonstrated they wanted to help victim	1 Strongly disagree - 7 Strongly agree (anchor points)
Overall, how well did the officer perform the scenario	5 (Excellent) 4 (Good) 3 (Average) 2 (Below average) 1 (Poor)

Appendix 8.2 Guidance for coders

Opening

Definition: The initial 'greeting' stage of the interaction, before the details of the incident are discussed.

Assumptions: the stage starts when the officer enters the scene, and ends when the conversation moves to the incident. All scenes contain an opportunity for the officer to apologise.

<i>Technique</i>	<i>Variable</i>	<i>Example</i>
Exchange of names	Asks how victim should be addressed	'What should I call you'; 'what do you prefer to be called'
Exchange of names	Officer states own name	'I'm officer X'; 'my name is Dave'
3 steps empathy	Acknowledges victim's emotional state in opening stage	I can see you're upset'; 'you sound at the end of your tether'
3 steps empathy	Empathises with victim's situation in opening stage	it's horrible when something like this happens'; 'this happened to me - it's awful'
	Officer makes apology	'I am sorry you have been waiting so long'; 'I am sorry to hear about what's happened'
Negative verbal communication	Officer places blame elsewhere during opening stage	Deflects responsibility / explains reason for delay without acknowledging victim's emotions: 'We've been really busy'; 'someone should have told you I was going to be late'; 'there's only two of us available right now'
Signposting	Identifies how issue can be dealt with in opening stage	I am here to take the statement and see what we can do'

Rating of officer	During opening stage, officer demonstrates interest in the victim's situation	Officer engaged with victim, verbal and non-verbal indicated the officer was interested in the victim's predicament
Rating of officer	During opening stage, officer expresses willingness to help	Subjective assessment based on rater's views on verbal and non-verbal behaviour

Exploration and course of action

Definition: the 'information gathering' and 'discussion' stage. The officer gathers information on the incident, and sets out a plan of action.

Assumptions: The stage begins once the opening is complete, and ends when the officer attempts to close the interaction. Interactions are likely to move between different stages; if behaviours are demonstrated after the exploration stage has been completed (e.g. an officer attempts to close the interaction, but the victim brings up a new issue not addressed earlier), the coding must be updated to reflect this.

<i>Technique</i>	<i>Variable</i>	<i>Example</i>
Rapport	Orients body toward victim / Adopts a 'listening' position / Body matching	Open body language; leans forward; moves chair towards victim; hand gestures; level/style of eye contact; movement and rhythm (nodding)
Process	Allows victim to tell story without interruption (aside from positive acknowledgements)	
Negative verbal communication	Officer places blame elsewhere during exploration / plan of action stage	Deflects responsibility / explains reason for delay without acknowledging victim's emotions: 'We've been really busy'; 'someone should have told you I was going to be late'; 'there's only two of us available right now';

3 step empathy	Acknowledges victim's emotional state in exploration / course of action stage	I can see you're upset'; 'you sound at the end of your tether'
3 step empathy	Empathises with victim's situation in exploration / course of action stage	It's not nice when XX happens to you'; 'It has happened to me'; 'this must be very upsetting/distressing/frustrating for you'
3 step empathy / Signposting	After the victim explains the situation, the officer explains what they will do	What I'll do now is take a statement'; ' I will have a look at the damage now to see how bad it was'; 'I will call this in to make sure other police are aware of the situation'
	Officer gives victim choice of options on how incident will be handled	Now I will talk through your options'; 'there are a couple of options available, and I'll explain what they are'; 'there are a couple of things I can do'
Process	Gives opportunity for victim to voice opinions or concerns	What do you think about those options'; 'have I dealt with your concerns'
Process	Officer answers victim's questions	
Saying 'no' positively	Says 'no' positively	Instead of saying 'no', the officer frames response in a positive fashion. Does not use words like 'can't'; 'won't'. Says 'What I can do/recommend/suggest is'; 'what we say to people in this position is'
Process	Checks whether victim has understood information	Does that make sense'; 'is it clear to you what I'll do now'
Rating of officer	During exploration/course of action stage, officer demonstrates concern for victim	

Closing

Definition: the 'exit' stage. The officer concludes (or attempts to conclude) the interaction, with the agreement of the victim.

Assumption: the closing stage was reached in the interaction. If not, code N/A to the relevant questions

<i>Technique</i>	<i>Variable</i>	<i>Example</i>
Agreement to go	Checks for unanswered questions / anything else	'Was there anything I haven't answered'; 'Is that OK'; 'did that answer all your questions'; 'is there a final question you'd like to ask me'; 'anything you'd like to add'; 'is there any further help I can give you'
Agreement to go	Asks at end of interview whether main problems have been addressed satisfactorily	Is there anything else I can do for you'; anything else I can help you with'
Agreement to go	Checks whether victim agrees with solution	'How does that sound to you'
Agreement to go	Checks with victim whether they are happy with proposed solution	are you happy with how I will deal with this'
Agreement to go	During closing stage, officer encourages victim to contact police in future	Provides victim with contact details; 'if this happens again give us a call' / 'we will inform local policing unit and will follow up'
Rating of officer	Did the officer close the interaction conclusively	

Verbal communication

<i>Technique</i>	<i>Variable</i>	<i>Example</i>
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Words/phrases to reconsider	Defensiveness	'Unfortunately'; 'I'm afraid'; 'I'm sorry but'; 'yes but'; 'yes however'; 'well I'm here now'
Words/phrases to reconsider	Superiority	'As I told you'; 'with respect'; 'will you just listen to me'; 'obviously'; 'basically'
Positive acknowledgement	Uses positive acknowledgements	I can help'; 'certainly'; 'let me look at this for you'; 'you're speaking to the right person'; 'yes'; 'uh-huh'
Words/phrases to reconsider	Uses police jargon	'NPT'; 'Response'; 'ASB'; 'first response'

Officer relationship with victim

Definition: an overall view of how the officer performed

<i>Technique</i>	<i>Variable</i>	<i>Example</i>
Rapport	The officer had a rapport with the victim	Officer body language was positive, natural rhythm to interview
3 step empathy	The officer lacked empathy with the victim	Officer did not acknowledge and share emotions with the victim
	The officer treated the victim with respect	
Rating of officer	The officer consistently listened to the victim's concerns	

General demeanour of officer

<i>Technique</i>	<i>Variable</i>	<i>Example</i>
Rating of officer	The officer was friendly	
Rating of officer	The officer was courteous	
Rating of officer	The officer was insincere	
Rating of officer	The officer was knowledgeable / competent	
Rating of officer	The officer was reassuring	
Rating of officer	The officer was nervous	
Rating of officer	The officer was confident / assertive	
Rating of officer	The officer consistently demonstrated they wanted to help victim	
Rating of officer	Overall, how well did the officer perform the scenario	
	Notes	Did anything out of the ordinary or notable take place during the scenario

Appendix 9 – Victim satisfaction survey

The questions listed below were used in both the January to March and April to June versions of the GMP Victim Satisfaction Survey.

1. Apart from this incident, have you been a victim of any other crime in the last 12 months, and if so please could you indicate how many times?
2. Did you contact the police about this incident yourself?
3. How did you contact the police about the incident?
4. Are you satisfied or dissatisfied or neither with how easy it was to contact someone to assist you?
5. Are you satisfied, dissatisfied or neither with the time it took for the police to respond?
6. Thinking about what the police did after they had been given the initial details, are you satisfied, dissatisfied or neither with the actions taken by the police?
7. Please tell me how much you agree or disagree with the following statements
 - I was kept informed of developments in my case without me having to ask
 - Any questions I had were answered adequately
 - Any information I needed from the police was provided
8. Are you satisfied, dissatisfied or neither with how well you were kept informed of progress?
9. Please tell me how much you agree or disagree with the following statements. The Police:
 - Treated me with respect
 - Were polite
 - Made me feel reassured
 - Took the matter seriously
 - Listened carefully to what I had to say
 - Made an effort to understand
 - Treated me fairly
 - Explained their decisions to me
 - Appeared interested in what you told them
 - Told me who they were
 - Took my views into account
10. Are you satisfied, dissatisfied or neither with the way you were treated by the police officers and staff who dealt with you?
 - Please can you explain your reasons for this?
11. Taking the whole experience into account, are you satisfied, dissatisfied or neither with the service provided by the police in this case?
 - Why do you say that? Please can you explain your reasons for this?
12. Please could you tell me, how likely would you be to...
 - Report a crime to the police if you were a victim of crime again?
 - Work with the police to solve problems?
 - Provide the police with information to help them find someone suspected of committing a crime?
 - Report dangerous or suspicious activities to the police?

Appendix 10 – Officer feedback sheet

TRAINING COURSE FEEDBACK SHEET

As part of the evaluation of the customer service training pilot, we would like to know what you thought of the course you just attended. Please read the following statements and circle the number that best describes the extent to which you agree or disagree with each one (where 1 is 'Strongly agree' and 7 is 'Strongly disagree'). Your answers will be treated in confidence and will not be shared with anyone outside the research team or those administering the feedback sheets.

Your collar number: _____

This information is requested to allow the NPIA to keep track of who has attended which course

1. Overall, I was satisfied with the training course I attended
Strongly agree 1 2 3 4 5 6 7 *Strongly disagree*

2. I developed practical skills on the course that will help me improve the contact I have with victims
Strongly agree 1 2 3 4 5 6 7 *Strongly disagree*

Strongly agree 1 2 3 4 5 6 7 *Strongly disagree*

Please answer the following questions in relation to the class room teaching only (not the separate role play exercise if you took part in one)

3. I received helpful feedback in class
Strongly agree 1 2 3 4 5 6 7 *Strongly disagree*

4. The course material was covered too quickly
Strongly agree 1 2 3 4 5 6 7 *Strongly disagree*

5. I learnt something new from the class room training
Strongly agree 1 2 3 4 5 6 7 *Strongly disagree*

6. The class room activities gave me the chance to practice what I had learnt
Strongly agree 1 2 3 4 5 6 7 *Strongly disagree*

7. I was not given enough time to think about how I would apply the course in my job
Strongly agree 1 2 3 4 5 6 7 *Strongly disagree*

Strongly agree 1 2 3 4 5 6 7 *Strongly disagree*

If you also took part in a separate role play scenario, please answer the following questions but only in relation to that role play exercise

8. I did not feel comfortable taking part in the role play
Strongly agree 1 2 3 4 5 6 7 *Strongly disagree*

9. I thought the role play scenario was realistic
Strongly agree 1 2 3 4 5 6 7 *Strongly disagree*

10. The role play gave me the chance to practice what I had learnt
Strongly agree 1 2 3 4 5 6 7 *Strongly disagree*

11. I was not given enough time to reflect on how the role play went
Strongly agree 1 2 3 4 5 6 7 *Strongly disagree*

12. I received constructive feedback after the role play exercise
Strongly agree 1 2 3 4 5 6 7 *Strongly disagree*

13. I learnt something new from the role play exercise
Strongly agree 1 2 3 4 5 6 7 *Strongly disagree*

Thank you for your feedback