Policing the Police: An Analysis of Practitioner Views of the IOPC's Learning the Lessons Magazine.

by

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Abstract.

The '*Learning the Lessons'* magazine, published by the Independent Police Complaints Commission (IPCC), has been in circulation since 2007; in March 2018 the magazine was given a new format by the new Independent Office for Police Conduct (IOPC), who had started operations in January 2018. The magazine is promoted as being useful for police practitioners, community groups, and those with an interest in policing; and aims to highlight learning from mistakes in policing with the purpose of avoiding errors in future. This research aims to understand, (1) how the magazine is used by practitioners within policing, (2) explore distribution and access of the magazine and (3) explore practitioner views of the magazine and the IOPC's role in producing this magazine. This research involved interviewing 17 participants in three police services in England and Wales, with participants drawn from Professional Standards Departments (PSD), Learning and Development teams (L&D), and the IOPC. This research will utilise a qualitative approach to gather data. The analysis of the data highlighted that the overall use of the magazine was sporadic and was not distributed widely by the police. Instead, relying on officers to distribute the magazine to the relevant departments. However, those that did engage with the magazine did find the learning within it to be relevant to policing.

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Abbreviations List.

BAME	Black, Asian and Minority Ethnic
CCCU	Canterbury Christ Church University
CJINI	Criminal Justice Inspection Northern Ireland
CoLP	City of London Police
CoP	College of Policing
CPD	Continuous Professional Development
DPA	Data Protection Act
DPS	Directorate of Professional Standards
EBP	Evidence-based Policing
GDPR	General Data Protection Regulation
HET	Historical Enquiries Team
HMICFRS	Her Majesty's Inspectorate of Constabulary and Fire & Rescue Service
IOPC	Independent Office for Police Conduct
IPCC	Independent Police Complaints Commission
NPIA	National Policing Improvement Agency
PCA	Police Complaints Authority
PCB	Police Complaints Board
PCC	Police and Crime Commissioner
PEQF	Police Education Qualification Framework
PIP	Professionalising Investigation Programme
PIRC	Police Investigation and Review Commissioner
PONI	Police Ombudsman for Northern Ireland
PSD	Professional Standards Department
RTI	Road Traffic Incident
WWC	What Works Centre

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Introduction

Policing research has increased in recent years as a result of the professionalisation agenda in England and Wales (Lumsden, 2017b). The professionalisation agenda is focused on developing effective practices (Neyroud, 2011; Lumsden, 2017b). In 2012 the College of Policing (CoP) was established, its role in the professionalisation agenda has been in establishing the code of ethics, developing the Police Education Qualification Framework (PEQF) and promoting best practices for policing (Lumsden, 2017b; Brown *et al*., 2018). With the introduction of new entry routes into policing and police practitioners being encouraged to examine how they work at an academic level, this is only set to increase (Piza, Szkola and Blount-Hill, 2020). However, there has been a lack of academic research into the complaints system, and the IOPCs *'Learning the Lessons'* magazine, first published in 2007.

This study has been conducted at a time where the police are under considerable pressure internally and externally (Home Affairs Committee, 2018). Despite 2018/19 seeing a two percent decrease in the number of complaints from the previous year, policing itself is seeing an increase in public scrutiny to ensure they are providing the best service (IOPC, 2019c). The magazine is an example of a growing number of police-orientated blogs and magazines, *'Learning the Lessons'* focuses on police oversight; being one of several methods (e.g. CoP digest and IOPC's Focus) used in raising awareness of improvements to police practice and learning from the mistakes that have occurred (IOPC, 2020b). As of March 2021, there have been 38 issues of the magazine released (IOPC, 2020b). There has also been a change to the police regulations that govern how the police deal with complaints, for example the introduction of the Reflective Practice Review Process, these changes will be examined in the literature review (Home Office, 2020a). This change is part of the wider overhaul of the complaints system in England and Wales, and the move away from a *blame culture* and towards a *learning culture* where the emphasis is placed upon learning how to improve

practice across the system rather than individual blame (Home Office, 2020a). This, along with further aspects of the complaints system, will be examined further within the study.

In 2015, the then Home Secretary Theresa May set out to review the IPCC; this review explored governance and organisational structure, and recommended reform of the organisation (Home Office, 2016). Two reviews into the IPCC were commissioned. The first was a triennial review which was carried out in two stages; stage one examined the IPCC's legal status, organisational structure and its partnership working, whilst stage two focused on the IPCC's control, governance and performance (Home Office, 2015). The second review was conducted by Sheila Drew Smith and embarked on reviewing the IPCC's control and governance arrangements (Smith, 2015). The Smith review was to ensure public confidence with the IPCC and the complaints system (Home Office, 2016). The triennial review concluded with 10 recommendations for the IPCC covering several aspects of the organisation, ranging from reforms to their governance structure to a greater emphasis on partnership working (Home Office, 2015). For example, the review focused on the partnership work of the IPCC, the CoP and Her Majesty's Inspectorate of Constabulary and Fire & Rescue Service (HMICFRS). Work has occurred to address this recommendation; the *super-complaints system* is one such example where the organisations work closer together (IOPC, 2019b). The system is there to examine systematic issues within policing rather than individual complaints, e.g. a *super-complaint* from August 2020 relates to the police response to Black, Asian and Minority Ethnic (BAME) victims of sexual abuse (HMICFRS, 2018b; HMICFRS, 2021). However, there were still opportunities for these three organisations to work closer together, for example in relation to the shared learning the arises from their work (HMICFRS, 2018a).

The Smith review builds upon the points outlined within the triennial review, and goes further in addressing the issues within the system, but at the review's core it is trying to meet the organisation's principal objective of increasing public confidence in the police complaints system (Smith, 2015). Overall, the review makes numerous recommendations regarding reforms to the complaints system in England and Wales (Home Office, 2016). Evidence suggests that action has been taken to address them; the IPCC changed how it was managed, improved its efficiency and effectiveness, and in 2018 became the IOPC (Home Office, 2016). The biggest change that occurred as a result of the reviews, was reforming the governance structure; the IOPC is headed by a Director-General, who is independent from Government and most crucially has not worked for the police. This change was supported by the IPCC, but perhaps most significantly to address rising concerns regarding accountability and the efficiency of investigations (Home Office, 2016; IOPC, 2020c).

This research will provide an insight into how the magazine is produced, distributed, accessed, and used with views of content and relevance from the perspective of police and IOPC practitioners. The magazine contains anonymised investigations that the IOPC have conducted that have produced relevant learning that police services can use to develop their policies and practices (IOPC, 2020b, UK Missing Persons Unit, 2021). The following chapter examines key literature concerning the complaints system, including a brief history of the complaints system, investigative approaches, and the role of learning within policing. The methodology chapter explores the approach selected for this study and the experiences of conducting the research to address the research aims. This will be followed by the analysis chapter examining the key themes arising from the data and articulating and presenting the data collected from interviewees. The conclusion will review the findings and suggest areas for future research and propose recommendations.

Chapter 1: Literature Review

1.1. Introduction.

In this chapter, the literature relating to the various components of the complaints system in England and Wales will be presented. The IOPC, formally the IPCC, oversees the complaints system in England and Wales (IOPC, 2019a). The IOPC investigate serious matters relating to police conduct and through the course of their work produce learning reports to help develop policing (IOPC, 2019a). This chapter will also explore how access to the complaints system may limit some groups from reporting their experiences with the police.

This chapter will be divided into several sections; firstly, it will present the history of the police complaints system in England and Wales, referring to previous reforms relating to the organisation of the police complaints system, including the development from the Police Complaints Board (PCB) in June 1977 through to the IOPC. The chapter will examine police oversight structures and assess their roles. The next section will examine how complaints are handled by the police and how accessible the complaints system in England and Wales is for potential complainants. This will then lead onto an analysis of how investigations are conducted; scrutinising the changes in investigation, the types of investigations and skills required to conduct investigations, and the Professionalising Investigation Programme (PIP) training programme. This chapter will examine the work of Professional Standards Departments (PSDs), leading into an analysis of the Chapman Review. This will culminate in a discussion of the magazine and how that may facilitate engagement between the police and IOPC.

1.2. History of the complaints system in England and Wales.

The complaints system in England and Wales has been under a constant cycle of reform, principally in the 1970's, 1980's and 2000's. Initially, complaints were the responsibility of the Chief Constable, as set out within the Police Act 1964 (Strudwick, 2003; Smith, 2006). The act required complaints to be recorded and investigated (Smith, 2006). The 1964 Act contained the process which regarded whether a complaint was serious, a Chief Officer could be directed by the Secretary of State to bring in a police officer from another force (*Police Act 1964*). If a complaint led to a member of the police service being charged with an offence, then this was not to be subject to the police complaints process (*Police Act 1964*). Despite criticism raised against this process it was not deemed necessary to conduct independent investigations, but to instead reform the internal complaints system (Harrison and Cunneen, 2000). In response to further criticism of police misconduct, the Police Act 1976 led to the PCB being created (Harrison and Cunneen, 2000) in June 1977. The PCB would operate on a board with a minimum of nine members, who would review the handling of a complaint (Leigh, 1977). Those on the board were appointed for a three-year term by the Home Secretary and excluded those who were currently or had been serving police officers (Terrill, 1983). The creation of the PCB was met with severe opposition from all 43 Chief Constables/Commissioners in England and Wales and led to the resignation of the Metropolitan Police Commissioner, Sir Robert Mark (Loader and Mulcahy, 2001; Smith, 2002). Mark's found this unacceptable, stating that "*political nominees*" should not be involved with policing and they would undermine the independence of the police (Smith, 2002). This opposition is just one example of tension and disagreement between the police and oversight bodies that would be present through the history of police oversight. However, their role was merely one of a review and they did not possess any power to investigate (Smith, 2006). Despite the limitations of the PCB, they were able to direct a Chief Constable to commence a disciplinary hearing upon reviewing a misconduct report, should the need arise (Harrison and Cunneen, 2000; Smith, 2006). However, the PCB were never able to secure the public's confidence with the complaints system, the main concern was the lack of independence within investigations (Loveday, 1985).

These criticisms and a change in public attitudes towards the police in the shadow of the Brixton Riots led to the PCB being replaced in 1984 by the Police Complaints Authority (PCA) (Harrison and Cunneen, 2000). Although the PCA's responsibilities were the same as the PCB's, staff within the PCA were granted powers to supervise police led complaint investigations (Smith, 2006). The inclusion of PCA supervision now meant that complainants had three complaint avenues to explore, an informal resolution, police investigation or PCA supervised police investigation (Smith, 2006). The PCA was subject to similar criticism, particularly their overreliance on police investigators, however public opinion was in favour of a new independent police complaints organisation to provide an alternative for the public to report complaints (Loveday, 1985; Seneviratne, 2004). Although the PCA was independent of the police, critics argued that this was not the case (Seneviratne, 2004). This relates to the fact that police officers were still investigating complaints against their own colleagues but were under the direction of the PCA; who would set the investigation strategy, speed, and tactics (Loveday, 1985; Smith, 2004). An example to illustrate where the PCA were not effective is the Stephen Lawrence Inquiry. This case highlighted the gaps in the PCA's approach to misconduct (McLaughlin and Murji, 1999). Ultimately, this was one of numerous concerns and criticisms that led to further reform of the complaints system in England and Wales and by 2004 the creation of the IPCC (Smith, 2006). The IPCC became operational in 2004, with their powers contained within the Police Reform Act 2002; under the act they had a legal duty to oversee the whole complaints system and develop change, this being the IPCC's guardianship role (*Police Reform Act 2002*; Seneviratne, 2004; Hardwick, 2006; Smith, 2009b). The first chair of the IPCC, Nick Hardwick, described guardianship as ensuring *"that the whole system operates in a way in which the public can feel confident*", with a focus upon "*promoting the lessons arising from the IPCC's work*" (Hardwick, 2006, p. 29). One of the main developments was the establishment of its own internal investigation team involving non-police investigators, a first for oversight bodies in England and Wales (Smith, 2004; Smith,

2013). This was to address concerns relating to the independence of misconduct investigations; however, the system was based upon the existing structure where the police would continue to investigate the lower level complaints with the most serious complaints being investigated by the IPCC (Smith, 2009a). The IPCC saw their role not only as investigating the police but improving public confidence with policing (Smith, 2009a). One of the roles that the IPCC was tasked with was disseminating knowledge on effective police practice (Smith, 2006). The PCA were conducting learning lessons research, for example, Doctor David Best's 2002 study into Road Traffic Incidents (RTIs) involving police vehicles (Best, 2002; Smith, 2009a). Although this is different to the '*Learning the Lessons*' magazine, it was a way of distributing learning to the police that had arisen from the PCA's investigations.

In January 2018 the IPCC became the IOPC and remained responsible for the police complaints system in England and Wales (IOPC, 2019a). The development from the IPCC to the IOPC was a response to the changing nature of the organisation. Since the creation of the IPCC in 2004, the complains system was investigating more complaints and the organisation has doubled in size, leading to the IPCC asking the Government for support in changing to better suit the needs of the organisation (IOPC, 2020d). One of the major changes that occurred, was the removal of managed and supervised investigations. This was made to increase the IOPC independence as well as speed up the complaints system. The types of investigations are now local, directed, and independent (IOPC, 2020a). A local investigation is carried out by the police, a directed investigation is carried out by the police but the IOPC control the direction of the investigation and an independent investigation is carried out by IOPC investigators (IOPC, 2020a). Furthermore, the reforms made provisions to safeguard the IOPC independence and increase their powers to investigate complaints (Home Office, 2018).

1.3 Models of police oversight.

Policing has become a topic that has attracted a greater interest by academics as well as the police because embedding the best standards and practice into policing can help reduce crime and offending (, CoP, 2017b). Additionally, the move towards an evidence-based approach to crime control was aimed at helping practitioners ensure they utilise the best approach to effectively deal with crime (CoP, 2017b). Despite an increase in policing research, there have been limited studies into the IOPC, Professional Standards, and the oversight systems. One influential study into police oversight is "*Police oversight in the United Kingdom: The balance of independence and collaboration*" by Louise Porter and Tim Prenzler. This study examined the three systems of police oversight in the United Kingdom; the IPCC, the Police Ombudsman for Northern Ireland (PONI) and the Police Investigations and Review Commissioner.

The developments within policing to become a professional body and the establishment of the CoP has led to further academic research being carried out by universities and the police (CoP, 2017b). Prior to the establishment of the CoP, police training was managed by several agencies, such as the Central Police Training and Development Authority also known as Centrex, then the National Policing Improvement Agency (NPIA) (Bryant, Tong and Wood, 2012). Centrex was established in 2001 and was the body responsible for a range of national police training programmes (Heslop, 2006; Rogers and Gravelle, 2020). The centralisation of police training occurred in 2002 at the request of the Home Secretary. This role was given to Centrex who aimed to make police training more consistent and accountable (Warburton, 2004). Key training areas included probationer training and crime training, which initially operated out of five bespoke training facilities located across the country, but as the organisation progressed there was a move back towards local training facilities under the umbrella of Centrex's control (Rogers and Gravelle, 2020). The 2003 documentary "The Secret Policeman", uncovered racist behaviour within the Bruche Police Training Centre in Cheshire, undermining the progress being made in the wake of the Macpherson enquiry

(Bennetto, 2013). The officers involved were subject to a PCA investigation as well as an IPCC investigation, this resulted in recommendations being made by the IPCC to change police training nationally (Panorama, 2008). Part of Centrex's role was to develop police training and police learning through education; they were involved in early discussions regarding police professionalisation and the use of universities to deliver certain aspects of police training, however this method was met with some resistance (Rogers and Gravelle, 2020). Centrex was replaced by the NPIA. The NPIA was formed in 2007 by the Police and Justice Act 2006 and had responsibility for HR and IT developments; the NPIA was phased out in 2013 after a government review into policing and the introduction of the Crime and Courts Act of 2013 (Irving, 2006; Tilley and Laycock, 2018). The NPIA's core role, like the CoP, was to professionalise policing by using Evidence-based policing (EBP) to reduce crime and highlight what works within policing (Tilley and Laycock, 2018). Additionally, a role that the CoP inherited from the NPIA was identifying good practice within policing and utilising research to develop policing strategies (Tilley and Laycock, 2018).

Police oversight within the United Kingdom operate different models (Porter and Prenzler, 2012). The civilian control model which is predominantly observed as being the pinnacle of oversight models and is currently utilised by the PONI; and the mixed model which is used to describe how the IPCC and now IOPC operate and has been regarded as an operational compromise between the independence of the police and the civilian oversight of the IPCC (Smith, 2009a). The mixed model allows the police to continue owning complaints and the IPCC and IOPC to remain as the guardian of the complaints system and lead agency investigating the most severe cases of misconduct (Smith, 2009a, Norfolk and Suffolk Constabulary, 2018). Civilianisation of the police complaints system is observed as being an effective measure to hold the police to account (Smith, 2009a). The civilian control model has developed several key features; of those the most important factor is the model's independence from the police, and the ability for oversight agencies to investigate complaints

about the police (Prenzler and Ronken, 2001, Seneviratne, 2004). Furthermore, there must be a clear separation between those investigating and those under investigation (Seneviratne, 2004). Simply put; the civilian control model is the exclusion of the police from investigating the police (Prenzler and Ronken, 2001). A substantial issue that has been identified within the research regarding police oversight, has been the employment of former police practitioners to conduct misconduct investigations. In order to maintain independence and achieve absolute civilian control, any oversight agency should not employ seconded or former police officers (Prenzler, 2004; Prenzler and Ronken, 2001). This fundamental idea of independence is key to ensuring that oversight agencies fulfil their roles to the best possible standard (Rosenthal, 2019).

When examining the civilian control model and applying it to any oversight agencies the PONI is universally seen as one of the only agencies to be truly representative of the model and are seen as the Gold Standard of police oversight organisations (PONI, 2019; Seneviratne, 2004). At the time of Seneviratne's (2004) article, the IPCC was a new organisation and it was too early for an evaluation, however due to the police controlling access to the complaints system, the IPCC was not seen as a civilian control model example. The PONI approach and the unique context of policing in Northern Ireland allowed for the development of the civilian control model as part of a series of radical reforms to policing. The PONI was developed and based upon the civilian control model which allows it to investigate all complaints against the police (Seneviratne, 2004; Prenzler, 2011). Furthermore, the PONI has demonstrated that the civilian control model does work, as there is confidence in the complaints system and support from the police (Seneviratne, 2004). The advantages of the civilian control model include the ability to increase public confidence in policing and the complaints system, as the public must see a separation between those under investigation and those who are conducting the investigation (Prenzler, 2004).

The IPCC was seen as a mixed model due to a reliance upon the police to conduct lower level misconduct investigations but the ability to conduct independent investigations in the more serious matters (Prenzler, 2011; Porter and Prenzler, 2012). Although the mixed model enables the two organisations to work together and reduce the risk of roles overlapping, there is criticism of the amount of investigations that are conducted independently of the police. This places the IPCC under constant scrutiny to conduct more independent investigations (Porter and Prenzler, 2012). Whilst there are criticisms of a mixed model of oversight due to misconduct investigations being investigated by the same police service that the complaint is about, the system does allow for a flexible response to cases (Porter and Prenzler, 2012). This flexibility allowed the IPCC to allocate resources and distribute responsibilities between the agencies involved (Porter and Prenzler, 2012). However, it could be argued that resource allocation is a critical issue for the IPCC. The IPCC was understaffed and underfunded since it was established in 2004 (Home Affairs Committee, 2013; Laville, 2013; Baker, 2016). Although there have been increased recruitment of investigators and an increase in resources, these are simply not enough to deal with the number of investigations the IPCC were expected to investigate on an annual basis (Smith, 2013). Moreover, the IPCC said that a mixed model allows for there to be a focus upon the most serious cases and for them to be able to develop the '*Learning the Lessons'* magazine (Porter and Prenzler, 2012). When the IPCC became the IOPC in 2018 engagement became a key priority of the organisation (IOPC, 2020e). In order to build confidence in the complaints system the IOPC work closely with several different stakeholders such as police services, the public and charities, (see appendix M) (IOPC, 2020e). In order to continue engagement with the police, the IOPC have established mechanisms for this, such as the oversight team who meet regularly with Police and Crime Commissioners (PCCs), Chief Constables as well as the CoP and HMICFRS (IOPC, 2020e). The magazine fits in with the IOPC engagement strategy as it provides a vessel whereby the IOPC can present the issues that have been raised by strategic partners, for example the police (IOPC, 2020e).

Critics saw the IPCC as a second home for former police officers (Home Affairs Committee, 2013). As of March 2020, 11.5% of the IOPC's total workforce are ex-police officers (IOPC, 2020h). There have been advantages and disadvantages highlighted about employing former police practitioners. The advantages include the knowledge and expertise former police officer possess of policing, not only can this aid in an investigation but can provide an understanding of the background and context behind the decision-making process of those under investigation (Smith, 2013). The IPCC also sees the importance of former police officers due their invaluable investigation skills (Porter and Prenzler, 2012). Regardless of their valuable skills, critics of the IPCC question the employment of former police officers, often citing concerns over a conflict of interest, potentially undermining the organisations independence (Harrison and Cunneen, 2000). In order to address this issue a process is in place, whereby if an investigation is being conducted into an investigators former force, they can declare a conflict of interest (Porter and Prenzler, 2012). This does not, however address the employment of former police at the IPCC. For the system to be truly independent, arguably those conducting the investigations should be trained and developed by the IPCC and now the IOPC themselves (Smith, 2013).

Police oversight in England and Wales is multifaceted, involving internal and external oversight (den Boer, 2018, p. 447). There are several different organisations involved in the oversight process; a non-exhaustive list of these include the IOPC, the CoP, HMICFRS and locally elected PCCs (Oswald and Babuta, 2019). Each organisation conducts a slightly different role within policing however role creep is present between them, for example HMICFRS and PCCs are involved in ensuring police forces are operating effectively and efficiently, as well as meeting local, regional and national demands (Smith, 2009a; Button, 2018). As previously described, the IOPC oversee the police complaints system across England and Wales and are predominantly involved in the most serious cases such as deaths in police custody (IOPC,

2019a). The CoP's role within the oversight system involves setting and maintaining police standards; they developed the Code of Ethics which is applied to all aspects of policing as well as maintaining police learning and continuous development with their Authorised Professional Practice with further development being aided by research (CoP, 2020a). HMICFRS have a clear role within the oversight system, whether that be through its PEEL (Police Effectiveness, Efficiency and Legitimacy) inspections or their national thematic inspections; however similar to issues the IOPC face, any recommendation made by HMICFRS does not have to be implemented (Oswald and Babuta, 2019). Additionally, the Super-complaints system is a partnership between HMICFRS, the IOPC and CoP; the process was introduced within the Policing and Crime Act 2017 (HMICFRS, 2018b; *Policing and Crime Act 2017*; IOPC, 2019b). This allows designated organisations to raise systematic issues that can affect confidence in policing, an example of which has been the police response to victims of modern slavery (Creutzfeldt and Kirkham, 2020; Home Office, 2019). The system has been established to try and identify systematic errors that require improvement nationally (HMICFRS, 2018b). The PCC's role within the oversight system is aimed at increasing independence and improving how the police handle complaints; within their oversight role they have a responsibility to scrutinise, support and challenge their force (The Office of the Sussex PCC, 2020). Within the Police and Crime Act 2017, PCC's now have the responsibility to review complaints within their local area, to establish whether the process was reasonable and proportionate (The Office of the Sussex PCC, 2020; Torrible, 2020). Furthermore, with PCC's being involved with complaint in their local area it can give them an insight into challenges their force is facing and holding their Chief Constable to account for service failures (Torrible, 2020).

1.4. Handling complaints against the police.

How a complaint is handled and who deals with the complaint is based on how serious the matter is, (see appendix A and B). Any matter that has had an adverse effect upon a person

can be complained about; for example, a complaint may be about general policing standards (IOPC, 2020a). A complaint may also be about the conduct of a police practitioner, with conduct referring to any acts, omissions, or statements (IOPC, 2020a). Furthermore, a conduct complaint can be made against an off-duty practitioner and someone who may no longer be a serving within the police (IOPC, 2020a).

Most complaints against the police are dealt with by the police (IOPC, 2018b). How the police handle these complaints is set and monitored by the IOPC (Jones and Lister, 2019). A consistent approach to how police complaints are handled is fundamental to ensuring that the complaints system is fit for purpose (IOPC, 2018b). In England and Wales as it currently stands; a complaint is made to the force in which the incident took place and then investigated by their PSD, in serious cases such as a death in custody the matter is immediately referred to the IOPC (IOPC, 2018a; Smith, 2013). There is currently no way for a complaint to be made directly to the IOPC, it must made to the police for them to refer to the IOPC, but you can complain to force directly via the IOPC website (IOPC, 2018a). The handling of any complaint should aim to improve individual performance and force-wide performance through learning (IOPC, 2020a). A civilian oversight body tasked with handling complaints against the police is needed to ensure democratic police accountability, however, there is a lack of trust associated with the IOPC because the public see them supporting the police rather than being impartial (Kane *et al*., 2018; Hope, Sr, 2020).

1.5. Access to the Complaints system in England and Wales.

In order to improve public confidence in policing it is crucial for there to be an accessible complaints system (IPCC, 2015a). An accessible complaints system is vital to ensuring the police are transparent, accountable, and responsive (IOPC, 2020a). There is a shared responsibility to promote the complaints system to the public, and police services must have

provisions in place to enable members of the public to make a complaint (IOPC, 2020a). All organisations who have responsibility for handling complaints against the police must have an easily accessible point where people can make a complaint; for example, police services should have online links on their website, forms within police stations or information available via social media (IOPC, 2020a). As the complaints system has developed, access to it has been an issue that has been highlighted on several occasions as some still see issues with complaining directly to the organisation that has affected them (IPCC, 2015a).

As far back as 2006, the IPCC was calling for local organisations to aid in the complaints system (Hardwick, 2006). This involves allowing members of the public to complain about the police but not having to talk to the police or go via the IPCC (Hardwick, 2006). Further calls for this approach were made within Kane *et al* (2018) work, who recommended that the IOPC and PSD's should work closer with other organisations who could provide advocacy and support for people who have made a complaint. A 2014/15 report by the IPCC into accessing the complaints system, highlighted that 63.9 percent of complaints are from advocacy groups (IPCC, 2015a). However, there were several PSD's that do not accept complaints from local advocacy groups; whilst most are accepting of complaints from third party organisations, more should be done to encourage all police forces to accept complaints from third party groups on behalf of an individual (IPCC, 2015a; Kane *et al*., 2018).

In one study, people who had experienced mental ill-health found difficulties with accessing the complaints system. Such difficulties included knowing how to complain, length of time it took to report a complaint and a lack of awareness of the complaints system (Kane *et al*., 2018). Respondents within this study were concerned with complaining directly to the police due to fears that they may be victimised by the police, and other respondents within this study made it clear that they felt making a complaint to the people you have an issue with is difficult

and takes a lot of confidence (Kane *et al*., 2018). The IOPC recognise that there may be barriers to making a compliant (IOPC, 2020a). Within their statutory guidance, the IOPC make it clear that forces should be aware of barriers that certain groups may face and have robust strategies to dealing with these (IOPC, 2020a). In response to these concerns the IOPC have added a section to their website for people with mental health, as well as increasing mental health awareness for all IOPC staff (IOPC, 2019e; IOPC, 2020f). Additionally, people may be unaware that they can complain via the IOPC because there is a lack of awareness of this route and further difficulties in knowing what has happened once a complaint is made. Kane's study goes on to suggest that there must be greater mental health awareness training for the police, and the IOPC should take steps to improve the experience for those individuals who may need greater support, and must improve how complainants are supported during and after the complaint process (Kane *et al*., 2018). The IOPC has recommended that police services should regularly review their mental health training and should look at learning from IOPC investigations, HMICFRS recommendations and information from coroners' reports (IOPC, 2020f). Furthermore, work must be done to build a network where mental health advocacy groups, PSDs and the IOPC can work together to engage people with the complaints system as well as provide a support network for complainants (IOPC, 2019e).

Police practitioners cannot make a complaint through the IOPC about their own force (IOPC, 2020a). Every police service in England and Wales has internal procedures for raising concerns relating to the actions and conduct of fellow officers, e.g., through line management or reporting lines, (both open and confidential) or directly to PSDs (Home Office, 2020b). Although practitioners should raise any concern internally if this is not practicable, the IOPC has a report line which is a dedicated service allowing serving officers to report serious concerns relating to the behaviour or actions of a colleague (IOPC, 2020a). The IOPC report line allows individuals to make a complaint if they feel that they are unable to do so via internal channels (Home Office, 2020b).

1.6. Investigations.

There are similarities in the skill set required to investigate complaints against the police and to conduct criminal investigations, but they are not the same (CJINI, 2011). Defining the term investigation is complex. Within the police the definition is focused upon ascertaining whether an individual should be charged with a criminal offence (CoP, 2017a). The CoP state that their definition, while referring to criminal investigation, can be applied to several types of investigations: for example, professional standards enquiries or generic investigations (CoP, 2017a). The IOPC define an investigation as establishing the facts behind a complaint to reach a conclusion, this may result in misconduct but also allows for the police to learn from the events that transpired (IPCC, 2015b). The IOPC statutory guidance lists factors that are relevant to the proportionality of an investigation, including the likelihood that the evidence obtained will support criminal, misconduct, or performance proceedings (Smith *et al*, 2015). This approach is also to ensure that any misconduct investigation is in the public interest (Smith *et al*, 2015).

The IOPC currently operates three modes of investigations. The three modes are: a local investigation, a directed investigation, and an independent investigation (IOPC, 2020a). A local investigation is an investigation that is conducted by the police themselves. A directed investigation is similar to a local investigation, whereby the police will conduct the investigation (IOPC, 2020a). However, the investigations direction and control comes from the IOPC; the police investigator involved in this mode of investigation will report back to the IOPC who will assess whether the investigation has met the IOPC terms of reference (IOPC, 2020a). The final mode of investigation is the independent one, which is carried out by IOPC investigators. These are used for the most serious cases or cases in the public interest (IOPC, 2020a). For example, Death or Serious Injury (DSI) cases, such as a death in custody will be independent

investigations (IOPC, 2020a). In terms of cases that are within the public interest, these are cases that can have a potential impact on communities or could potentially undermine the police service (IOPC, 2018c).

To become a competent investigator, there is a requirement for the investigator to possess key skills. When developing a civilian body that will involve investigating the police this creates a necessity to employ staff who have an adequate understanding of investigations or a thorough training regime that effectively develops the skill and knowledge needed to investigate (Hope, Sr, 2020; O'Neill, 2019). Concerns have been raised regarding the competency of investigators and whether they are adequately trained or possess the experience needed to conduct thorough investigations (Prenzler and Ronken, 2001). When first established, the IPCC had a need for senior investigators, they were drawn from policing due to their background and experience in dealing with serious crime (Smith, 2013). While this is a concern, during their conception it is understandable that the employment of ex-police officers can aid in the development of the organisation. However, over 15 years on there should be emphasis placed upon training, recruiting, and developing staff that have no previous police employment. Arguments against the skill and experience misconduct investigators have usually relates to their ability to investigate, however research suggests that the ability to investigate is a generic skill that can be taught and developed in diverse contexts (Prenzler and Ronken, 2001).

To develop the skills required to conduct a thorough investigation, the police established the PIP framework. PIP was introduced in 2005 with the aim of improving the professional competence of police officers and staff who conduct investigations (Donnelly and West, 2019). This programme was about professionalising police investigations to recognise the skills possessed by detectives and further develop the training given to drive improvements to

investigations (Ogden, 2018). PIP aims to ensure that staff are trained and accredited to conduct quality investigations (CoP, 2018). The PIP structure is split into four levels; PIP level 1 focuses on priority and volume crime, PIP level 2 concerns the investigation of serious and complex crimes, PIP level 3 are major investigations and PIP level 4 the management of highly complex investigations (CoP, 2018). To incorporate PIP into policing a new training process was put into place, delivered through classroom-based teaching and e-learning modules (James and Mills, 2012). Initial training is thoroughly important to policing, as it lays the foundations for further development, and for this to occur there must be continuous professional development (CPD) to allow staff to refresh their knowledge, help promote good practice and improve their skills for future investigations (McGrory and Treacy, 2011). Within the PIP programme, CPD allows officers and staff to maintain their knowledge and skills (James and Mils, 2012). Currently the IOPC do not use the PIP framework to conduct their investigations (IOPC, 2019a). PIP has been developed to be used within criminal investigations, however other organisations such as the Serious Fraud Office have developed their training programme on the structure of PIP (Serious Fraud Office, 2019).

The skills required to conduct a criminal investigation are not always the same skills that investigators need to conduct a misconduct investigation. There is a false assumption that the ability to investigate is a skill unique to conventional policing, however numerous government and private sector agencies employ investigators or inspectors who conduct investigations and prosecute suspects (Prenzler and Ronken, 2001). A further argument as to why oversight agencies require investigators to possess specialised training, is the investigation of the police is different to a conventional criminal investigation (Prenzler and Ronken, 2001). However, a key criticism of the IPCC and the IOPC has been the length of time it has taken to conduct investigations (Home Affairs Committee, 2011; Leicestershire Police Federation, 2021). This has a detrital effect upon the officers under investigation but also in the public's confidence of the complaints system (Home Affairs Committee, 2011). The Police Federation has also

criticised the knowledge investigators have of policing (Thompson, 2021). Addressing these criticisms the IOPC say that their investigators come from a range of backgrounds, for example the military (Thompson, 2021) They go further in addressing these concern by saying, "*Suggesting that only police can investigate police is equivalent to saying only criminals can investigate criminals*" (Thompson, 2021).

1.7. Professional Standard and the wider context of police misconduct.

Professional Standards should identify learning opportunities from misconduct investigations and establish a culture of learning (CoP, 2015; Lincolnshire Police, 2019). Misconduct is defined within The Police (Conduct) Regulations 2020*,* as*, "a breach of the Standards of Professional Behaviour that is so serious as to justify disciplinary action;*" and gross misconduct is defined as "*a breach of the Standards of Professional Behaviour that is so serious as to justify dismissal*" (*The Police (Conduct) Regulations 2020*). Generally, within policing, misconduct involves officers and staff who are of rank-and-file, such as Constables and Sergeants however misconduct affects all ranks (Hough *et al.,* 2016). Any form of misconduct damages the public's perception of the police; a key component of the IOPC is to help maintain the public's perception of policing but also the complaints system. Misconduct by senior officers and staff has a more damaging affect upon policing because they are seen as the face of the organisation and there to maintain the reputation of their force, thus any form of misconduct at the senior levels of policing have damaging affects across the whole of policing (Hough *et al.,* 2016). However, PSDs across England and Wales do not currently operate a national training curriculum (Home Office, 2014). This can hamper work to encourage the police and the IOPC to work towards a common goal due to 46 services operating their PSDs in different ways. During the 1990s there began a wider debate regarding police integrity, leading to the way the police dealt with corruption (Moran, 2002). To understand corruption, it needs to be defined: on the one hand, however, if it is too broad there is a risk of diluting the concept of corruption, but on the other, if you narrow the definition of

corruption you may be omitting offences that can amount to serious corruption and excluding offences that are on the tip of the iceberg (Moran, 2002). The National Policing Counter Corruption Advisory Group, in partnership with the IPCC and Crown Prosecution Service have developed a working definition of corruption, "*A law enforcement official commits an unlawful act, or deliberately fails to fulfil their role, arising out of an abuse of their position, for personal or perceived organisational advantage, having the potential to affect a member of the public*" (HMIC, 2015, p. 49). Although corruption is not endemic within policing those who do engage in corrupt activities have a negative effect upon public confidence (CoP, 2015).

With the introduction of the new conduct regulations in February 2020, new ways of dealing with misconduct were introduced, further strengthening the aim of creating a learning culture instead of a blame and punishment culture (Hertfordshire Police Federation, 2020). The regulations have placed greater emphasis on learning from mistakes. Whereas previously minor breeches of professional standards may have resulted in formal disciplinary action, the new regulations have focused upon enabling line managers to improve individual learning and officers to reflect upon where they have gone wrong (Home Office, 2020a). Placing learning at the heart of the system, instead of punishing officers who make mistakes, allows forces to identify where errors and poor working practices occur, and educate those who need it to develop the services as a whole, whilst working to discipline those who breech the Standards of Professional Behaviour (Hertfordshire Police Federation, 2020). Contained within the 2020 regulations is the new Reflective Practice Review Process. This process is aimed at dealing with underperformance or lower level complaints where officer learning or force wide learning has been highlighted (Home Office, 2020b; Police Federation, 2019).

Concerns regarding police led misconduct investigations continue, especially regarding independence. The City of London Police (CoLP) maintain that their PSD staff are

"*independent to the matters involving your complaint*", however they are still members of the same police service and thus cannot be independent (CoLP, 2016). A large proportion of PSD work is engaged with responding to individual cases of misconduct usually stemming from human weakness (Punch, 2010). However, despite frequent criticism of police led misconduct investigations, PSD investigations do often lead to police officers being dismissed. For example, in 2013 the Metropolitan Police's Directorate of Professional Standards dismissed 58 police officers with only 8 being dismissed because of an IPCC investigation (Home Office, 2014). In order to maintain trust within policing, PSD's work in line with the CoP Code of Ethics to ensure that officers and staff are improving confidence with policing (CoLP, 2016). In July 2014 the CoP launched the Code of Ethics; they provide the principles and standards of professional behaviour for policing (Home Office, 2014). There will be a further examination of the code within the methodology chapter. Other concerns relating to police misconduct investigations have related to police officers resigning or retiring, which damages public confidence with the system and policing (*The Police (Conduct, Complaints and Misconduct and Appeal Tribunal) (Amendment) Regulations, 2017*). To address concerns relating to officers simply moving police forces to escape any form of misconduct procedure, the CoP developed the Disapproved Register which includes all the details of officers who have been dismissed or have retired or resigned when there was a case to answer for misconduct. This data is available for vetting departments to ensure officers cannot be reemployed by the police (Home Office, 2014).

The *'Learning the Lessons'* magazine encourage the police to examine what went wrong and encourages a culture of improvement which actively identifies opportunities whereby practice can be improved before weakness or failing is identified (IOPC, 2020a). This encourages the police to work with the IOPC, stakeholders and other groups, and move away from a culture of blame (IOPC, 2020a; Home Office, 2020b). To further support the move towards a learning culture, the 2020 police conduct regulations make clear that key lessons must be discussed

between the officer under investigation, line management and the police force; this is there to prevent any reoccurrence and address the matter (*The Police (Conduct) Regulations 2020*). Furthermore, the Home Office (2014, p. 35) stated that "*unless the police are given their own input on accountability, they will never hold themselves accountable, and inward self-protective habits (such as blaming the IPCC for poor investigations) - will prevail*". This notion has the possibility to link with the concept of a blue code of silence and may answer why police officers are reluctant to report misconduct or criminal activity committed by their colleagues or respond positively to IPCC work (Wright, 2010). It may also relate to why engagement with the magazine is limited to practitioners who already have an interest in conduct matters and police learning. Links to police culture have been acknowledged as facilitating misconduct and as a barrier to reform (Reiner, 2000). A study conducted in 2000 across the USA highlighted that 52.4 percent of participants agreed that officers turn a blind eye to others' misconduct; this solidarity amongst practitioners is present within the police culture (Donner *et al*., 2020). Not only is it fundamental that misconduct is reduced across policing, but the reporting of misconduct by practitioners is increased and there are processes in place to facilitate this.

1.8. The Chapman Review.

The Chapman Review was a report into the police disciplinary system in England and Wales conducted in 2014, tasked with examining what reforms could be made to make the system transparent, public-focused, and more independent (Home Office, 2014). The Review was externally driven by the then Home Secretary Theresa May and proposed several reforms to the disciplinary system which encompassed all aspects of policing, covering police services, the IPCC, HMICFRS and the CoP (Smith, 2015). The Review was part of a wider examination into the complaints system in England and Wales which was proposed by the Home Office in 2013 (Smith, 2015). The Chapman Review highlighted the operational difficulties with the system; whereby there are often disagreements between the IPCC and the police in the aftermath of an investigation (Home Office, 2014). The Review accepts that healthy tension is

good but often both parties disagree over a decision, with neither organisation taking full responsibility. The Review recommended that in this instance the IPCC should take responsibility when a force does not accept their outcome and an independent legally qualified person should chair any misconduct hearing (Home Office, 2014). The Chapman Review also recommended that the CoP should oversee the police disciplinary system and ensure that there is a consistent approach across all police forces (Home Office, 2014). Furthermore, legitimacy of the disciplinary system was examined within the review, linking in with the learning lessons programme; the system should not be looking at individual blame but what can the police collectively do to improve practice (Torrible, 2018). Chapman suggests that the system looks at rehabilitative intervention to ensure practitioners are more equipped to deal with their role, the system should not be looking at "*did he or she do it*" but "*what should we do about it*" (Home Office, 2014, p. 63; Torrible, 2018). Chapman goes on to say that too often disciplinary action has been used instead of managing people better (Home Office, 2014). Ensuring that practitioners have the correct training and education as well as the support of peers, supervisors, and their mentors, will promote a better system than that of blame (Home Office, 2014). The new system should not be there to replace one of discipline but there to support those who have made a mistake, where learning can provide the repercussions needed.

1.9. 'Learning the Lessons' magazine and the wider use of Learning.

The current IOPC Director-General, Michael Lockwood, in an interview with the Police Federation said, "*he would like to focus on learning including mental health issues, domestic abuse, abuse of authority for sexual gain, Road Traffic Incidents and near misses in custody in a bid to improve police practice*" (Derbyshire Police Federation, 2020). The first *'Learning the Lessons'* bulletins were released in June 2007 by the IPCC and have continued under the IOPC; to date there have been 38 editions (Stanko, 2008; IOPC, 2020b). The IOPC have continued their work into the magazine as they draw on data from investigations and complaint

matters to help improve police policy and practice; each edition focuses on a specific policing theme, for example stop and search, public protection or young people. Within each issue there are several anonymous case studies and numerous key considerations that have arisen from the investigation (IOPC, 2020b). The IOPC uses learning from its work to help maintain public confidence in policing as well as helping to improve and influence change in policing (Home Office, 2019). These bulletins are presented in magazine form and follow a broadly similar structure, including case studies, key questions and articles written by practitioners or stakeholders (IOPC, 2020c). The IOPC's primary audience for these bulletins is police practitioners (IOPC, 2020c). However, they are written for a much wider audience such as academics and community organisations, to highlight the learning that has arisen from investigations that may benefit policing nationally (IOPC, 2020c). Due to the role the IOPC play in the complaints system, within an investigation they are holding individuals to account for their actions, however they are also engaged in a role where they are imparting best practice and learning (IOPC, 2019d). Between April 2019 and March 2020, the IOPC made 105 learning recommendations, both nationally and locally, for example into police pursuits (IOPC, 2020f). The magazine helps to build a relationship between the police and the IOPC by showing learning in a practical way which can impact frontline practice (IOPC, 2019d; IOPC, 2020f).

A key consideration when examining the *'Learning the Lessons'* magazine is looking at the wider context of the complaints system. The initial complaint and following investigation may highlight a problem with aspects of policing, but the response can hold the key to developing change, whether the response be at an organisational or individual level they can all help prevent future problems (Porter, Prenzler and Fleming, 2012). The *'Learning the Lessons'* magazine are a specific method of communicating how the police can adapt their training to address any concerns that have been raised (Porter, Prenzler and Fleming, 2012). An example to highlight this is the death of Kerry Power and the campaign to raise awareness of

the *silent solution system* to police call handling systems, that addresses callers who may not be able to speak to continue communication with the police; through the work of the IOPC's media campaign, greater awareness of the system was raised and was able to reach over 16 million people (IOPC, 2019d; IOPC, 2020c). This campaign was the result of learning that had arisen through an IOPC investigation into Kerry's death (Eve, 2016).

1.10. The role of the IOPC and "perceived racial bias".

In the wake of the death of George Floyd in Minneapolis, protests surrounding perceived police racial bias have occurred around the world (Dodd, 2020a). The IOPC has respond to calls for greater accountability of policing across England and Wales, and more specifically London (Taylor, 2020). A key issue that has been identified is stop and search, which is a contentious policing tool (Dodd, 2020a). It is estimated that BAME individuals are five to nine times more likely to be stop and searched (StopWatch, 2020). As a result of this, the IOPC have been called to start an inquiry into how the police interact with BAME communities and victims of crime (Dodd, 2020a). Part of the role of the IOPC is to promote and improve the public's confidence of policing and the wider complaints system (IOPC, 2018). However, the IOPC are themselves under pressure to reform how it deals with racial issues, with groups such as the United Families & Friends Campaign calling for their abolition (Taylor, 2020). In the wake of the protests, countless reports, videos, and recordings have emerged, with calls for the IOPC to investigate or reopen investigations (Dodd, 2020a). Examples have included the stop and search of athlete Bianca Williams and the resulting apology by the Metropolitan Police, and the traffic stop of a BAME couple in Ipswich (Dodd, 2020a; Osbourne, 2020a). Many of the incidents that have been reported have resulted in the IOPC investigating, but several have already concluded that there had not been any issues with the interaction. The inquiry the IOPC have instigated will aim to examine the claim that policing in England and Wales is racially biased and will try and understand why this may be the case (Dodd, 2020a). The IOPC have responded by building a body of evidence and opening more investigations and

reopening investigations to help identify if there are systematic issues and how best they should be addressed, linking closely with the learning lessons programme (Dodd, 2020a).

After the death of Stephen Lawrence in 1993 and the Macpherson Inquiry in 1999, the police was branded institutionally racist; as time has progressed, the police and policing has changed, however in the wake of the Black Live Matter protests there have been calls to revaluate how the police treat BAME people and investigate perceived racial bias within policing, with these investigations being carried out by the IOPC (Dodd, 2020a). Commissioner Dame Cressida Dick has commented on racism in the Metropolitan Police; speaking during an interview she said, "*we have zero tolerance of racist behaviour within the Met*", however she has acknowledged that the Metropolitan police "*is not free of discrimination, racism or bias*" (Dodd, 2020b; Hancock, 2020; Braddick, 2020; Osbourne, 2020b). She continued to say that the term institutional racism "*means all sorts of things to different people. I don't think it's helpful*" (Osbourne, 2020b). However, Neville Lawrence, father of Stephen Lawrence disagrees with this statement, suggesting the police still target BAME people and cites stop and search as an example of this bias; however, the police in response have said that they have been focusing stop and search in areas that have experienced increased levels of violence (Dodd, 2020b). Furthermore, Lawrence has suggested that the Government should reinstate the special steering group to oversee changes that were suggested in the Macpherson inquiry because the police are not able to report on themselves (Dodd, 2020b).

1.11. Chapter Summary.

In summary, this chapter has examined the complaints system in England and Wales. The history of the complaints system has been examined to understand the position today. Furthermore, there has been an examination of the role the IOPC conduct within the complaints system, how they handle complaint, and how their operating model allows them

to investigate the most serious complaints whilst maintaining public confidence in policing. Additionally, an examination of learning and how the magazine fits into the move away from blame and towards learning to avoid mistakes being made again. This chapter has highlighted the gaps in knowledge related to the perception of and engagement with the '*Learning the Lessons*' magazine.

Chapter 2: Methodology

2.1. Introduction.

This chapter will outline the research aims and the approach to the research design selected. The chapter will be separated into two sections: (1) The design of the research study and (2) the researcher reflections throughout the research process. The first section will provide a methodological analysis of the research aims, the research questions which have been developed from a review of the available literature, the design of the research which will include the theory behind this thesis, research methods and ethics. The second section will provide a reflective account of the research process; including how the research has progressed and the reflections on challenges around the process.

2.2. Research Questions.

This thesis aims to examine the views of policing practitioners have of the IOPC's *'Learning the Lessons'* magazine. The four key areas which will be examined are.

1) How is the *'Learning the Lessons'* magazine used by practitioners within policing.
2) How is the magazine distributed and accessed by practitioners for use within policing?
3) Explore practitioner views of the IOPC?
4) What are practitioners' views of the magazine and how does this contribute (or otherwise) to their understanding of their role?

The literature review highlighted that research has so far focused on the ways in which complaints are handled within the police, the IOPC and how this interacts with the concept of legitimacy. However, there is a clear lack of focus on how recommendations from misconduct investigations are disseminated within the police. As such, these research questions were developed in response to this gap in knowledge.

2.3. Quantitative, Qualitative or Mixed Methods research.

Research in policing has grown over the last 60 years; especially in the last decade in response to the growing interest in EBP (Nix *et al*, 2019). Policing research in England and Wales began in the early 1960's; research prior to the 1980's was largely carried out by academics, however since the 1980's the Home Office Research, Development and Statistics Directorate has focused upon police and policing research (Reiner and Newburn, 2008). Police research has developed over time, with early studies looking at society and policing in the community; such examples include examining how officers would exercise their duties and their use of discretion in certain neighbourhoods (Schinkel, Atkinson and Anderson, 2019). During the seventies and eighties research examined the conflicts that surrounded policing; examples include, police corruption, racial discrimination, and abuse of police powers (Reiner and Newburn, 2008). As policing research developed, studies conducted by the Home Office became focused with monitoring and evaluating the effectiveness of police initiatives; the term community policing began to be used around this time (Brogden and Ellison, 2005). This was the basis for developing an evidence-base to policing, as well as other initiatives such as intelligence-led policing (Reiner and Newburn, 2008). The paradigm, of crime control has led to a resuscitation in government and researchers that tougher policing, and harsher penalties can help reduce crime and deter criminals (Reiner and Newburn, 2008). Police practice can be designed using research and the idea that using the best evidence can develop the best practice (Sherman, 1998; CoP, 2020c). The move towards a crime control stage of policing research has led to the adoption of EBP; this has resulted in an interest by police practitioners and academics of conducting quantitative research (Heaton and Tong, 2015). EBP has been described as utilising research to guide practice and evaluate practitioners; and using the best available evidence can help shape best practice for policing (Bullock and Tilley, 2009). For this study a clear evidence-base will be able to aid in developing a clear understanding of IOPC material that is used within policing. EBP research explores how we can understand

traditional ways of working and see whether there is any evidence of its effectiveness (Bullock and Tilley, 2009). Research into the police has been critical, however research was more concerned with deviance of the police whereas the Home Office were examining the limitations of policing as a method of crime control (Reiner and Newburn, 2008). Across England and Wales, police services have adopted an EBP approach to resolving policing issues that affect the communities they serve; some of these have been successful and others have not (Telep, 2017). As universities and police services gradually form stronger relationships and work together, the EBP programme will continue to develop (Lumsden, 2017a). The CoP, the body tasked with overseeing police training and development across England and Wales, have developed the What Works Centre (WWC). The WWC collects and shares policing research (CoP, 2020b). Despite the increase in police research, there has been a lack of research into how practitioners interpret and utilise this work (Lumsden, 2017a). As EBP has grown and developed there have been critiques of the idea. Within policing there are several sources of knowledge, it has been suggested that a focus upon science at the exclusion of other knowledge areas, such as experience and expertise could have a detrimental effect upon policing (Greene, 2014).

Providing a theoretical framework for a study provides the foundations in which to structure and build the research design. Understanding behaviour within society may allow for a better understanding of issues that the police are facing (Lawson, 2014). The interpretive research approach is defined as a "*philosophical and methodological ways of understanding social reality*", and the central notion of this method is '*understanding'* (Bhattacharya, 2008, p. 465). The interpretive approach lends its hand to the social sciences as social research is looking to understand or interpret society (Bhattacharya, 2008). The interpretive research approach allows for the researcher to ask questions that can engage the participant and enables the researcher to gain an understanding of participant experiences (Bhattacherjee, 2012). Further to this, an interpretive approach can help reveal new areas of research and additional

questions that could be asked within the research; this approach can also highlight issues that may require follow-up research (Bhattacherjee, 2012). In order to achieve this study's aims, it will use an interpretive research approach to understand what may influence the police (Scotland, 2012; Lawson, 2014).

It must be noted that this is not the only theoretical approach available, an alternative is a positivist approach (Bhattacharya, 2008). A positivist approach uses random sampling where cases are chosen at random for the purpose of generalisability (Bhattacherjee, 2012). Although this approach can be used for both quantitative and qualitative work, the primary focus of this work is examining data or numbers, and utilising criteria such as reliability and objectivity (Bhattacharya, 2008). One issue with a positivist approach is that the research study cannot be adapted once the data collection has begun, for this to happen the study would have to begin again; however in an interpretive approach the researcher can adapt and change the research questions if the current ones are unlikely to highlight any useful insights (Bhattacherjee, 2012). For example, within this study the research has adapted and changed during it course as a result of access and research requirements; for this reason and to gain a deep understanding of participant experiences, an interpretive approach was more beneficial due to the challenges that have occurred. Another adaptation that occurred within this study was getting participants to read issue 32 of the magazine. Initially, this was chosen so that participants could be asked specific questions, however as interviews continued participants were already aware of the magazine and the decision was made to alter this requirement of the interview.

The literature suggests that limitations of the interpretive approach include limited resources, this is true for this research study (Hunt, 2009). Due to the nature of this study, it is being completed over the course of a year and by a single researcher, this has limited the number

of research approaches that can be conducted. Another limitation of this approach is the participants; some may be biased, unbiased or knowledgeable about the topic (Bhattacherjee, 2012). This may lead to misleading or false impressions (Hunt, 2009; Bhattacherjee, 2012). Despite the limitations of the interpretive approach, to gain the individual accounts required for the research questions the interpretive approach is the most suitable approach. However, due to the nature of research there is the potential for future research to be conducted that can use another type of research approach or even multiple approaches that can possibly gain an even greater understanding. If policing research is to fully understand the police, it must be examined in a way that understands how society and culture affect the police and vice versa (Lawson, 2014). This study is examining police experiences of engaging with the magazines and if this approach can influence police practice as a learning tool.

Epistemology is a branch of philosophy that investigates the origin, natural methods and limits of human knowledge (Scotland, 2012). The use of epistemology and ontology can lead to a greater understanding of social realities (Raadschelders, 2011). Within the literature, debates have occurred regarding knowledge within policing (Wood *et al*., 2018). Police practitioners are key to implementing police knowledge, however concerns have been raised regarding the focus of this knowledge; the parameters that have been set have been narrow in focus which may in itself restrict knowledge (Wood *et al*., 2018). These ideas work as part of virtue epistemology, which places emphasis of the role the knower has in establishing knowledge (Kotzee, 2013). The knower in this instance refers to the practitioner, and how they can further knowledge and what it means to be a good knower (Kotzee, 2013). Without any practitioners or knowers there is no knowledge and vice versa. For this study, it is crucial that embedding and developing police knowledge into practice is key to understanding, how to continue moving forward, how to further understand the challenges practitioners face, the implementation of new ideas and what can be done to better understand practitioners.

Ontology studies the nature of existence or being, one example being social ontology (Scotland, 2012). Furthermore, ontology can generate theories about what can be known (Raadschelders, 2011). The concept of social ontology looks further than just accepting the face of an issue, it is not asking what ideas are valid or invalid, but which idea will "*best guide the description of social life into forms of data*" (Katz, 2002, p. 258). An aspect of social ontology is that it does not elevate any part of social reality; for example, crime is seen as a social interaction and not a product of being (Katz, 2002). The concept aims to show how different positions may inform research (Nicholas and Hathcoat, 2014). Social ontology, as a research method aims to show how social conduct is created through interaction and practical courses of action; that especially in crime control, emotions are used to punish instead of looking at what could possibly be a more viable alternative to correcting an injustice (De Haan and Loader, 2002). Fundamentally, in order to maintain objectivity in research there must be a clear distinction between ontology and epistemology (Nicholas and Hathcoat, 2014).

Qualitative data relates to examining an aspect of social life and the method analyses words rather than numbers; furthermore, this method aims to understand the experiences of the participant (McCusker and Gunaydin, 2015). In order to meet the aims of this research study it is crucial to gather the perceptions of practitioners who can provide rich accounts and provide insights into their understanding of a topic (Aujla, 2020). Qualitative data provides information rich data, and includes elements that can help build a picture of what might be going on; for example, if a concept, a new way of working has been introduced numerical data cannot provide you with the experiences of someone who has had to adapt to those changes (Sedgwick, Callahan and Hawdon, 2020). For example, the introduction of a new policing model where older officers may take longer to adapt to it than new in-service officer who may not have experience with another model; although this is data that can be highlighted by quantitative data, for personal accounts a qualitative approach may be more beneficial (Sedgwick, Callahan and Hawdon, 2020). Further studies also suggest that police officers are

more likely to engage with qualitative research due to how data is collected, through interviews you are able to identify attitudes and beliefs that are held (Greene, 2014; Lumsden, 2017a). Within policing research qualitative methods of data collection limitations have highlighted that often this method lacks scientific rigor due to internal and external validity issues however it can help to expand upon our knowledge and understanding of an issue (Greene, 2014).

A further qualitative method that is used within policing research are ethnographic studies, for example observations (Lumsden and Goode, 2018). There are several definitions of ethnography, Brewer (2000, p. 312) defines it as "*the study of people in naturally occurring settings or 'field' by methods of data collection which capture their social meaning and ordinary activities*". An example ethnographic study is the work carried out by Simon Holdaway (1980). This study highlights how gathering observational data can aid in our understanding of how policing operates, and with Holdaway's work analysing the occupational culture of policing an urban area (Holdaway, 1980). Moving away from ethnographies, observational data collection allows the researcher to view policing in action but can also allow for researchers to analyse the behaviour of participants, for example a recent study into police traffic stops highlighted that the actions and attitudes of police officers in Connecticut were not universal, there were several factors that influenced how an officer acted or how they applied the law (McCabe *et al*., 2020). These outcomes only resulted because the researchers were conducting an observational study, thus demonstrating the importance of observing participants and not relying on numerical data sets (McCabe *et al*., 2020). However, for this particular study, observations would not provide the right data because it would be difficult to observe how practitioners use the magazine on a daily basis whereas interviewing individuals would allow for data to be collected and evidence of their use be examined.

Quantitative approaches to research are typically focused upon how much and to what effect whereas a qualitative study examines the what, how and why (Greene, 2014). As a part of the EBP programme, many empirical policing studies have focused upon conducting quantitative research, usually through surveys of officers and staff (Lumsden, 2017a). This has led to a series of critiques, one of which is the lack of guidance that is available to researchers (Nix *et al*, 2019). The research that is available is often inconsistent, additionally literature regarding how to design a quantitative police study is unclear, however literature outside of policing provides a good starting point (Nix *et al*, 2019). Additionally, criticisms have highlighted the need for research to examine participants experiences; although policing benefits from examining the numbers and data there is significant value from engaging with practitioners and understanding their perceptions (Lumsden, 2017a). A further issue that has been highlighted are the unique difficulties with surveying police officers, for example the distrust of outsiders (Skogan, 2015). An associated issue with this is the low response rate from participants (Lumsden, 2017a). Quantitative data can highlight trends in certain areas, for example large scale data collections such as the Crime Survey for England and Wales (CSEW) can help highlight how the public perceive the level of crime, their knowledge of crime and the response to crime (Hough *et al*., 2013). The CSEW's data is one of the most frequently used sources which highlights patterns and changes of crime (Tilley and Tseloni, 2016). Furthermore, police have utilised quantitative approaches to analysing stop and search data. This data has enabled the police to understand whether searches lead to arrests (Chainey and Macdonald, 2012). This data can help determine if certain areas are disproportionately targeted or if certain areas are hotspots where the police should be targeting (Chainey and Macdonald, 2012). Studies into stop and search can aid in reassuring the public that its deployment is effective if it is used across a general area (Chainey and Macdonald, 2012).

The mixed methods approach has emerged as the third paradigm for social research (Denscombe, 2008). The approach allows for a focused, in-depth examination for your

research (Pridmore *et al*., 2019). Denscombe (2008), identified four comprehensives rational for researchers utilising the mixed methods approach those being to improve the accuracy of their research, to help produce a more complex overview of their information. Others have utilised the methods to avoid biases that accompany a single method approach and mixed methods has been used to analyses and build upon initial findings by using contrasting analysis (Denscombe, 2008). Additionally, the mixed methods approach can be defined as utilising qualitative and quantitative methods concurrently or sequentially, where one approach may be weighted stronger than the other and the integration be comprehensive or restricted (Lund, 2012). Ideally for policing both research paradigms need to be utilised in some form thus, policing can benefit greatly from a mixed method approach (Greene, 2014). Once a mixed methods approach has been embedded within policing, practitioners are able to gather data which can aid in understanding the contexts of certain social issues (Greene, 2014; Lumsden, 2017a). For example, understanding how the police have developed to deal with new crime trends (Greene, 2014). Within a mixed method approach one research style complements the other style, for example in a Dutch study semi-structured interviews were conducted and those answers provided the basis for of a survey to be distributed, the outcome of both parts of the study were evaluated to evaluate the expectations of the interview participants and the survey participants; overall both research methods complement one another to further highlight general trends and personal experiences (Pridmore *et al*., 2019).

An interview is designed to elicit information regarding a specific topic, they can vary in structure either being rigid or loosely structured; often referred to as a conversation with a purpose (Barlow, 2010; Carpiano, 2009). For qualitive interviewing there are several different types that can be conducted; these range from structured interviews to focus groups. A structed interview is designed to ask all participants a standardised set of interview questions; in order to maintain standardisation across all participants every interview is conducted using the same sequence of questions (Barlow, 2010; Firmin, 2008). This method of interviewing is

typically used to answer the researchers hypothesis, however the researcher and questions are not designed to impose any view upon the participant but to elicit any relevant data that can contribute to answering the research hypothesis (Firmin, 2008). A limitation of this method is in the question design, if the interview is to be successful the questions must meet a rigid criterion and if not, then incorrect data may be gathered (Fowler, Jr., 2004). Additionally, within a structured interview it is assumed that the meaning of a question is the same for all participants, however in reality there are often several interpretations to a question (Barlow, 2010). A semi-structured interview is similar in approach to a structured interview but unlike a structured interview the questions are designed to allow the participant to expand upon their answers (Ayres, 2008a). The researcher can develop several questions to ask or a list or topics that are relevant; responding to the participants answers is a core component of this interviewing approach (Ayres, 2008a). One criticism of this method that has been highlighted within literature is that the data gathered cannot be compared in the same way as a structured survey with defined responses. Comparison between interviews can take place but with far more variability because the research does not ask a set of standardised questions with set responses; however the answers can be used to provide an understanding of the participants experience or to supplement other methods of data collection (Mason, 2004). Focus groups are a qualitive interviewing method that uses researcher-led group discussions to gather data (Morgan, 2008). They can be structured where the research can control the issues discussed or unstructured where participants are encouraged to discuss a range of topics (Morgan, 2008). This method enables the research to engage and understand a participant's perspective and are widely used to understand marginalised groups in society (Morgan, 2008). There are several limitations with focus groups; within a group setting more dominant voices may lead the discussion, furthermore people may try and paint themselves in a positive light and omit negative information, potentially skewing any data (Logie, 2014). The conversational interviewing approach is an informal approach to gathering data; although all interview types utilises conversation with this method data is gathered from everyday conversation (Roulston, 2008). This method aims to gather data in a relaxed environment, less rigid than the structured

interview types but still gathering data by engaging the participants in conversation (Roulston, 2008). However, an issue with this method lies with the researcher, or when the researcher should interject and how do they develop and continue the conversation; furthermore when evaluating the data that has been provided each new participant will provide different levels of data from numerous different questions leading to difficulties in the following evaluation (Roulston, 2008). Overall, this thesis will utilise a semi-structured approach to interviewing participants; an example question is, do you read the '*Learning the Lessons*' magazine? For a detailed list of questions see appendices D and E. This will allow for there to be some structure to the interviews but will allow for the researcher to ask questions based upon the answers the participants provide.

When engaging in policing research, the researcher must be aware of where they stand within policing; Brown highlighted four distinct typologies : inside-insiders, outside-insiders, inside-outsiders, and outside-outsiders (Gravelle and Rogers, 2011). There are advantages and disadvantages to all these groups when conducting research. In order to understand these groups, the terms need to be explained; inside-insiders refers to those who work within the organisation such as police officers, staff and Community Support Officers who can take advantage of the available access to data and individuals (Gravelle and Rogers, 2011). When referring to outside-insiders, this term means those who were previously part of the police and have either left or retired; this group no longer have unprecedented access to individuals and data, however can take advantage of previous relationships and are not hampered by organisational reach (Westmarland, 2016). The inside-outsider term refers to non-police practitioners who are engaged in the criminal justice system or governance and oversight; this group will need to seek out access to individuals and data however are unlikely to have access denied and can take advantage of unrestricted access (Gravelle and Rogers, 2011). The final group are outside-outsiders which refers to researchers who have not been affiliated with the police or policing, and it is this category that this research study falls into (Westmarland, 2016).

Research that falls into this category can suffer from a lack of support from the organisation or those within as well as restricted access to data and systems however advantages can included a lack of interference from the organisation and the freedom to reach unfavourable conclusions (Graville and Rogers, 2011). However, outside research is beneficial to the police in numerous ways (Bjelland and Dahl, 2017). Research conducted by outsiders, such as this research study can address key research questions that are of interest to the police (Bjelland and Dahl, 2017). Additionally, outside researchers can benefit from not having any relationship with the police, as such this can lead to richer data being gathered from participants; research being conducted by insider groups may have a focus upon policy instead of a theoretical analysis of policing (Alvesalo, 2003). This research is *outside-outsiders* based as the researcher has no prior involvement with policing and has not been employed by the police.

A qualitative research method was chosen due to the ability to gather a rich set of data. For instance, the personal experiences of any participant can help paint a better picture of policing, particularly this study's theme. Furthermore, the narrative that a conversation can paint will help develop a greater understanding, as it will be a personal account (Jones, 2017). Although numerical data and survey data can help provide an overview for research, when talking to a frontline practitioner they will be able to provide smaller pieces of evidence, or provide emotional responses to questions that can highlight where there are issues (Pickles, 2019). All of which can be examined and themes amongst the answers identified. Although there are limitations to qualitative data, such as a small number of participants and the limitations of time upon the researcher, thus this work cannot be a fully comprehensive example of the situation across policing. However, it will provide a solid basis for further research into the *'Learning the Lessons'* magazines.

2.4. Methods of data collection.

This part of the methodology will examine and analyse the different qualitative approaches to explain the reasons behind the approach chosen for this study. Due to the constraints of this study, it is important to highlight the limitations that certain approaches have. Furthermore, certain qualitative approaches would not gather the right data; for example, observations would not be adequate in gathering the data this study is looking for. Although this approach would provide rich data this study is looking at the learning from the IOPC, this is not something that can be demonstrated through observing participants; and thus, it is more beneficial and useful to gather data in an interview setting. In gathering the relevant data, it is more useful to conduct semi-structured interviews because you can ask and clarify which can allow for further depth to answers. Additionally, the limited time there is to complete a masters' study would not allow for data to be properly examined and themes identified that may be gathered through observation.

When conducting qualitative research, the researcher must be aware of the best method of data collection, for this form interviews are the most commonly used technique (Janghorban, Roudsari and Taghipour, 2014). When discussing interviewing, the face-to-face form is often regarded as the gold standard (Deakin and Wakefield, 2014). However, the growth of online video interviewing services such as Skype, Zoom and Microsoft Teams have led to how researchers conduct their interviews (Deakin and Wakefield, 2014). There are both positives and negatives to conducting interviews online. One positive is the ability to gather data remotely, and so whilst the data gathered is the same, a time and financial saving has been made. For this research project time and money were of a constant concern, by enabling interviews to occur without having to meet face to face has allows for time and money to be saved on traveling to the interview location (Janghorban, Roudsari and Taghipour, 2014). Furthermore, the convenience of a video interview allows for engagement to happen at a time and place which is best for both the participant and researcher (Sullivan, 2012; Seitz, 2016).

Although there are positives, there are certain negatives associated with conducting interviews remotely; for example in a face-to-face interview the researcher may be able to use body language to infer from their response you cannot gather this form of data from a small headshot on a screen (Janghorban, Roudsari and Taghipour, 2014; Seitz, 2016). From an ethical standpoint, consent is a key consideration for any form of interviewing (Deakin and Wakefield, 2014). Studies into online interviewing have highlighted difficulties in gaining consent, especially when anonymising participants (Sullivan, 2012). Ways of working around this have included gaining verbal consent during the interview or providing a form to complete that has been sent via an email prior to the interview taking place (Deakin and Wakefield, 2014). Overall, due to the current circumstances, interviews for this study will occur over a video conferencing facility or telephone.

2.5. Interview Questions.

This thesis will answer its research questions by conducting interviews and asking a series of questions (see appendix C, D and E); these questions aim to draw out responses from interviewees for the researcher to gather data and conduct an analysis to identify patterns and differences. The interview questions will focus on the experiences of the interviewees. Furthermore, the questions intended to address the core issues that have been highlighted as being undervalued across research into this area of policing.

Focused questions were directed to specific groups within this study; however, there were certain questions that were asked across both groups because they were not specific to any area of policing but a more general question, e.g. how they view the IOPC. This was to ensure that specific themes could be identified and compared amongst certain departments but also to allow participants to answer questions based on their expertise. In addition to this, practitioners may have worked across several departments during their services and by asking

broader questions they can draw on past experiences to provide examples to address the questions being asked. The questions asked to participants were piloted to fellow students and supervisors, who have police backgrounds. As the study developed alterations to the questions were made to better meet the aims of the research, for example asking more broadly about the magazine instead of focusing on one particular issue. If this research study was to be repeated, a piloting of the questions would occur to ensure standardisation across all participants. Overall, these questions aimed to understand the practitioner's knowledge of the magazine. The questions asked within this study aims to develop the research and understanding of the IOPC.

2.6. Choice of discussion piece.

In designing this research study, it was crucial to choose a relevant *'Learning the Lessons'* magazine, as it would be the focal point of the interviews with participants. To aid in this decision a grid was developed outlining the positives and negative of the magazine's that had been released by the IOPC. Previous bulletins released under the IPCC, were regarded as being outdated as some were published as far back as 2007. Policing is constantly evolving and for policing research to be relevant it was crucial the best magazine picked was written more recently. Initially the interview questions were designed to accommodate the inclusion of issue 32, however in practice participants were aware of the magazine, so during interviews it was not essential to refer back to a specific issue of the magazine but instead expand the questions to encompass all issues of the '*Learning the Lessons*' magazine.

In order to make a decision, issue 32 through to 37 were evaluated to highlight points that were positive and negative, these include the relevance to the two different participant groups, length of the bulletin and likelihood of positive police interaction; (see appendix F). Issues 32 to 37 were chosen due to their release date and their relation to current policing trends. Further

to this they were released under the IOPC whereas all previous versions were IPCC documents; for this research to remain relevant to current policing it is important that it utilises the most recent data available. Upon evaluation of the bulletins and through discussion with research supervisors the idea of piecing a bulletin together from the available resources to develop a discussion piece which is relevant to both groups, this would provide rich data that can then be evaluated and identify themes amongst answers. Due to constraints and available resources, issue 32 was chosen as the example piece due to its length, relevance to policing and age.

2.7. Sampling.

Sampling is the name given to the process used for selecting how many objects will be analysed; this thesis will be analysing individual participants (Sharma, 2017). One form of sampling is purposive sampling: this is where the lead researcher seeks out participants who are relevant to the research topic (Sharma, 2017). Purposive sampling is a form of nonprobability sampling (Battaglia, 2008). This method of sampling can allow the researcher to adapt to the study, thus allowing for other participants to be interviewed who were not originally intended to be a part of the study (Morse, 2004). Furthermore, for certain studies the research aims, and questions require that a criterion for participants be required this determines who may be a part of the sample (Huck, Beavers and Esquivel, 2010). Purposive sampling allows the researcher to select participants who will provide the most relevant and detailed data in order to answer the research aims (Oliver, 2006). For example, for appropriate data to be gathered for this thesis, it is a requirement to seek out participants who may use the *'Learning the Lessons'* within the course of their duties, or who are a part of the magazines production process; thus the researcher has chosen to interview officers and staff within PSDs and L&Ds; and IOPC staff involved with the magazine's development. Between 16 and 20 participants were to be interviewed for the purpose of this study in order to have a range of views portrayed across the study.

There are two types of purposive sampling; those being snowball [or nominated] sampling and theoretical sampling (Morse, 2004). One limitation of purposive is the subjectivity that that data can provide, this means that this method is better suited for smaller sample sizes from a restricted participant size (Battaglia, 2008). Snowball [or nominated] sampling follows a networking approach, this means that the researcher asks a participant to aid the study by recruiting further participants who are willing to participate in the study (Morse, 2004). Snowball sampling is useful when trying to recruit from groups that may be difficult to recruit volunteers from or if there have been difficulties gathering participants; either through direct contact or advertisements (Morse, 2004). For example, when trying to recruit participants from closed groups, such as the police, asking a participant from within that specific group to aid in gathering participants can enable the researcher to gain trust from that group; this may be due to an insider assuring the research is okay (Morse, 2004). There are limitations with snowball sampling, one criticism is with the confidentiality of participants; due to the way participants are recruited, fellow colleagues may be aware of who has participated with the study (Crouse and Lowe, 2018).

Theoretical sampling is aimed at generating and developing theoretical ideas, instead of testing hypotheses (Hammersley, 2006). The method allows the researcher to draw comparisons from data samples; and is a method that is widely used alongside Grounded Theory (van den Hoonaard, 2008). This method is used throughout a study, rather than at one point within the process, allowing the researcher to constantly evaluate all the data as it emerges; within the method there is no fixed end to the sampling but literature around the subject suggests that the researcher should stop when new cases are no longer contributing to the studies development (Hammersley, 2006). Theoretical sampling is a simple, but effective method that can aid in developing theories associated with a subject and allows that researcher to investigate in new directions for the sole purpose of developing theories (van

den Hoonaard, 2008). One criticism of this sampling method would be understanding when to stop sampling; as this is a judgement only the researcher can make (Hammersley, 2006) However, this is no different to when researcher who are engaged in hypothesis-testing must decide to stop and answer their hypothesis (Hammersley, 2006).

2.8. Coding and Analysis.

In order to understand coding and thematic analysis, they first must be defined; coding is when the researcher converts data into a more organised and formatted way that enables it to be understood and thematic analysis is when an researcher identifies themes from within their data (Payne and Payne, 2004; Basit, 2003). Coding or thematic coding is the process whereby the data is split in to segments and placed into specific categories to allow for the thematic analysis to occur; thematic coding enables the researcher to reduce the amount of data they have (Ayres, 2008b). To begin the researcher lists themes or expected themes that will be found in the data; if the data was collected via semi-structured interview then some themes will have been anticipated in the data collection phase, furthermore, certain themes may have arisen from the literature review phase (Ayres, 2008b). Coding occurs throughout the research process, but will have a focus placed upon it during the analysis phase when trying to answer the research aims from what the data has provided; for this reason it is difficult to identify when thematic coding becomes thematic analysis (Ayres, 2008b).

Thematic analysis allows the researcher to categorise and summarise the data in a way that groups key themes and concepts which have emerged (Ayres, 2008b). This approach, linked with coding results in grouping data in common themes which can lead to patterns being identified (Lapadat, 2010). This approach is not a research method but is rather an analytic approach to aid the researcher manage a large volume of data without losing focus on the context and to help interpret the data (Lapadat, 2010). There are several forms of data that

the thematical analysis approach may be used for; these include but are not limited to interview transcripts, written information from participants (e.g. diaries) and notes written in the field (Ayres, 2008b; Lapadat, 2010). Typically, thematic analysis has been used on text-based data, with audio recording being transcribed in order to be analysed. However, there are now computer-based software that can aid in analysing data, one such example is NVIVO which is a qualitative data analysis software designed for thematic analysis which can aid the researcher by grouping data themes, and coding data (Lapadat, 2010). Criticisms of the thematic analysis approach have largely come from positivist researchers, who have suggested that the step-by-step analysis does not allow for creative replication or provide unambiguous insights (Lapadat, 2010). Despite the criticisms, this study will use the thematic analysis approach to manage and analyse that data that is collected, furthermore, this thesis will also utilise the NVIVO software to aid in the analysis of data.

2.9. Ethics, Access, and Data Protection.

Ethics underpin every aspect of research. This study was submitted and approved by Canterbury Christ Church University (CCCU) ethics committee (see appendix L) via the CCCU Research space. The protection of data is covered by the General Data Protection Regulation (GDPR), and the UK's Data Protection Act (DPA) 2018, these regulations govern the processing of personal data (UK Research and Innovation, 2018). For this study, personal data refers to data that can identify living people either directly or indirectly (UK Research and Innovation, 2018). For the purpose of this study, GDPR and DPA 2018 ensures that personal data is not held any longer than is necessary. To ensure that this study is compliant with GDPR and DPA 2018 personal data of the participants will be used in line with their expectations and allows for them to object to how their data will be used, if necessary (UK Research and Innovation, 2018). In preparation for this research study, a data sharing agreement (see appendix G and H) was developed to ensure that participants and organisations understand what is required of them but also lays out how a participant can go ahead with withdrawing

from the research. In order to safeguard those who would be involved with this piece of research the following measures were put in place to ensure this research is conducted in an ethical manner. In order to maintain the anonymity of the police, the forces participating in this research will be referred to as a Police Service A, B and C throughout the research. To protect and safeguard participants the following measures were put in place; each participant received a single numerical code, i.e. participant 001 etc, interviews were transcribed by the researcher on an encrypted laptop and once transcribed the digital copy was deleted, the transcripts were locked within a secure desk to which only the researcher had a key. In order to gain access to the police, anonymity and confidentiality of the force and individuals was key. At the request of the police they asked to remain anonymous within this study to which the researcher was happy to oblige. Additional steps that will be taken by the researcher to ensure that this study complies with the ethics is by ensuring that all paper forms were disposed of through confidential waste at the conclusion of this research project. A further discussion around confidentiality and access is again discussed in the reflective account which will help provide additional information.

A further important aspect that was key to ensuring access to the police was making it clear that participants did not have to participate and could remove their consent at any time if they felt that they were not comfortable with participating or were not happy being involved with a research study which had the possibility of being published. Participants were provided with a consent and participation form (see appendix I, J and K) to ensure that they had all the relevant information that they would require in order to make an informed decision as to whether to participate. To all participants who were engaged with the study it was explicitly explained that their responses to the questions may be used within the final written thesis, but it was clear to participants that if for any reason they did not feel comfortable with this then they did not have to participate. If any participant felt as though they did not want to continue their engagement with the research, the lead researcher's contact details were provided to them on all

information and consent sheets; as well as contact information of the School of Law, Policing and Social Sciences at CCCU and the contact details of the supervisors of this research study. Furthermore, when gaining access, it was essential that due to the current climate that this research would not be a burden upon their policing priorities and would not hamper policing during a global pandemic.

The CoP introduced a formal Code of Ethics in 2014 (Westmarland and Rowe, 2018). Its introduction made it a formal requirement for practitioners to report any form of misconduct; although previous police regulation made it clear that misconduct should not be ignored, the Code was there to strengthen this and provide support for reporting (CoP, 2014). Moreover, the Code was part of the police professionalisation programme by the CoP, in which the Code was to provide a set of ethical guidelines (Westmarland and Rowe, 2018). The code was designed to be embedded within all aspects of policing to ensure the highest personal standards within policing (CoP, 2014). The code ensures that there is consistency across policing across England and Wales (Lumsden, 2017a). In the course of this research study, ethics are a core consideration when executing research, especially in correspondence with the police. Within the CoP Code of Ethics, one standard is confidentiality (CoP, 2014); this is a key consideration within research as you must maintain participant confidentiality in order to achieve your research aims.

2.10. Ethics and the use of Technology.

This research study was initial designed to utilise face to face semi-structured interviews in order to gather the relevant data, however due to the Covid-19 global pandemic the CCCU Graduate College released guidance stating that all face to face interviews be postponed and instead interviews should be conducted either virtually or via telecommunication devices. At the request of CCCU, this research project had to alter its initial design and move towards

being conducted via a video messaging service such as Microsoft Teams, Skype or Zoom and if this was not convenient for the participants due to the nature of their role and job the interviews could be conducted over the telephone.

Upon this development, guidance from the CCCU Graduate College was also released regarding how best to maintain data protection whilst using a third-party video messaging service. This was due to concerns being raised regarding how participants personal data would be stored and how accessible these services were to the researchers and participants. Furthermore, concerns have also been raised regarding the security and privacy measures of the Zoom messaging system (BBC News, 2020). Zoom does not offer end to end encryption which means that other people can possibly participate in the meeting, and this alone raises serious concerns when engaging in research (BBC News, 2020; Paul, 2020). These concerns have prompted the University to prohibit Zoom to conduct interviews. Additionally, Skype which is another well know video messaging service, has not been confirmed for use by the University. Concerns related to participants having access to the Skype software. However, a more serious concern is Skype's GDPR compliance which is a core element of any research study and ensures that participants' personal data is safely secured. With Skype it is unclear whether it is 100 percent GDPR compliant. This is due to data being stored on the cloud.

2.11. Reflections on the research.

This research thesis went through initial ideas before settling on the current design. Attempts to gain access for similar projects were not successful (for confidentiality reasons the details of these cannot be revealed). Furthermore, delays occurred with these initial projects in gaining authorisation from gatekeepers, this delayed altering the thesis and continuing with the research. The current design required gaining access to several police services. Due to being an outsider conducting this research with the police, permission needed to be sought in

order to interview participants. Access to one police service involved took an extended period of time which delayed access to participants and the ability to conduct interviews.

Interviews were conducted using two different methods at the discretion of the participants. Those methods being via a video conferencing service or over the telephone. There have been advantages and disadvantages to both interview methods. An advantage to conducting an interview over the telephone has been the accessibility to a phone, over a webcam equipped computer. Furthermore, this method also allows for the participant to remain anonymous for the purpose of the study. Though, this could also be a downside of using the telephone because you cannot see the participant, so visual hints cannot be observed by the participant or the researcher, resulting in an overreliance upon conversational prompts to engage with what the participant is saying and to enable them to expand upon some answers. There have been some disadvantages to video interviewing. Early on in the study participants who were willing to conduct their interview over a video conferencing service, such as Skype, had difficulty in joining the researcher, this was possibly due to the police computer system not being able to connect with the researcher's computer system. However, since access to Microsoft teams was granted, this has allowed for several interviews to happen using the service. An advantage of this has been a greater form of interaction with the participant, and the ability to react and respond to the answers they are providing.

Chapter 3: Analysis

3.1. Introduction.

> "*We are looking for a product that can give people something to talk about, and something to start up a conversation with and build into training and build in to reviewing policy*" - Participant 005, IOPC.

This chapter will analyse the data that has been collected from the 17 participants who contributed to this research study. This will be divided into four sections. Several themes were identified during the examination of the raw data collected from the participants. These themes were then broken down into subthemes for greater examination of the data and to draw out the core components of the data. Linking to the key questions highlighted from the literature review. The following chapter is broken down into the four main themes. The first will analyse the participants views on the content of the magazine, examining aspects related to the policing themes they are based on. The following section will analyse the dissemination of the magazine to practitioners. This will look at engagement and accessibility of the magazine. The third section will examine the participants view of the IOPC in general and whether this has any bearing upon people engaging with the magazine. The final section aims to understand how the police use the magazine across the two departments involved in the research and across policing as a whole.

For this research there were 17 participants from four separate organisations; police practitioners from three English police services and two staff from the IOPC, (see figure 1). One group comprised of practitioners from the Learning and Development (L&D) team, of which there were seven participants. This group comprised of police officers, detectives and police staff who trained a number of different policing specialisms. The second group were participants who were part of the PSDs. Participants within this group varied from police staff investigators to police officers, all with varying degrees of experience within PSD but also

across other policing areas. The third organisation involved, comprised of two participants who work for the IOPC.

Police Service A			
Participant	*Gender*	*Rank*	*Department*
Participant 001	Female	Police Constable	Learning & Development
Participant 002	Male	Detective Constable	Professional Standards
Participant 003	Female	Detective Sergeant	Professional Standards
Participant 004	Male	Detective Sergeant	Learning & Development
Police Service B			
Participant	*Gender*	*Rank*	*Department*
Participant 006	Female	Civilian Investigator	Professional Standards
Participant 007	Male	Detective Constable	Learning & Development
Participant 008	Male	Civilian Investigator	Professional Standards
Participant 009	Male	Civilian Trainer	Learning & Development
Participant 010	Male	Detective Constable	Professional Standards
Participant 011	Male	Detective Constable	Professional Standards
Participant 012	Male	Detective Inspector	Professional Standards
Participant 013	Male	Detective Constable	Learning & Development
Participant 014	Male	Civilian Trainer	Learning & Development
Participant 015	Female	Civilian Trainer	Learning & Development
Police Service C			
Participant	*Gender*	*Rank*	*Department*
Participant 017	Male	Police Constable	Professional Standards
IOPC			
Participant	*Gender*	*Rank*	*Department*
Participant 005	Male	Learning & Improvement Lead	N/A
Participant 016	Female	Lead Investigator	N/A

Figure. 1. Participant demographic table.

The two police groups were chosen because they conduct different roles within policing where the *'Learning the Lessons'* magazine may hold particular relevance e.g. PSD working with the IOPC. Although there is an imbalance in the sample size, e.g. one more PSD participant, and a single participant from one force involved. This may be seen as a limitation of the research, but it highlights the difficulty in accessing participants, only exacerbated by the COVID-19 pandemic that occurred at the beginning of the data collection phase of this research project. Despite the difficulties this research faced, the researcher has managed to interview 17 participants from four different organisations gathering a holistic view of the magazine from those who produce the resource through to those who are engaging and disseminating it. Participants were asked a set of similar questions, (see appendix C, D and E). To address the different work that they conduct, questions were altered between the two police groups. The

magazine helps the police learn lessons from complaints and improve policy and practice; as IOPC participant 005 said, "*the magazine is about providing another vehicle to share learning that's coming from our work*".

3.2. Content of the 'Learning the Lessons' Magazine.

The content and themes included in the magazine is a core component and it is important that they are relevant to the police. This section will examine participant's opinions on the content and themes within the magazine. 12 out of 15 police participants responded positively about the content and themes of the magazine, below are some of the core views held.

The Magazine's Content.

The content within the magazines is taken from cases, that have been investigated by the IOPC or PSDs.

> *"It's real examples, it's not something that we've made up as an organisation, it's based on real cases". – Participant 016, IOPC.*

As the scenarios chosen are real cases, this interviewee acknowledges their relevance to policing.

> *They're specifics scenarios. So yes, they are wholly relevant to us. – Participant 003, PSD.*

In terms of the work the IOPC conduct, they are looking at the more serious misconduct cases which may not have particular relevance across aspects of policing. However, having supporting voices from within the organisation saying how the content is good, helps support the promotion of the magazine.

> *I'm not really sure if they could be improved in terms of content. – Participant 009, L&D.*
>
> *I think the actual content and the standard of those bulletins is, […] absolutely fine. – Participant 010, PSD.*

On the topic of relevance to policing, one participant felt that although the topics and themes contained within the *'Learning the Lessons'* magazine are relevant, they did feel that due to the length of time it takes to conclude an investigation, added with the time it takes to edit the magazine, some of the *lessons* may be outdated by the time of release.

> *There's a time lag on it because of the length that some investigations take to complete, […], and that impacts on the time in which the lessons contained within the learning lessons report can be reported on. – Participant 017, PSD.*

One participant agreed that the content was good but was unsure whether the magazine was being read by a much wider audience, outside of their department.

> *Nothing wrong with the content, but how do they then […] publicise it and maybe […] distributing it to sort of key figures or organisations maybe doesn't achieve the […] wider audience that you'll probably seek. – Participant 008, PSD.*

This quote questions whether the magazine is being distributed effectively, because even if the content within the magazine is relevant to policing, if it is not being read by practitioners it is not achieving its goals of improving policing through learning.

Four out of 15 police participants felt that the content was not particularly relevant, below are a couple of the core views. Although the magazine contained information that might be useful, for some they felt that it was not relevant to them or the details were lacking.

> *There may not be that many lessons learned that are particularly relevant to me so the format in which that document is produced might be a bit unwieldy for me. – Participant 007, L&D.*
>
> *I think with regard to it the provision of what has occurred and the way that it's written up it doesn't provide enough detail. - Participant 011, PSD.*

Overall, participants were largely positive towards the content within the magazine. These criticisms raise an important point regarding who the target audience for the magazine is; frontline officers, policy makers or those specifically targeted by that particular editions theme.

Themes Selected for the Magazine.

The magazine generally follows a policing theme, e.g. Stop and Search. The themes allow for the dissemination of the magazine to be targeted towards the more relevant departments,

although they are still generic enough that practitioners in all areas can engage with them. Ten out of the 15 police participants found the themes to be helpful and relevant to policing. Below are some or the key points participants highlighted.

> *I like the themes; the themes seem relevant. – Participants 012, PSD.*
>
> *From what I've read more recently their current frontline policing issues. – Participant 013, L&D.*
>
> *The current ones […] are themed on a risk or learning area. So, one of the most recent ones was on road transport policing, child missing people, vulnerable adults, and things like that. So, they theme the learning […] they draw learning from previous adverse findings. – Participant 017, PSD.*

Understanding how the themes are chosen was a question put to the IOPC participants. They explained that themes are chosen via several different methods.

> *We have some tools internally that we use […] to give us a view of what stakeholders priorities are, so we have a stakeholder survey and we have a public perceptions tracker […] ask questions of both the public and police and key stakeholders alike to try and identify kind of what we think or prioritise, […] in terms of themes. – Participant 005, IOPC.*

This quote highlights how the IOPC are engaging with a different group to make sure that the magazine is a resource that all their target groups can engage with. Furthermore, the IOPC have a corporate plan that highlights six priorities that the organisation is focusing on, these are also used to help identify themes for the magazine.

> *We've also got a series of six priorities as part of our plan, but the magazine will follow those priorities or if there are new things which are more relevant to policing it might detour slightly away from them and come back to them, so there are issues including discrimination, mental health, roads policing, domestic abuse, an incident involving custody and abuse of power for sexual purpose. – Participant 005, IOPC.*

These focused themes, as well as linking closely with the corporate aims of the IOPC, are also issue that continuously arise from investigations conducted by the IOPC. Overall, these themes aim to support continuous improvements within policing.

Participant's overall opinion on the IOPC's Learning the Lessons Magazine.

Understanding the opinions of participants in relation to the IOPC was core to understanding how they may view the magazine. The majority of participants were provided with a copy of

Issue 32; this was sent to participants to ensure that they knew what the magazine was, as some participants may not have been aware of the magazine. Participants were asked what they thought about the magazine, positives and negatives as well as asking what improvements they thought could be made to the magazine. Five out of the 15 police participants interviewed were largely positive towards the magazine, and these views were held across both departments. However, police L&D participant 007 said "*I've got nothing against them, […] I would always rather go to the source […] than a third party*". Which was a view not held by the majority of other participants.

> *I think the learning the lessons bulletins are good. – Participant 002, PSD.*
>
> *I think they give a wider picture; a national picture and you've got specialist stakeholders which give talks about best practice. – Participant 003, PSD.*
>
> *I think it does make a difference yes, I think it does have an impact on their professional conduct. – Participant 009, L&D.*
>
> *I actually value them, and I think they are a good publication. – Participant 010, PSD.*

One participant held a more supportive view of the work the magazine is trying to achieve, going on to say that the magazine and the organisation learning work the IOPC are conducting are leagues ahead of work being conducted at the CoP.

> *Relative to what else is out there from shared learning across policing I think they're very good […] I think the work that's gone into them is streets ahead of what's being done by the College of Policing, they lag behind, when they were set up they had the mandate for learning and I don't think they embrace that. – Participant 017, PSD.*

This was an isolated view and not one that was held by other participants. Two of the 15 police participants said they would use learning content arising from the CoP; in this context, material, which is released outside of their core learning packages, e.g. the CoP Digest.

> *The majority of our core courses, […] from the College of Policing. So, we will base our courses on their learning outcomes. – Participant 004, L&D.*
>
> *I certainly read the College of policing digests on a monthly basis and therefore get the latest case law, or the latest guidance and updates from that. That seems a perfectly good filter, a perfectly good way of putting it into a format that I'm familiar with. – Participant 007, L&D.*

Participants also identified where the magazine could do more to engage practitioners, one of these included reducing the length of the magazine to something that is easier to digest,

especially for frontline response officers who may only have a short period to engage with these resources. Furthermore, practitioners also noted that other forms of publishing the bulletin may be beneficial for training days or to engage with a wider audience.

> *Anything that's a little bit more interactive. – Participant 004, L&D.*
>
> *I think people react best to information like that when it can be focused on them, I think there's a selfishness in that sort of environment […] if they were tailored, I know there are a lot of forces so they might be difficult but if they were tailored to regions or something like that, then there might be a little bit more relevance so the material might be a little bit more interesting for that particular force. – Participant 010, PSD.*
>
> *I think yeah what they're doing is putting in the right place, but the general issue […] is as I say frontline officers more so because their time is precious, they probably have less chance to access it. – Participant 013, L&D.*

Participants also mentioned that although there may be issues with the length of the magazine, they were easy to read and had digestible information contained within them.

> *You have the learning one which is probably the most readable one and the easiest one to read. – Participant 008, PSD.*
>
> *I think they are very well produced and very sort of easy to get the information. – Participant 009, L&D.*
>
> *I find that the ones that are on a particular topic more useful than the general ones really and they are easier to communicate to the people that need to know about them; for instance the last the one on young people in January you could see straight away that A, B & C Department would really benefit from that one, the one before in December missing persons they were more targeted, whereas some of them are general and they are less targeted and I think that they're actually better when they are targeted to a certain topic. – Participant 012, PSD.*

Overall, the above section suggests that participants would use the magazine again, as it provides a way of highlighting where learning can be enhanced by the police and how police services can adopt new practices to avoid making similar mistakes occurring.

3.3. Dissemination of the 'Learning the Lessons' magazine.

This section will examine the participants experience of gaining access to the magazine and understanding how its disseminated. This section will be broken down in the several subsections in order to get a complete overview. The responses from participants were in

response to the questions asked of them in relation to their views on how the magazine is disseminated.

Access to the 'Learning the Lessons' magazine.

There are several ways that practitioners can access the magazine; for example, via the IOPC's website as they are all available in one single location. 12 of the 15 police participants made reference to how they access the magazine, below are a selection of the ways they access it.

> *If you've got access to the internet, then you have access to the Learning the Lessons because it's in the learning library on their website. – Participant 003, PSD.*
>
> *Anyone can read them. There's a link on our Intranet page. – Participant 004, L&D.*
>
> *It would be seek out yourself, I've never really received an IOPC bulletin in an email until you sent me one, […] it's not brought to our attention. – Participant 011, PSD.*
>
> *They come via email to me, so I get notified as soon as a new one comes out. – Participant 012, PSD.*
>
> *I'm on the mailing list. – Participant 017, PSD.*

The IOPC encourage practitioners to sign up to the mailing list as it is a direct communication with them. However, they do encourage police forces to promote the magazine, either at force wide level or at a departmental level.

> *We have probably 1500 subscribers at the moment on our mailing list […] we invite people to subscribe to the mailing list which many people have done […] we would always routinely promote it to a number of key contacts within a particular force, also we've got Chief Constables, a head of PSD, the head of Learning and Development […] they would be our core within a local area. – Participant 005, IOPC.*

This quote is reflective of a key issue for the IOPC: while there were 216,155 full time police practitioners (Officers, Staff and PCSO's) as of September 2020 (Home Office, 2021), the magazine has 1500 subscribers, a small percentage of its target audience. Additionally, the IOPC highlight certain stakeholders such as community groups, charities, and academics who may be interested in the magazine. During the interviews, when participants were asked about accessing the magazine some proposed that their force's internal webpage could facilitate a way of accessing the bulletin, because it was not always easy to find on the IOPC's website.

Participants also suggested linking straight to the IOPC's webpage, while other participants saved the documents to their force's webpage so they can be accessed without leaving their system.

> *I think it would be really nice to either have it on the front of our intranet pages or accessible via our intranet or via our personal email […] So, if it was published there it might get a lot more views. – Participant 001, L&D.*
>
> *They're not always easy to find. […] I think they could be highlighted within our sort of internal systems a bit better, so when a new one comes out it should be actually published and sent out, maybe a link sent out to all officers and staff that would be quite easy to do and would certainly make it more accessible. – Participant 009, L&D.*
>
> *Then obviously being down to you to sort of look for it so if you go on the IOPC website because it isn't you're not going to find it as a paper copy in this force particularly or so you gotta know but you gotta know about it to know where it is effectively. – Participant 008, PSD.*
>
> *It is accessible albeit difficult. Not necessarily as easy as it could be to, to locate within the IOPC website. So, if we're assuming individual officers have to go to the IOPC website to located […] I think a much cleaner learning interface within the website would be helpful; so you can search on nature of learning, by theme, recency to make it much easier. – Participant 017, PSD.*

As mentioned above, practitioners are aware of the magazine but would like to see access to them made easier and more user friendly. Participants within this study did suggest access could be improved and more work could be done on both sides to help make access to the magazine easier. Providing a straightforward way of accessing the magazine on an internal police system may be difficult as these systems have to incorporate a variety of different elements.

> *They don't get distributed per say but I see them on an ad hoc basis. – Participant 008, PSD.*
>
> *I appreciate the fact that they're probably available if you were to go in and look at them but it's not something that's pushed by the force. – Participant 011, PSD.*
>
> *I'm just going to have a look while I'm talking to you and see how accessible it is because they've recently changed our internal system […] so I'm just going to try because they recently changed it and I would say you can't find anything anymore […] It does have quite a good search criteria so let's have a look here so yeah if you put in learning the lessons what comes up is about security which probably doesn't work or quite fit into what we want to talk. – Participant 013, L&D.*

Participants 013 mentioned that they could not find anything related to the magazine on their force's internal system. A participant mentioned that the magazine is published on their PSD's

intranet, and although this is a step in the right direction, it may not be beneficial to limit the number of people who have the potential to access this resource.

> *I put them on our professional standards web page so they're available there dating all the way back to 2014. – Participant 012, PSD.*
>
> *Our internal intranet has had a restructure in the last six months, […] now fortunately lessons learned used to be on the front page as quite a useful resource, I couldn't find it, I couldn't tell you where it is now. – Participant 010, PSD.*

As well as participants receiving the magazine through direct contact with the IOPC, either through the IOPC's website or as part of the mailing list; participants, particularly those within Professional Standards, received the magazine from administrators within the department on an ad hoc basis. Overall, dissemination of the document to practitioners occurred in a variety of ways. However, this was seen as something that only happens routinely within Professional Standards and is not something that occurs across all areas of policing. Dissemination did not occur in a timely way with the release of every new *'Learning the Lessons'* magazine on a quarterly basis, the internal distribution across PSD was less systematic and timely.

> *Its sporadic, I'll be honest. When they come through to us, they come through to our admin office and its down to them to disseminate it out, sometimes you get them in a cluster and you think crikey, I only done one last week or I only read one last week but then I can't remember the last time I really had one to be honest, it's been a little while because I normally keep them as well, because I find them quite interesting read so. – Participant 002, PSD.*
>
> *The bulletins we're just made aware of them. I think they are internally circulated within PSD, but I don't believe it goes out to a wider audience within the force. So, yeah, I don't know whether divisional command might do that, but I have no sight of that unfortunately. – Participant 003, PSD.*
>
> *Comes into a central place into PSD and then are sent around. – Participant 006, PSD.*
>
> *They literally come to members of the conduct team and other areas of PSD, but […] you would have to really kind of search for them, I suppose to actually get them. – Participant 010, PSD.*

In addition to this, participant 017 mentioned that within their force that they had been responsible for disseminating out the magazine to relevant departments.

> *I received the learning lessons direct and I would proactively share them with the areas […] that I perceived impacted by those the content of those particular reports. – Participant 017, PSD.*

Overall, this section has highlighted the accessibility issues with the magazine. Participants have highlighted that where access is available engagement does happen. However, there are issues which participants have highlighted which could be addressed by the IOPC and police services.

Awareness of the 'Learning the Lessons' magazine.

Five of the 15 police participants spoke of being unaware of the magazine or them only being addressed for specific reasons. This may result in practitioners being unwilling to use a document that is not actively promoted by their force. Some participants mentioned that when they were working in other roles, they were not aware of the magazine, for some participants this carried over into their current role, but for the majority they were aware of the document's existence.

> *This is the first one I've seen. – Participant 001, L&D.*
>
> *From experience I'm not really sure that frontline police officers actually ever see them, it was certainly nothing I ever saw when I was a detective on division. – Participant 002, PSD.*
>
> *I don't know whether officers would be aware […], I don't know how much its discussed on division or whether they have an awareness of these. – Participant 003, PSD.*
>
> *I didn't even know it existed until you told me. – Participant 015, L&D.*

In addition to participants being unaware of the magazine, time was seen as a factor that may inhibit someone picking up and reading the magazine. As with all aspects of policing, people are under pressure, as L&D participant 007 put it "*I'm not a frontline patrol officer whose dashing from call to call*", this suggests that if practitioners had the luxury of time this could be a resource that is factored into professional development days, or a tool that can be discussed as part of a team building exercise to help practitioners avoid making similar mistakes.

> *But if it's just a bulletin, I don't think most people would read it and really grasp it because, too busy and it's just something else to read. But this is something that's really important that the organization also wants people to understand. – Participant 004, L&D.*

Even within an office-based role, practitioners do not always have enough time to read the magazine. IOPC participant 016 highlighted that engagement with the magazine may be as a result of the lack of officers within policing, as they are out their conducting their duties.

> *I think quite frankly your bobbies on the beat are in short supply they don't really have the time to be sitting down reading the magazine or going on the website they're out there doing the job […] It would be nice for it to hit them, but I just don't think they've got the time. – Participant 016, IOPC.*

Participants 006 did admit that they should be actively engaging with the *'Learning the Lessons'* magazine due to their role in PSD. Although the biggest obstacle to this being achieved is not only being made aware that the IOPC are producing a magazine like *'Learning the Lessons'*, but also setting aside time for practitioners to continuously develop their knowledge and understanding.

> *I am aware of it but it's one of those things I don't always get the time to do but I should. – Participant 006, PSD.*
>
> *I do have time to read a little bit wider around […] I'm not frontline CID officer who's going from prisoner in the bin to prisoner in the bin, but I have a busy schedule. – Participant 007, L&D.*
>
> *I think it does rely on people actually finding it, reading it, disseminating it, you know if I speak to officers across the force have you seen such and such an article on our internal system they go now I've got the time to read it, so I think it depends on what role you're in, and whether they got the time to seek it through, go through it and actually get the learning from it. – Participant 013, L&D.*

As significant as practitioners being aware and being able to access the magazine is, it is important to consider whether practitioners are engaging with it as well. This links in well with what has been mentioned above, with the time limitations that some participants mentioned as well as the lack of access to the magazine overall. One aspect that may prohibit practitioners engaging with the magazine may be related to where the content is coming from and who is publishing the content, the IOPC. The perceptions of the IOPC play a prejudicial role when it comes to practitioners engaging with the *'Learning the Lessons'* magazine; complaints about the IOPC vary but one of the key criticisms is the length some investigations take to complete. These preconceived opinions of the IOPC may inhibit some from engaging with the magazine despite the magazines core role of trying to improve policing via learning.

People will be shy of professional standards, you take IOPC or PSD you've already a natural sort of the wariness for people to sort of embrace it and look at it then. Participant 008, PSD.

I don't know if there is a little bit of a hesitation about IOPC […] because it's about normally where we've got it wrong […] perhaps feels like that's all very negative but it is about learning, it's about being critical perhaps. – Participant 013, L&D.

Perceptions of the IOPC will prejudice people engaging with it. – Participant 017, PSD.

Furthermore, due to the nature of policing, practitioners may be receiving a large number of emails and it is easy to miss this document being sent to you, as PSD participant 008 said, "*there is a danger within any organisation with information overload*". Although, practitioners may be aware and are able to access the document, again due to time limitations may not be able to engage with the magazine.

I probably hadn't read them for about four to five months because they're just another email that comes in, another email that comes in and yes if I want to refer or I know there's going to be a certain reference to a particular case in there, then I'm not going to go out of my way to read them. – Participant 010, PSD.

Giving them more time simple as that, people don't have time, I know even some of the emails I'll send out, some of them won't even get read because people just don't have time, it's not on their list of priorities because they've got so many other things to do. – Participant 014, L&D.

Another issue that may be limiting practitioner engagement with the magazine may be a disinterest in the document. Practitioners may not want to spend time reading a document that may not have any bearing on their policing area. As one participant said.

I think there will be people who will spend time to go and find it and there will be people who can't be bothered that's just the way things are. – Participant 013, L&D.

Another way to ensure that practitioners are aware and reading the magazine is to make sure it is reaching the people who need to read it the most, as IOPC participant 005 said "*I think the extent to which it benefits frontline practitioners probably varies from issue to issue*", for example, two out of the 15 police participants highlighted Custody officers as being a target demographic. Five of the 15 police participants mentioned they do not believe that the magazine was always reaching the right people to make the biggest impact in policing.

There needs to be a change of distribution so that it is hitting more people there is no point writing a document which contains information which could benefit people within the organisation who is not distributed amongst them it's just a waste of time and effort. – Participant 011, PSD.

> *To a point, the problem of them reaching uniformed officers who are out and about still remains an issue and I don't really know how you get over that except building in some sort of downtime which with call numbers increasing it doesn't look like that's going to be happening anytime soon. – Participant 012, PSD.*

> *They're not promoting themselves so if you don't know it's out there and you don't know exists who's going to log on there and look at it, no one say anything […] people get busy and they forget it, unless you […] send it out to everyone and it comes out as an email […] people aren't going to read it. – Participant 014, L&D.*

The IOPC are fully aware that engagement with the magazine is a priority and have steps in place to increase uptake. One way that they have tried to address the issue of the magazine seemingly not reaching practitioners in forces is by working with department leads; one example that was given was working with public protection officers before the publication of the missing persons edition.

> *Work with forces so they'd be one group, obviously missing people leads, and public protection units leads within forces would be a really important stakeholders for us and what we try and do is […] work with the leads for the national bodies, for example […] with the national lead, the NPCC lead for missing people, we were working with the head of the UK missing person network which is based at the National Crime Agency and we are also talking to people at the College of Policing. So, we were having kind of input from national stakeholders as in the output of the process and to certain extent we are kind of relying on them to kind of share the learning with their networks and their Contacts. – Participant 005, IOPC.*

These answer displays an overall opinion that the IOPC want to make sure the magazine is reaching as many people as possible. The magazine is not just for highlighting the mistakes made in police investigations and conduct, but to also highlight how practitioners can ensure they do not make similar mistakes. As well as this, the magazine works to highlight areas of improvement to ensure police policies are designed as effectively as possible, using real cases showcasing the areas other forces have fallen afoul. Furthermore, the IOPC themselves recognise that they cannot contact every operational police officer in any given department or policing area and thus rely on senior leaders and department leads to distribute the magazine and highlight where lessons can be learnt. The above comment demonstrates this, and the bellow comment reiterates that they do not have the resources available to them to actively contact and monitor that all.

> *We can't map every single officer working with missing people or every single lead or head of Department whose interested in missing people, because […] it would*

> *definitely be to resource intensive and we wouldn't be able to maintain that kind of contact database so […] we wouldn't capture all right people. – Participant 005, IOPC.*

One participant did mention that within their force, one issue was read by their Deputy Chief Constable, who subsequently redistributed it out to the relevant department head to see if there were any changes that could occur as a result.

> *The last one we did actually on young people, it's obviously gone too our Deputy Chief Constable because he then passed out a lot of work to the heads of Department, saying read this, I want to know if anything impacts it, do you need to change anything and that kind of thing, so we actually got targeted Departments to reply. – Participant 012, PSD.*

Furthermore, the involvement of senior policing leaders and national policing leads can lend credibility to what the IOPC are saying as well as showing support which may encourage more sceptical practitioners to read and accept the suggestions made within the magazine. This ultimately may result in higher readership and people reviewing their policies and practices.

> *For us to get those national leads involved and to encourage them to actively share it, […] is great because that helps us reach the key people and, it also, in some cases gives us that element of endorsement, it's much more powerful to have a national policing lead in a particular area, I've been involved in this, I think it's really good and I want to share it with you and I want to encourage you to take it away and reflect on it to review your policy and review practise. – Participant 005, IOPC.*

The impact of involving senior policing leaders actively encourages practitioners to see the magazine as a benefit to policing, rather than a document highlighting where the police have made a mistake. However, it must be said that support from senior leaders should not be the only from of credibility that practitioners should look for.

Availability of the 'Learning the Lessons' magazine.

Being aware of the magazine and being able to access the magazine are two important factors, but equally as important is the magazine being freely available to read. Facets of this theme have been explored throughout the analysis, but here those topics will be examined in greater detail. Currently the IOPC have issue 31 onwards available on their website; additionally, they have magazines dating back to issue one from June 2007 available via the National Archives website. Although they are available, they are more difficult to access than

recently released issues. However, as one participant explained, officers have access to the internet, whether they are in the office or out on patrol.

> *Every single officer has a smart device which means they can access the internet. – Participant 003, PSD.*

Participants identified that they are not widely available on the police intranet, and that practitioners would have to actively search for them. It was suggested that the IOPC work with police services to maybe integrate a *'Learning the Lessons'* portal so that practitioners would not have to leave the police system to access them. There are obviously challenges to this, you'd have to integrate on to several different police systems to ensure you have a link to every police service across England and Wales.

> *I know […] everyone's got their own […] Internet and the internal sort of pages, weblogs where you can look at stuff, I'm not aware that the IOPC ever considered trying to get that sort of information may be onto the forces internal ones. – Participant 008, PSD.*
>
> *I think it's available, but it's not readily promoted it could be better, it could be much better promoted by both the IOPC and Police. – Participant 011, PSD.*

The IOPC recognise that the availability of the magazine online may be prohibiting some reading it. They are trying to get access to the police ICT knowledge hub to try and facilitate an online area where discussions can happen, and practitioners can share how their force is responding to the magazine.

> *We are trying to get a space in the police ICT knowledge hub to enable us have some kind of discussion forum or group which people […] talk about what they're doing to try and respond to learn points that come from magazine or try and talk about these issues and bearings locally around these themes. – Participant 005, IOPC.*

The integration onto the ICT knowledge hub will help engage more practitioners with the magazine. Facilitating, discussions based on the magazine has the potential to improve policing and help develop police service policies and procedures.

3.4. View of the IOPC.

This section aims to examine how participants view the IOPC. The answers in this section ranged from positive attitudes to participants being critical of the IOPC's work. A negative

opinion of the IOPC can lead to practitioners not wanting to read or engage with publications they release. Most participants did not hold one overall view of the IOPC but a mixed view; opinions ranged from valuing the work the IOPC do to being critical of the investigative work the IOPC conduct.

Criticisms of the IOPC.

For the most part, participants were largely mixed in their opinions of the IOPC, however some held a negative view of the IOPC. For some participants this opinion came from working directly with the IOPC, but for others it came from being part of the police and seeing the IOPC as an organisation that is, as L&D Participant 015 put it "*determined to get a scalp*". The majority of views that participants held related to the skills that IOPC investigators possessed and the length of time it took for investigations to be completed.

> *A number of IOPC investigators will be asking for similar information from different officers […] For me it would make sense if the IOPC had a central sort of library where every force, right these are our force policies for your investigators. – Participant 002, PSD.*

One aspect that cropped up multiple times across a number of participants, was the opinion that the IOPC did not have a good enough understanding of how the police operated.

> *Police work is such a specialised industry that is very difficult for someone who isn't familiar with the workings of it to investigate it fully, because there's no understanding of what the situations are. – Participant 011, PSD.*
>
> *If they haven't come from a policing or investigative background, they don't necessarily understand how the police operates and therefore it proved challenging to them. – Participant 015, L&D.*

PSD participant 012 voiced the opinion that fellow officers hold, that they believe the IOPC take a long time to conduct their investigations; and those who have a policing background are better suited to conduct investigations.

> *I get the feeling that people think the IOPC take too long to investigate things, that they're not necessarily great investigators and some of the IOPC investigators certainly are ex police officers and they seem to be much more pragmatic than those that haven't been, I've been told, whether it's true or not the IOPC are now quite reluctant*

> *to employ ex police officers because […] of impartiality […] sort of things they don't want that sort of tainted, whether that's true or not I don't know. – Participant 012, PSD.*

As participant 012 says investigations taking too long to conclude is a criticism held against the IOPC, however they are also criticised for employing staff who come from a policing background but who may possess the relevant skills and investigative knowledge. However, with the advent of direct entry detectives in the police could the IOPC potentially develop their training and recruitment to match that of the police's. Participant 006's quote below, fails to address the nature of some IOPC investigator backgrounds. As two out of the 15 police participants highlighted, the IOPC have in the past employed a significant number of former police officers, who did bring with them numerous policing skills, most notably investigatory skills, however recently and due to increasing criticism the IOPC have moved away from recruiting ex-police officer and instead training their own investigators. This is something officers should be aware of.

> *They've never been police officers, it helps to be a police officer to know what that's like, […] but I think they sometimes perhaps don't have a full understanding of the how it is to be a police officer because it's not as simple as people may think sometimes. – Participant 006, PSD.*

Participants were keen to mention that the in order for the IOPC to maintain its independence, there had been a move away from employing former police officers or staff. For them, this had not been a positive move, as some felt that there had been a loss of skills, and that although this move was good from a public point of view, from an investigatory perspective it had not improved the organisation in anyway.

> *When it was expanded there was a lot of new investigators there, dare I say with limited experience of investigations and there was no such thing as proportionate investigation, I need every possible piece of materials I can have before I can make decisions. – Participant 010, PSD.*
>
> *Certainly as time has progressed members of the IOPC are not ex or retired officers there was a time when IOPC was made up of almost primarily but certainly there was a large numbers of retired officers or ex police officers that that were there they tried to move away from that because they want to remain independent and I think some of the criticisms that they received was that the police officer being investigated by ex-police officers or retired police officers. – Participant 011, PSD.*
>
> *I think it is that's always been my impression of the IOPC previously the IPCC that they had lack of experience. – Participant 015, L&D.*

One participant explained that when they were the subject to an IOPC investigation they found the process to be lacking in skills and knowledge, that may potentially place the IOPC investigator in a compromising position whereby the person they are interviewing may possess more skills than them. They went on to suggest that maybe there needs to be a middle ground found between employing investigators with relevant skills and a working understanding of policing.

> *I've got an officer who's interviewing me who isn't as qualified as I am in and interviewing scenario and that's what I find found difficult to do in that scenario the IOPC are caught between a rock and hard place whereby they want to remain independent but to have a working knowledge of the police service is difficult and a happy medium is something that I think is required. – Participant 011, PSD.*

Participant 007 saw the IOPC as an organisation mainly for the public's benefit rather than that of policing, as they put it "*there needs to be an IOPC for the public's perception, I don't think there needs to be an IOPC particularly for ourselves*". This was an interesting view and not one that was held by other participants. Furthermore, in their view they had faith in their force's PSD.

> *I do have faith in the robustness of our PSD or PSD as a whole […] I don't necessarily get to see or read everything. There are the mandatory referrals to the IOPC based on certain trigger events which could be adequately investigated if only from another force depending on how close to home that particular incident was you could easily get another force's PSD to investigate. – Participant 007, L&D.*

This demonstrates a view that the police could adequality conduct their own misconduct investigations, and in a way they already are. The majority of investigations are conducted at a local level, with the high-profile cases being investigated by the IOPC.

Positive attitudes towards the IOPC.

Participants were asked how they view the IOPC. Eight of the 15 police participants work closely with the IOPC, their opinions were interesting to hear as it may lead to understanding why the magazine may not have a wider readership. Furthermore, participants who work within the Learning and Development arena, who do not work closely with the IOPC unlike their PSD colleagues, may also provide answers as to why the magazine is not widely utilised by the

police. The positivity towards the work the IOPC may be able to bridge the gap between practitioners engaging more with the IOPC.

> *It seems very non-judgemental and it did tell you what happens to the officers afterwards and I didn't see anyone was dismissed, it was either retraining or misconduct hearing […], I didn't see it in that particular bulletin that anyone had […] lost their job over a mistake. – Participant 001, L&D.*
>
> *I think that it's very useful to have the IOPC because they are independent of the police. – Participant 009, L&D*

Four of the eight PSD participants mentioned they had a good working relationship with the IOPC. Although numbers varied, there is some interesting data. The main themes coming from the data was how the IOPC had improved their practices. Additionally, there was a view that those at the IOPC who had previous investigative skills were in a better position to be investigators at the IOPC.

> *This year they've become slightly better I think, […] it's building relationships with some of the investigators which helped. – Participant 010, PSD.*
>
> *Some of the IOPC investigators are ex police officers and they seem to much more pragmatic than those that haven't been. – Participant 012, PSD.*

This shows some positivity on the opinions of the IOPC. One way this is being achieved is by building a good working relationship with staff at the IOPC. This is further cemented by the opinions PSD participants 010 and 012 held; one theme that emerged was that the IOPC was trying to build on these relationships that had been built over time.

> *We don't want to see officer sacked unless they've done something seriously wrong criminal etc and I think […] that's what the IOPC maybe have where they've kind of softened, I think where we've got that good working relationship with the Federation, I think that's all we're trying to achieve with the IOPC. – Participant 010, PSD.*
>
> *I have quite a lot of dealings with the IOPC from the professional standards side of things, generally there is a, a sort of good working relationship. – Participant 012, PSD.*

The building of these relationship at an investigative level has the potential to lead to relationships being built that can encourage more practitioners to engage with the magazine. Six of the 15 police participants had not had a lot of contact with the IOPC so did not hold any opinions regarding their work at a personal level, however they held views that had been generated from the work the IOPC had conducted.

> *I've had very little, well no personal contact with them that's a good thing obviously. […] I've had inputs from over various roles at various times, so that I know they exists. I know what […] their kind of profile is but that's about as much as it in terms of personal contact really, I have no personal view in terms of what they did or in how they do it but I know they exist. – Participant 013, L&D.*
>
> *I totally get why they're there, they kind of represent the publics voice in terms of you know in terms of the HMIC do that ensuring that the service delivery is where it needs to be. – Participant 014, L&D.*

Overall, this section has highlighted where participants highlighted the good working relationship, they have built with the IOPC. This is the basis for building a better relationship, which has the potential to alleviate some of the concerns from other participants.

3.5. Use of the IOPC's 'Learning the Lessons' magazine.

This section will explore how participants use the magazine. Furthermore, how they may continue to read it to help understand issues within policing which have been highlighted by IOPC investigations.

Use by Professional Standards.

Professional standards work closely with the IOPC, so it was interesting to hear how participants used the magazine. Participants mentioned that the magazine helped them consider what the IOPC may want from a report.

> *It sort of give you other ways of looking at things, and other things to consider, especially if you are doing a report the IOPC are going to see, it sort of gives you a flavour of exactly what they want. – Participant 002, PSD.*
>
> *I think that because they are often themed but some aren't but mostly they have a theme, like missing people or custody related issues or mental health or anything like that, so if you are dealing with a particular matter which you're looking for assistance with then it makes it very easy to look up that topic. – Participant 003, PSD.*
>
> *I think if we're going to be working with the IOPC so much more […] knowing what they know, what they are publicising would be helpful. – Participant 006, PSD.*

It can also help give a picture of issues coming up nationally, and how they have been dealt with by the IOPC and other forces.

> *The outcomes in certain scenarios, are useful to us to understand, to picture things or certainly give an input to us as a force how other issues have been dealt with by the IOPC, and other issues that are coming up in other forces so that we can learn from those. – Participant 003, PSD.*
>
> *It seems that […] the learning the lessons as much more pickable stuff that really, you'd want people […] to be seeing and learning. – Participant 008, PSD.*
>
> *It's quite interesting to see where other forces have got things wrong and you do sort of stop and think actually could that happen here, that, that sort of things I think it's quite useful. – Participant 012, PSD.*

Furthermore, the move towards a learning culture was brought up. As learning has become a core component of the misconduct regulations, as well as further policing with the new entry routes e.g. the PEQF.

> *There's a culture now which is moving more and more towards learning and I think that anything that underpins that has got to be positive. – Participant 003, PSD.*
>
> *I think that certainly if there are cases and lessons learnt from cases up in Manchester, yes, they are relevant to PSD and PSD staff and investigations we complete. – Participant 010, PSD.*
>
> *I think they are trying to shift things from a blame culture to a more learning and less punitive sort of culture. – Participant 012, PSD.*

A criticism of the IOPC has been that they are out to get police officers, this adoption of a learning culture by both the police and IOPC may help to address this criticism and further engage officers with the magazine.

Use by Learning and Development.

Learning and development departments are looking for different things within material they use for training. However, the move towards a learning culture sits nicely with the *'Learning the Lessons'* magazine. Participant's commented on how it was interesting to read why new training material were being implemented and the magazine helped bridge the gap between understanding and implementation.

> *I think officers would understand better why they were having to mandatory training if they knew the cases behind it, because obviously this is nationwide and we don't often know why this came into […] our remit and why we're having to do this, this explains to you […] this is why. – Participant 001, L&D.*

This quote is reflective because the police is a disciplined service and are often told to make changes, however with this move towards a learning culture and reflective practice, it may be better to explain to practitioners why changes to policy and practice are occurring.

The information that is included within the magazine is useful for ensure that training is up to date and relevant.

> *Ensure that my training products or the contents of them are as relevant and as current as they can be within the key areas that I that I train. – Participant 007, L&D.*
>
> *I delivering the stop and search training to the force I think it would have been about 18 months ago there was a big drive to deliver the latest guidance on stop and search and I incorporated some of the material from learning the lessons. – Participant 009, L&D.*

Furthermore, one participant commented that learning and development teams should be more aware of the magazine and trying to incorporate what is being highlighted within them into their training inputs to practitioners.

> *I think from now from a professional point of view we need to make sure we are certainly from an L&D point of view we're aware of it so we can then incorporate it into training. – Participant 013.*

One participant mentioned that they would rather go to the source of the information rather than reading something second hand. From a training perspective this makes sense, however the magazine does provide links to read the information from the source but also provided views from key stakeholders and occasionally senior policing leaders.

> *I would always rather go to the source potentially than a third party their relay of that information their summary of that information and if having read the summary I want to read wider I would find an appropriate source. – Participant 007, L&D.*

Linked closely to the above comment, one participant mentioned how the magazine should include more research within. This was in terms of highlighting whether examples included within the magazine are isolated cases or part of a wider systemic issue.

> *For me personally yeah I would like to see a bit more in terms of research […] the HMIC when they pick up on something they'll go away and do the research on it and then they'll come back with lots of research shows that lots of officers aren't doing this or then they might present some research that shows that this is a risk […] I would like to see more of that so that I understand the impacts on the organisation – Participant 014, L&D.*

In some recent releases of the magazine, they have included articles from academics; one such example being in the magazine focusing on missing people, which was released in December 2019.

> *In the missing persons one there was articles from different people, Dr Karen Shalev-Greene from the University of Portsmouth, she put an article in. So, the fact we're getting different practitioners involved in the magazine I think people like that. – Participant 016, IOPC.*

The inclusion of more academic research links closely with the CoP's EBP approach to problems. The magazine's current work and the IOPC investigations have the potential to link in closely with this work.

Use across wider policing areas.

Participants were able to draw on their experiences outside of their current posting to suggest where and how the *'Learning the Lessons'* magazine could be used across other areas of policing. One participant mentioned that if there had been a greater emphasis on learning in the past the police may not have made mistakes in the past.

> *Some of the learning that's come out of those public inquiries, national public inquiries have been invaluable for police and really made us focus on what is really […] good practice. I mean there's so many investigations going back to Yorkshire Ripper which is fundamentally changed how we investigate and what we do in terms of process which we're still using today and is still incredibly valuable, […] all those types of inquiries have been fundamentally, incredibly important and you know really invaluable in terms of our learning. – Participant 015, L&D.*

Additionally, other participants mentioned that ensuring practitioners are made aware of where there have been instances of poor policing and mistakes have inevitably occurred, that there should be a system in place to help address and inform practitioners. With the suggestion being made that the *'Learning the Lessons'* magazine should be embedded in probationer training, so it is a resource that they are aware of early on in their career.

> *I think as a result with that the IOPC need to liaise with training schools and potentially divisions […] whereby officers that are coming in it becomes second nature to them and if it's instilled initially then it becomes much more acceptable and familiar for them […] it becomes much more bearable, much more easier for them to*

> *understand and […] because it shows what has been done wrong and lessons are to be learned from this. – Participant 011, PSD.*

> *I think they're, they're a good means of communicating where others have got things wrong or we're just trying to reinforce those lessons by an example, it's all very well saying forces should make sure they do this, forces make sure they do that, but where there's an examples is given where things have gone wrong for a particular force, that kind of stays in the memory a bit more and it makes you think actually could that happen here. – Participant 012, PSD.*

However, police services may not want to look at a national overview but instead may be more concerned with what is occurring locally.

> *I suppose the IOPC is coming from a more national stance, so I don't wanna duplicate things but if we're doing something within […] our own system is that more impactful than a national one. – Participant 013, L&D.*

This is potentially one problem with having a national overview, some forces may face similar issues as another similar force, but each different policing area faces their own challenges. Furthermore, participant 017 highlighted that the magazine focuses on the negatives that have arisen from an investigation, however the magazine could include good practices that have been uncovered during the course of an investigation because both positives and negatives can help forces identify where they could improve their own practices.

> *I think it's generally good, […] the nature of how the IOPC identify the learning it's only going to be focused on things that were missed in my opinion, it's reflected on how things could be improved, vulnerabilities and deficiencies rather than drawing on things that went well and understanding why they went well. I think […] in the course of their investigations there would be things that have gone well they should be reported in the learning lessons as well as the gaps and vulnerabilities […] because […] we should be sharing good practice not just failures. – Participant 017, PSD.*

In summary, this chapter has analysed the themes that were uncovered during the data collection phase of this research thesis. It has highlighted that the *'Learning the Lessons'* magazine is a resource that the police are keen to implement and imbed into policing. However, there are still some issues relating to the opinion of the IOPC as well as in relation to the dissemination of the magazine.

3.6. Discussion.

In order to understand the results of this data, it must be discussed and compared against the available research. However, this is an area of study that has not received much attention and there is currently no further research into the use of the *'Learning the Lessons'* magazine by policing. Outside of internal research conducted by the IOPC, this study is the first of its kind to examine practitioner views of the magazine. One of the aims this study set out to explore was to understand how the magazine is used in policing, from the data gathered this has been something that was able to be achieved. Despite the relatively small sample group that were interviewed, this study was able to gather participants from three police services in England and Wales. Also included were participants from the IOPC, this has allowed for this study to understand the whole process.

It can be suggested that the magazine is not used widely within policing. Most of the participants spoke of engaging with the magazine in their own time or engagement was facilitated by an office PA, when they would deem it appropriate. Outside of a few role orientated cases that participants spoke of, the police services overall did not direct or facilitate any engagement with the magazine. Although participants in one force spoke of *'Learning the Lessons'* being available on their intranet, there were differing views on the accessibility of this. The views amongst participants varied. From their experience participants in PSD's in all three forces were aware of the magazine, although their use differed from practitioner to practitioner, this can be linked to the fact PSDs and the IOPC work together (Baker, 2016). Some participants spoke of saving the magazine in department document to be used or read at a later stage and others noting that they used it as a way of seeing topics and themes that the IOPC are investigating. This, however, was not always the case with participants from L&D. Some participants were aware of the magazine and did use them in a learning environment, some participants were unaware of the magazine. Participants within L&D said they were encouraged to find materials that may be relevant to

their specialisation in their own time, for example CoP material (CoP, 2020d). However, some participants did use the magazine within their teaching to show officers where problems have occurred and how they can be avoided; the IOPC participants also encouraged the use of the magazine during training scenarios. Probationer training was highlighted as one area or in the wake of a death in custody (Baker, 2016). Training issues are regularly highlighted by the magazine (UK Missing Persons Unit, 2021). IOPC participants encouraging its use within training, however police participants said there was a lack of engagement with L&D teams from the IOPC. From the IOPC's perspective they felt that the magazine is useful to police training, as they contain within them real scenarios that have been investigated, this can not only provide the police with relevant learning material for officers to engage with for their own CPD but can also show student officers some of the cases that may involve IOPC participation (CoP, 2021).

The phrase '*lessons have been learnt'* is used across policing and the wider Criminal Justice System (CJS) in the wake of an investigation into the actions of the organisations involved (Waddington, 2015). However, more often than not this term is used to deflect criticism rather than a tool to bring about real change (Waddington, 2015). There should be more emphasis placed on learning within policing, the 2020 conduct regulations go some way to ensure that learning is placed at the heart of the misconduct system. It ensures that frontline practitioners who have made small rectifiable mistakes are given the opportunity to learn from what has happened. From this is should be encouraged that policing as a whole should be encouraged to acknowledge where the system needs to learn and adapt its practices (Waddington, 2015). The IOPC are in a position where they can make recommendations based upon their work where the police can adapt their practices and ensure that mistakes are not made in future. This research has highlighted that one of the main vessels where learning from the IOPC is being highlighted to the police is going unnoticed by the frontline. As participants within this study have highlighted within their forces, the magazine is not

promoted internally. Although there are instances where senior officers have engaged with the magazine and enacted reviews based upon it. Learning should not be based on the whim of a senior officer, it should be embedded in all aspects of policing, to ensure that mistakes that are highlighted on a regular basis are dealt with. However, criticism of the IOPC must be addressed. Although participants within this study were in the main positive regarding the IOPC, they still held reservations regarding their skills and understanding of policing. When embedding a resource within policing such as the '*Learning the Lessons*' magazine, gaining the support of frontline practitioners and working with policing partners to ensure the contents of the magazine is addressing the key issues but also highlighting good practices (Waddington, 2015). May help engage more practitioners with the resource, because currently this research has highlighted that the magazine is not reaching the people who it is designed for. Overall, practitioners within this study were keen to engage with the magazine if lessons are to be learning a resource like this should not be limited in its engagement by the police or the IOPC.

Participants held a number of views regarding the professionalism of the IOPC. Criticisms of the IOPC relate to the conduct of investigators, and the amount of time officers may be under investigation by the IOPC (Thompson, 2020; Thompson, 2021). Participants within this study reiterated these concerns; citing issues such as the skills of IOPC investigators and time taken to conduct investigation. Participants felt that investigators who had come from a policing background were better suited to the investigatory roles. However, for the system to be independent, investigators should not be former police officer but should have adequate training from the IOPC (Prenzler, 2004). Despite these criticisms of the organisations, participants spoke positively regarding the *'Learning the Lessons'* magazine. They felt it was fair in its evaluation of the scenarios and provided practical information that can be adapted for frontline use. One of the key messages the IOPC want the magazine to address is that policing can learn and adapt from mistakes (IOPC, 2020b). This is an idea

promoted by the system, and the fundamental shift from blaming individuals for mistakes to learning from what has happened (Police Federation, 2019; Home Office, 2020a). Participants from the IOPC said how keen they are to encourage practitioners to read the magazine, and have promoted it at large scale events, e.g. National Missing persons conference. This allows for the IOPC to build relationships with officers and promote the magazine as a tool for developing better policies (IOPC, 2020g). However, police practitioners did highlight that the magazine could also include scenarios and examples of good police practices, that other forces in turn can adopt, because currently there is a focus upon poor practices that are having to be rectified.

Conclusions, and Recommendations

To conclude, this research study has shown that the use of the *'Learning the Lessons'* magazine within policing is sporadic. There are efforts being made by the IOPC to increase engagement with the magazine, this is being facilitated by signing practitioners up to the mailing list so they are contacted directly, there is also an effort to get the magazine on the Police ICT system to help engage participants as well as provide an area where practitioners can discuss the contents of the magazine. Participants found the magazine to be relevant to policing, and the content beneficial to policing. One issue that participants highlighted was the time they had to read the magazine, there were not always enough time to read a document of this length; participants were happy with the details included within the document but sometimes felt that the length would put off frontline practitioners who are busier than those in office based roles. Overall, this study aimed to highlight how the police used the IOPC's *'Learning the Lessons'* magazine, throughout the course of this study it has shown that the magazine is not being used in the best way. For this magazine to impact on policing in a meaningful way, it must be promoted to officers on a more regular basis by the police as well as the IOPC.

This study was limited in in scale, this was partially due to time constraints but also as a result of the COVID-19 pandemic. The sample size was 17 participants, although within the given range, with more time it would be beneficial to interview practitioners within other policing areas. Although participants were from two different departments, policing encompasses many different areas. Given more time, this study would have benefitted from interviewing a greater number of frontline practitioners. Especially, those within areas that frequently appear in *'Learning the Lessons'* or IOPC investigations. For example, custody practitioners, public protection specialists or response officers. The views of these practitioners regarding the IOPC and the magazine may potentially hold differing views to

those who participated with this research. Furthermore, these practitioners may benefit from engaging with resources such as the magazine to help benefit their practices within their specialist roles.

This study makes several recommendations to aid engagement with the magazine. The following recommendations are for the IOPC:

1. The IOPC should ensure that the '*Learning the Lessons*' library is clearly presented and easy access to previously released editions.
2. The IOPC should establish a way of being able to search for a '*Learning the Lessons*' magazine, for example via policing theme or year of publication.
3. The IOPC could develop further with the CoP and promote the magazine via the CoP digest.
4. The IOPC should continue to promote the magazine at national conferences to ensure that practitioners can understand the benefits of the magazine and the people who are releasing it.
5. The IOPC must work closer with Learning and Development teams to ensure that student officers are made aware of the '*Learning the Lessons*' magazine early on in their career, and they are aware that it is a resource they can use to monitor their own conduct.
6. The IOPC should promote good practice as well as highlighting poor practices within the magazine.
7. The IOPC should develop other formats to enable practitioners to engage with '*Learning the Lessons*', e.g. videos.
8. The IOPC should ensure that when releasing a '*Learning the Lessons*' magazine for a specific policing area they are targeting those practitioners. Targeted engagement will ensure that lessons are learnt by those who will benefit the most from them.

9. The IOPC should ensure the magazine accessible to the police and public as it will help with the perception of an independent and legitimate complaints system in England and Wales.

The following recommendations are for the police:

1. The CoP in conjunction with police services should encourage practitioners to read the '*Learning the Lessons*' magazine.
2. Police services should not rely on office administrators to disseminate the magazine across departments; provisions should be built into their intranet to ensure officers can easily access them and when a new issue is released it is promoted.
3. The CoP in conjunction with police services should provide feedback to the IOPC regarding the contents of the magazine and build upon the existing relationships to help promote learning and good practices.
4. The CoP in conjunction with police services should promote the idea of practitioners engage with resources and develop their own practices; and not relying on PSDs to disseminate this information out.

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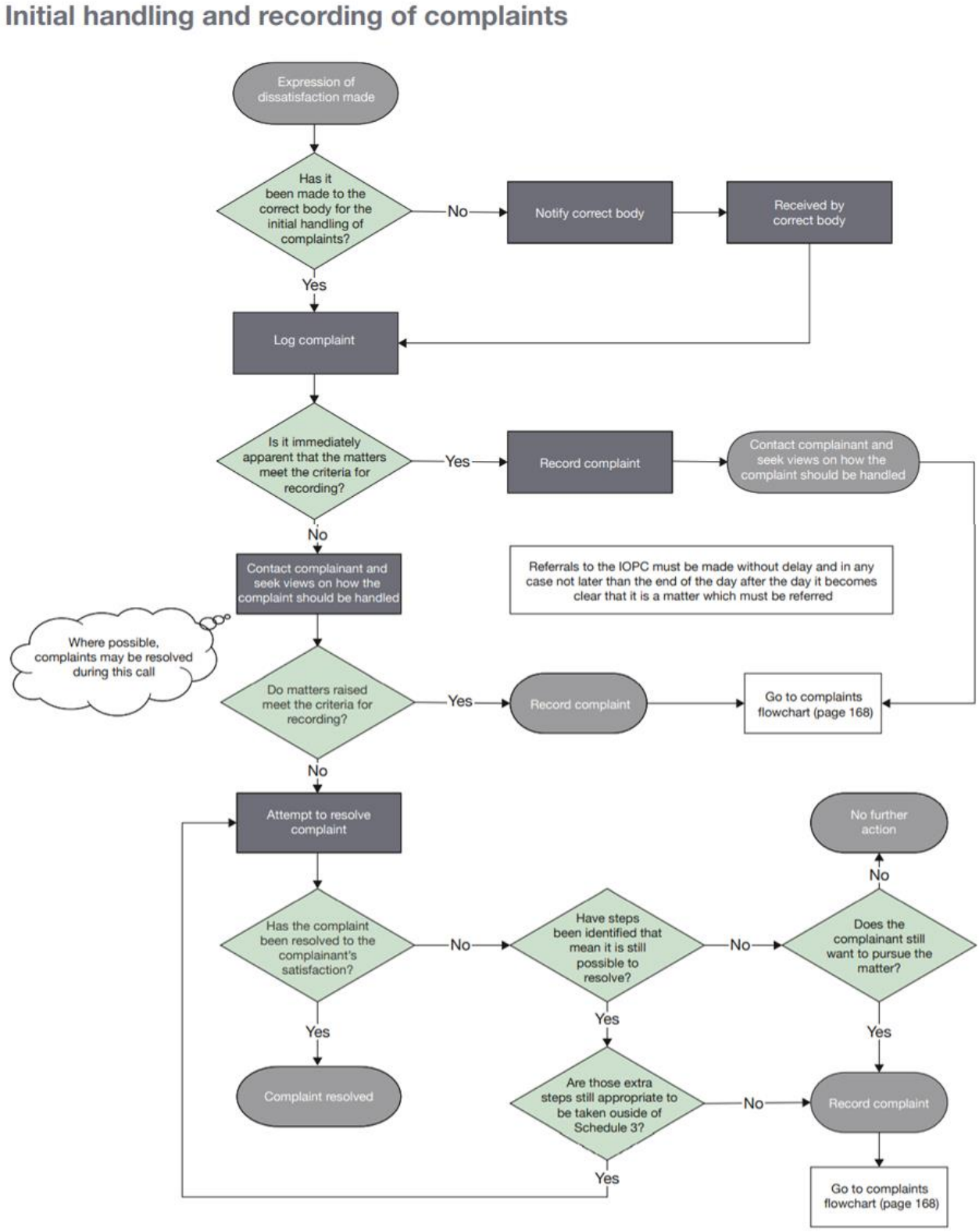
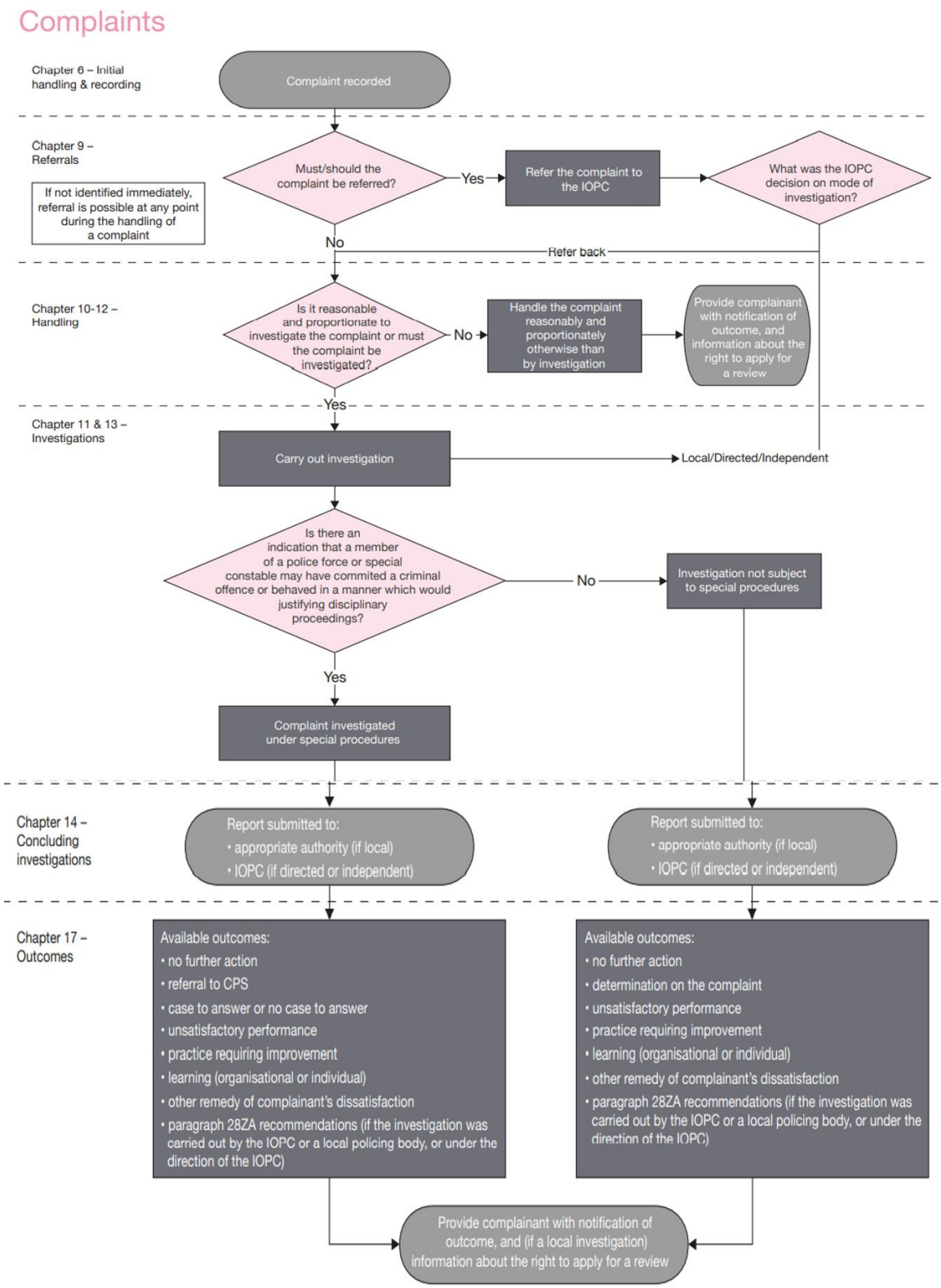
Appendix A: How the IOPC handle an initial complaint.



(IOPC, 2020a)

Appendix B: Complaints flowchart.



(IOPC, 2020a).

Appendix C: IOPC interview questions.

IOPC questions

1. Tell me a little bit about your career so far?
    - How long have you been at the IOPC?
2. Can you describe your role to me?
3. In your view, what is the aim of the magazine?
    - Do you think the magazine achieves its aims?
    - What do you think could be done to improve the image of the magazine?
4. Do you think the *Learning the Lessons* magazine contributes to policing?
    - Would you say they benefit police practitioners?
    - Do they help practitioners understand the process behind a decision made by the IOPC?
5. In your view, does the magazine's reach their target audience?
    - Except for Chief Officers, are practitioners engaging with the process?
    - From the feedback you have received, would you say that practitioners understand the magazine?
    - Are target groups engaged with to ensure they are reading the magazine?
    - Do specific themes target their intended audiences, for example, safeguarding issues and engagement from safeguarding officers?
    - Does the magazine helps bridge the gap between the police and public?
6. How are the magazines distributed to police forces?
    - Are there any difficulties with this?
    - Are you aware of any forces who distribute the magazine internally?
7. How are readership levels measured?
    - Are there ways for police practitioners to engage directly with contributors to the magazine?
    - What would help improve the number of police practitioners who engage with the bulletin?

8. How is the *Learning the Lessons* magazine developed?
    - How are themes chosen; are they current policing challenges or something the IOPC feels is important?
    - Are there specific elements that need to be included within the bulletin?
    - Do you engage with individual police practitioners when developing the magazine?
        - Would the magazine benefit from gathering the practitioners voice?
    - Do you engage with the College of Policing when putting together a *Learning the Lessons* magazine?
9. Can police practitioners provide feedback about the content of the magazine?
    - How is this advertised to gather more feedback?
    - How does the feedback received help develop future magazines?
    - What kind of feedback do you regularly receive?
10. What themes do you feel would benefit from further examination within the magazine?
    - What themes are likely to provide you with a lot of feedback?
    - Have these themes been suggested to you from the feedback?
11. How does the IOPC work with Professional Standards Departments?
    - Are they approached to help develop the magazine?
    - What lines of communications are there with individual police services?
12. How much engagement, is there with Learning & Development teams within police services to help develop the magazine?
    - Would you say the magazine would benefit from practitioners from L&D providing examples of how they would interpret learning from the magazine?
13. Have other methods been discussed for distributing the magazine?
    - Could there be other ways that practitioners could access the magazine?
    - Would you say practitioners are largely positive towards the magazine or would opinions change if another method was adopted?
14. How do you view your working relationship with the police?
    - Are there any barriers to practitioners engaging with the magazine?

15. How effective do you think the police oversight system is?
    - What work do you conduct with the College of Policing regarding the magazine?
16. Is there anything you would like to add? Or feel you would like to say?

Appendix D: Learning and Development interview questions.

Learning and Development Interview questions

1. Tell me a little bit about your career so far?
    - How long have you been a police officer?
    - What led you to become a Trainer?
    - What other areas of policing have you worked in?
2. Do you read the Learning the Lessons Magazine?
    - When do you read them? [OR] Why do you not read them?
    - Is there time set aside for your own professional development?
    - How regularly do you engage with the magazines, if at all?
3. What do you think is the main purpose of the magazines?
    - What is done well within the Learning the Lessons magazine?
    - Does it achieve these aims?
    - Any further contributions the magazine makes to police policy and practice?
4. What do you think could be done better within the Learning the lessons magazines?
    - Are they too long or the right length?
    - Is there anything you would like to see included within them?
5. Have you directed staff to the Learning the Lessons magazines?
    - Do you recommend them? [OR] Would you recommend them in future?
    - Would you read them again? [OR] Would you continue reading them?
    - Do you prioritise College of Policing material?
6. What do you think can be done better to engage officers with Learning the Lessons magazines?
7. Is accessibility the Learning the Lessons magazine an issue?
    - Are there links to the IOPC's website?
8. Are you aware of any ways you can provide feedback on the magazines?
    - Would you provide feedback?
    - What value would you find engaging with the IOPC?

- Do you think the IOPC would appreciate practitioner feedback?

9. How do you keep up with changes to policy and practice that arise?
    - Are you provided with changes or do you personally seek them out?
    - Do you use an IOPC Learning the Lessons magazine?
    - Would you look at a Learning the Lessons magazine?
    - How do you use it?
10. Do you use any external material for training purposes, e.g. outside your home force, from the College of Policing, the IOPC etc?
    - What kind of information do you use?
    - How do you use this information?
    - Do you use it in a training capacity?
    - In what ways?
11. Are officers encouraged to discuss guidance on practice?
12. How do you view the IOPC?
    - Why do you think that?
13. What is the relationship like between the IOPC and the Learning and Professional Development Teams?
    - Is there much engagement between the IOPC and yourself?
    - Are there benefits to any form of discussion between the IOPC and the Police?
14. What is your main source of learning content?
15. Is information overloads an issue?
16. Do IOPC materials crop up in discussions with colleagues?
17. Is there anything you would like to add? Or feel you would like to say?

Appendix E: Professional Standards interview questions.

Professional Standards Interview questions

1. Tell me a little bit about your career so far?
    - How long have you been a police officer?
    - What led you to join PSD?
    - What other areas of policing have you worked in?
2. Do you read the Learning the Lessons Magazine?
    - When do you read them? [OR] Why do you not read them?
    - Is there time set aside for your own professional development?
    - How regularly do you engage with the bulletins, if at all?
3. What do you think of the Learning the Lessons bulletins?
    - What do you think is done well within the learning the lessons magazine?
    - Do they benefit policing?
    - How do they benefit the Police?
    - In what ways could they benefit policing?
4. What do you think could be done better within the Learning the lessons bulletins?
    - Are they too long or the right length?
    - Is there anything you would like to see included within them?
5. How do you receive the Learning the Lessons bulletins; are they sent directly to you or via your force?
    - Do you keep the bulletins for future reference?
    - Are they shared around your Department?
6. What do you think can be done better to engage officers with the Learning the Lessons bulletins?
    - Is access an issue?
    - Would you say a lack of time an issue?
7. Have you directed staff to the Learning the Lessons bulletins?
    - Do you recommend them? [OR] Would you recommend them in future?

- Would you read them again? [OR] Would you continue reading them?
- Do you prioritise College of Policing material? [College of Policing digest]

8. How do you view the IOPC?
    - Why do you think that?
9. What is the relationship like between the IOPC and Professional Standards Departments?
    - Is there much engagement between the IOPC and yourself?
    - Are there benefits to any form of discussion between the IOPC and the Police?
10. What value would you find engaging with the IOPC?
    - Are you aware of any engagement?
    - Are there ways you can provide feedback?
    - How is this done? [Email]
11. Are recommendations by the IOPC useful?
    - Why are they useful?
    - Could they be more useful?
12. How does the IOPC impact your everyday work?
    - In general, do you discuss the Learning the Lessons bulletins?
    - How often has a theme within a Learning the Lessons bulletin been discussed? [Such as Disclosure, Domestic Abuse etc.]
    - As part of an investigation?
    - In discussions with colleagues?
13. Does the 2020 Police (Conduct) Regulations aid in the move towards a learning culture?
    - Has learning benefitted the police complaints process?
    - Do you think the IOPC's Learning the Lessons bulletins fit into this?
14. Is information overloads an issue?
15. Do IOPC materials crop up in discussions with colleagues?
16. Is accessibility an issue?
    - Are there links to the IOPC's website?
17. Is there anything you would like to add? Or feel you would like to say?

Appendix F: 'Learning the Lessons' discussion piece.

<table>
<tr><td colspan="2">Issue 31 – December 2017 (Last IPCC Learning the Lessons bulletin) 8 pages.</td></tr>
<tr><td colspan="2">Content: Call handling, managing risk, investigation and bail.</td></tr>
<tr><td>Positives:
Broad range of issues.
Covers cases in brief with key questions regarding practitioners and service users.</td><td>Negatives:
Three years old.
Covers issues which may have been addressed already.
Summaries may not go into enough detail.</td></tr>
<tr><td colspan="2">Issue 32 – March 2018 (First IOPC Learning the Lessons bulletins) 16 pages.</td></tr>
<tr><td colspan="2">Content: Protecting vulnerable people</td></tr>
<tr><td>Positives:
Covers a broad range of issues.
Lists who the magazine is for.
Summaries with key questions.
Interviews and research have been included for the first time.</td><td>Negatives:
Possibly to long to look at especially if you are busy.
First of the new form where one single policing issue is examined in depth.</td></tr>
<tr><td colspan="2">Issue 33 – November 2018 (Stop and search) 24 pages.</td></tr>
<tr><td colspan="2">Content: Only covers stop and search.</td></tr>
<tr><td>Positives:
Includes feedback from the previous issue; however, fails to mention the number of respondents.
One policing issue is explored so the IOPC can go into depth unlike previous issues where there was a focus on lots of issues.
Talks with stakeholders, e.g. stopwatch.
Includes information which may assist an officer when conducting a stop and search.
Includes advice from NPCC lead on stop and search. On what challenges police officers face when conducting stop and searches.
Key questions asked were relevant to the case they were attached to.</td><td>Negatives:
Opening image is inflammatory; would potentially put officers off reading the document.
New look one core policing issue, means you are not looking at all of policing; which was something that the previous bulletins did.
Places a lot of blame on the police does not focus on good practices which could be happening across England and Wales.
Does not included a full learning report on serious cases, you would have to follow a link, this could hinder people looking into the cases further.
Comments on work does not aid policing but promotes generalised views of how police officers act.</td></tr>
<tr><td colspan="2">Issue 34 – February 2019 (Mental Health) 24 pages.</td></tr>
<tr><td colspan="2">Content: Only covers mental health, looks at recognising vulnerability, communication and recording.</td></tr>
<tr><td>Positives:
Includes feedback from past issue.
Includes summaries and report articles.
Overview of issues faced.</td><td>Negatives:
Feedback data is not positive despite being used for that purpose.
Single issue does not look at policing.</td></tr>
<tr><td colspan="2">Issue 35 – July 2019 (Custody) 28 Pages.</td></tr>
<tr><td colspan="2">Content: Custody; examining communication, welfare, equipment and checks.</td></tr>
<tr><td>Positives:
Feedback includes respondents.</td><td>Negatives:
Long.</td></tr>
</table>

• Provides advice for people with disabilities. • Interviews from key stakeholders. • In depth details within cases that are included.	• Would need to set aside a lot of time in order to examine all the cases spoken about.
Issue 36 - December 2019 (Missing people) 52 pages.	
Content: Missing people looking at call handling, mental health, neighbourhood policing and protecting vulnerable people.	
Positives: • Views from policing leads, practitioners and stakeholders. • The Case summaries which were included had key questions that were important and relevant. • Good practices from other forces; is included throughout the document but also has case studies at the end. • Included information which can be helpful to frontline police officers.	Negatives: • Has the potential to overload the read with too much information, considering this is 52 pages long, there is a lot of information contained within it. • Certain parts which could be important could be lost because of the amount of information.
Issue 37 – January 2020 (Young people) 44 pages.	
Content: Young people; covering communication, vulnerability and managing risks.	
Positives: • Policing leads, practitioner and stakeholder reports. • Key work from NPCC leads. • Clear and simple language.	Negatives: • It is a long piece of work.

Appendix G: data sharing agreement.

Information agreement and data protection statement between Luke Staddon (MSc Researcher, Social and Applied Sciences, Canterbury Christ Church University) and [redacted]

The purpose of this document is to outline the roles and responsibilities of parties involved in this research and to outline the data protection and data security arrangements to protect the personal data of those participating in research with Canterbury Christ Church University.

Project Title:
Policing the Police: A analysis of practitioner views of the IOPC's Learning the Lessons bulletins.

Principle Researcher:
Luke Staddon

Research Supervisor(s):
Supervisor: Professor Steve Tong

Chair: Dr Martin O'Neill

Data Subjects:
Police Constables, Detective Constables, Police Sergeants, Detectives Sergeants, Staff attached to [redacted]rofessional Standards Department (PSD) and Staff who work within the Training School[redacted]

Data Controller:
Canterbury Christ Church University

Data Processor:
Luke Staddon

Data Protection Officer:
Robert Melville
Assistant University Secretary
Canterbury Christ Church University
Rochester House
St George's Place
Canterbury
CT1 1UT

E-mail: dp.officer@canterbury.ac.uk
Telephone: 01227 767700

Legal Basis of data collection:
Consent

Methodology:

Conducting a series of interviews with several Police Officers utilising video/telephone and audio recording equipment.

This research will utilise semi-structured interviews with police officers who work within the Professional Standards Department (PSD) and officers who train both uniform and detectives using audio recording equipment. Respondents will be asked about their experiences, knowledge and understanding of the Independent Office for Police Conducts (IOPC) Learning the lessons bulletins. These interviews will aim to examine whether these documents aid in policing and if police officers develop how they work to try and mitigate mistakes from occurring again. This study will also aim to see if the work the IOPC conduct in trying to highlight areas where learning recommendations can aid in improving policing and if police officers understand this element of the IOPCs work.

Details of Data Security and Data Handling to ensure GDPR Compliance:

- Informed consent will be gained from all participants via an information sheet which participants can retain and the signed consent forms,
- Primary researcher to review and apply CCCU GDPR policy.
- Data Processor i.e. primary researcher (Luke Staddon) to be security vetted by the [redacted]
- [redacted] will be provided with details of Data Protection Policies.
- CCCU will be the only agency outside of the [redacted] to receive the information i.e. transcripts and recording, and only the supervisors and staff will have access to the information.
- Information received will be stored on encrypted computers and/or devises with password protection and access restricted to the named researchers only. A dictaphone will be used without encryption or password but the audio record of the interview will be downloaded and stored on an encrypted/password protected devise at the earliest opportunity with the original record on the dictaphone deleted.
- Hard copies of data (surveys) will be stored in a locked facility to which only the researcher/data processor/School research assistant will have access.
- If electronic data needs to be physically transported between locations encrypted password protected USB sticks.
- Consent forms which contain names and contact details to be collected and stored in locked facility.
- Consent forms will be coded upon retrieval to allow any data subject to withdraw their data at any time (GDPR requirement).
- Consent forms to be stored separately from any other data.
- No attempt will be made to match consent forms to completed interviews to ensure that raw data is suitably anonymised (with right to withdraw data accepted as above).
- No attempt will be made to identify individual participants from data.
- The identity of subjects taking part in interviews will be kept strictly confidential.
- Only general trends will be reported in any writing.

- Recordings of interviews will be deleted once they have been transcribed to avoid voice-identification.
- All records of research will be deleted in line with CCCU confidential waste policy within 6 months after the final outcome the assessment of the thesis.
- An auditable log will be kept of data access and processing.
- University data protection policies will be strictly complied with.

Signed – Principle Researcher.

Name: Luke Staddon

Date: Wednesday, 19 August 2020

Signed on Behalf of CCCU.

Name: Dr Dominic Wood

Position: Head of Law, Criminal Justice and Computing

Date: Wednesday, 19 August 2020

Signed on Behalf of [redacted]

Name: [redacted]

Position: Head of Professional Standards

Date: 19th August 2020

Appendix H: confidentiality agreement.

CONFIDENTIALITY AGREEMENT

MEETING: Phone interviews for masters research project on understanding practitioner views of the work of the IOPC

Aim of this research is to examine police officers views surrounding non-crime duties such as mental health incidents and what training officers are equipped with to do so

DATE: 6th May 2020

OFFICIAL SECRETS ACT

If needed, a copy of the Official Secrets Act signatory form can be found below:

Official Secrets Act form

OVERVIEW OF CONFIDENTIALITY AGREEMENT:

This agreement is in place to specify the requirements and responsibilities for sharing information during the course of the fieldwork interviews.

Information discussed by the police officer attendees is strictly confidential and must not be disclosed to any third parties outside of the interviews or without the agreement of the partner who owns the data. As an attendee of these interviews, I agree to the following conditions in relation to the sharing of information and shall:

1. Not access any information shared unless I have a legitimate business need to do so.
2. Not retain, extract or copy any information obtained other than for the duties of my research need.
3. Not share any information with internal / external colleagues unless there is a legitimate research requirement.
4. Report any potential data breach to the data owner as soon as practicable and in any case within 48 hours.

The researcher should ensure that all notes or record of the interviews (on paper, or electronically) are retained in a confidential and appropriately restricted manner. These records reflect shared details of individuals to ensure they are treated fairly, with respect and without improper discrimination. All work undertaken will be informed by a commitment to equal opportunities and effective practice issues in relation to race, gender, sexuality and disability.

PURPOSE OF THE MEETING:

This research project is being undertaken as part of a masters dissertation for Luke Staddon, from Canterbury Christ Church University. The purpose of this project is to gather views from police officers, to understand the work of PSD in partnership with IOPC, the change from blame to learning and to gain practitioner's views of the IOPC's work.

ATTENDEES:

I understand that information discussed in these interviews is subject to the Data Protection Act 2018 and that by knowingly or recklessly acting outside of this agreement I may incur criminal and / or civil liabilities. I have read, understood and accept the above and agree to abide by these conditions.

The information is shared for a specific purpose which is relevant and proportionate to the application which is research for masters dissertation on police views of the IOPC's work. Any further dissemination of this information must be agreed by the owning agency and only processed in line with its original purpose.

NAME	SIGNATURE	AGENCY	ADDRESS /EMAIL
Luke Staddon		Canterbury Christ Church University	4 Steele Court 269 Sturry Road, Canterbury, Kent, CT1 1DS. l.staddon705@canterbury.ac.uk

Appendix I: consent form

Canterbury Christ Church University

CONSENT FORM

Title of Project: Policing the Police: A analysis of practitioner views of the IOPC's Learning the Lessons bulletins.

Name of Researcher: Luke Staddon; supervised by Professor Steve Tong and Dr Martin O'Neill.

Contact details:

Address: North Holmes Road, Canterbury CT1 1QU, Faculty of Social and Applied Sciences.

Tel: 01227 927700 ext 1790

Email: l.staddon705@canterbury.ac.uk

	Please initial box
1. I confirm that I have read and understand the participant information for the above project and have had the opportunity to ask questions.	
2. (If applicable) I confirm that I agree to any audio and/or visual recordings.	
3. I understand that any personal information that I provide to the researchers will be kept strictly confidential.	
4. I understand that my participation is voluntary and that I am free to withdraw my participation at any time, without giving a reason.	
5. I understand that any disclosed criminality or misconduct will not be protected by confidentiality and could be reported.	
6. I agree to take part in the above project.	

Name of Participant:	Date:	Signature:
Name of person taking consent *(if different from researcher)*	Date:	Signature:
Researcher:	Date:	Signature:

Copies: 1 for participant
1 for researcher

Appendix J: police participant information sheet.

Canterbury Christ Church University

Policing the Police: An analysis of practitioner views of the IOPC's Learning the Lessons bulletins.

PARTICIPANT INFORMATION

A research study is being conducted at Canterbury Christ Church University (CCCU) by Luke Staddon, supervised by Professor Steve Tong and Dr Martin O'Neill.

Background

My research intends to examine practitioner views on the work which is conducted by the Independent Office for Police Conduct (IOPC). I intend to ask practitioners what their interpretation of the Learning the Lessons bulletins are and if they incorporate any of these proposed ideas into practice, whether that be within frontline policing, operational training programmes or in misconduct investigations.

This study purpose is to fill the gap within research into police misconduct; my study is looking at the views and opinions on the work that is conducted by the IOPC and how the police interpret this work. Throughout the literature and my research, it has so far highlighted how under researched police misconduct is. This work will be one of a very few numbers of projects that has been conducted, in which very few focus on the end product and how those users utilize what is feedback to them. Furthermore, my research will hopefully inform aid the Police and may potentially examine what work they can do to incorporate the IOPC's work into their own training programme.

This study is being run independently by myself, Luke Staddon, as part of my Master's thesis at Canterbury Christ Church University. Participant interviews will be anonymized in all data collected, with data being made confidential.

What will you be required to do?

Participants in this study will be required to partake in audio recorded video or telephone interview with myself, lasting up to one hour. These interviews will comprise of several questions concerning the IOPC's Learning the Lessons bulletins. The answers to these questions may lead to further questions to clarify or expand upon your answers. Participants can withdraw from this study during the interview or up to two weeks after the interview without giving a reason and without consequence.

To participate in this research, you must:

Participants must be a serving police officer within the Police and have been a police officer for at least one year. Holding the rank of constable/detective constable or sergeant/detective sergeant or a member of police staff.

Professional Standards Department officers: Must be currently serving or have served within PSD.

Learning and Development: Must be currently operating as a police trainer.

Procedures

You will be asked to participate in an interview over skype or telephone at a time and date organised at your convenience; these interviews will preferably take place at a time and date where you are able to be interviewed in the privacy of your own home or a private room within your station to

ensure the anonymity of your answers. These interviews will last approximately thirty minutes to one hour.

Feedback

Participants will be able to obtain a copy of my completed Masters thesis, upon approval from examiners to see how their answers were used. If you would like a copy please contact the lead researcher, Luke Staddon, at the email address l.staddon705@canterbury.ac.uk.

Confidentiality and Data Protection

The following categories of personal data (as defined by the General Data Protection Regulation (GDPR)) will be processed:

- General background of participants including gender, employment status and employment history within the police will be gathered with the consent of participants involved. This will be used to provide context for answers given and enable participants to be categorised by experience. All data will be confidential and anonymised.
- The legal basis of the processing of data is through the consent of participants. As defined and covered by GDPR. Processing of personal data is necessary to provide context to answers given by participants i.e. how general characteristics may impact upon experiences with the police upon reporting a crime.
- Personal data will be used for the purpose of academia.

Data can only be accessed by, or shared with:

- The principal researcher within the study, the supervisor of this study within the university and examiners assessing the written thesis.
- There is the potential for participants to disclose actual or potential harm to themselves of to others. If this circumstance were to arise, this information would be passed onto the relevant authorities. This is to ensure the personal safety and wellbeing of both participants and others implicated at risk of harm. Any disclosure of gross misconduct on the part of the participant or others will also be passed onto the Police. All other data gathered would remain confidential, only information which suggests harm to themselves or others, or disclosure of gross misconduct would no longer be considered confidential.

The identified period for the retention of personal data for this project:

- Recordings of interviews will be deleted upon transcription. All identifiable data will be deleted at the end of the Master's programme in March 2021. Anonymous data will be deleted after five years.

If you would like to obtain further information related to how your personal data is processed for this project please contact Luke Staddon, at the email address l.staddon705@canterbury.ac.uk.

You can read further information regarding how the University processes your personal data for research purposes at the following link: Research Privacy Notice - https://www.canterbury.ac.uk/university-solicitors-office/data-protection/privacy-notices/privacy-notices.aspx

Dissemination of results

Results of this study will be published through the written Master's thesis, and therefore be made available through the Canterbury Christ Church University library system. This study may also be used to write journal articles and create conference posters. Data will be anonymised in all dissemination methods.

Process for withdrawing consent to participate

You are free to withdraw your consent to participate in this research project at any time without having to give a reason. To do this please email Luke Staddon through the email address L.staddon705@canterbury.ac.uk. On receipt of this email all records of personal data including transcripts and recording of interviews and consent forms will be destroyed.

Further information on the rights of participants relating to your personal data can be found on the university website in the Research Privacy Notice.

Any questions?

Please contact Luke Staddon on the email address l.staddon705@canterbury.ac.uk or through the school of Law, Criminal Justice and Policing Department at Canterbury Christ Church University, Norther Holmes Road, CT1 1QU. Alternatively you may contact Professor Steve Tong or Dr Martin O'Neill, the supervisors of this study, using the email steve.tong@canterbury.ac.uk or martin.oneill@canterbury.ac.uk.

Appendix K: IOPC participant information sheet.

Canterbury Christ Church University

Policing the Police: An analysis of practitioner views of the IOPC's Learning the Lessons bulletins.

PARTICIPANT INFORMATION

A research study is being conducted at Canterbury Christ Church University (CCCU) by Luke Staddon, supervised by Professor Steve Tong and Dr Martin O'Neill.

Background

My research intends to examine practitioner views on the work which is conducted by the Independent Office for Police Conduct (IOPC). I intend to ask practitioners what their interpretation of the Learning the Lessons bulletins are and if they incorporate any of these proposed ideas into practice, whether that be within frontline policing, operational training program or in misconduct investigations.

This study purpose is to fill the gap within research into police misconduct; my study is looking at the views and opinions on the work that is conducted by the IOPC and how the police interpret this work. Throughout the literature and my research, it has so far highlighted how under researched police misconduct is. This work will be one of a very few numbers of projects that has been conducted, in which very few focus on the end product and how those users utilize what is feedback to them. Furthermore, my research will hopefully inform aid the Police and may potentially examine what work they can do to incorporate the IOPC's work into their own training program.

This study is being run independently by myself, Luke Staddon, as part of my master's thesis at Canterbury Christ Church University. Participant interviews will be anonymized in all data collected, with data being made confidential.

What will you be required to do?

Participants in this study will be required to partake in audio recorded video or telephone interview with myself, lasting up to one hour. These interviews will comprise of several questions concerning the IOPC's Learning the Lessons bulletins. The answers to these questions may lead to further questions to clarify or expand upon your answers. Participants can withdraw from this study during the interview or up to two weeks after the interview without giving a reason and without consequence.

To participate in this research, you must:

Participants must be a member of the Independent Office for Police Conduct.

Participants should be involved with the Learning the Lesson magazine, or any process that is connected to the magazine.

Procedures

You will be asked to participate in an interview over skype or telephone at a time and date organised at your convenience; these interviews will preferably take place at a time and date where you are able to be interviewed in the privacy of your own home or a private room within your office to ensure the anonymity of your answers. These interviews will last up to one hour.

Feedback

Participants will be able to obtain a copy of my completed master's thesis, upon approval from examiners to see how their answers were used. If you would like a copy please contact the lead researcher, Luke Staddon, at the email address l.staddon705@canterbury.ac.uk.

Confidentiality and Data Protection

The following categories of personal data (as defined by the General Data Protection Regulation (GDPR)) will be processed:

- General background of participants including gender, employment status and employment history within the police will be gathered with the consent of participants involved. This will be used to provide context for answers given and enable participants to be categorised by experience. All data will be confidential and anonymised.
- The legal basis of the processing of data is through the consent of participants. As defined and covered by GDPR. Processing of personal data is necessary to provide context to answers given by participants i.e. how general characteristics may impact upon experiences with the police upon reporting a crime.
- Personal data will be used for the purpose of academia.

Data can only be accessed by, or shared with:

- The principal researcher within the study, the supervisor of this study within the university and examiners assessing the written thesis.
- There is the potential for participants to disclose actual or potential harm to themselves of to others. If this circumstance were to arise, this information would be passed onto the relevant authorities. This is to ensure the personal safety and wellbeing of both participants and others implicated at risk of harm. Any disclosure of gross misconduct on the part of the participant or others will also be passed onto the Police. All other data gathered would remain confidential, only information which suggests harm to themselves or others, or disclosure of gross misconduct would no longer be considered confidential.

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- Recordings of interviews will be deleted upon transcription. All identifiable data will be deleted at the end of the master's programme in March 2021. Anonymous data will be deleted after five years.

If you would like to obtain further information related to how your personal data is processed for this project please contact Luke Staddon, at the email address l.staddon705@canterbury.ac.uk.

You can read further information regarding how the University processes your personal data for research purposes at the following link: Research Privacy Notice - https://www.canterbury.ac.uk/university-solicitors-office/data-protection/privacy-notices/privacy-notices.aspx

Dissemination of results

Results of this study will be published through the written master's thesis, and therefore be made available through the Canterbury Christ Church University library system. This study may also be used to write journal articles and create conference posters. Data will be anonymised in all dissemination methods.

Process for withdrawing consent to participate

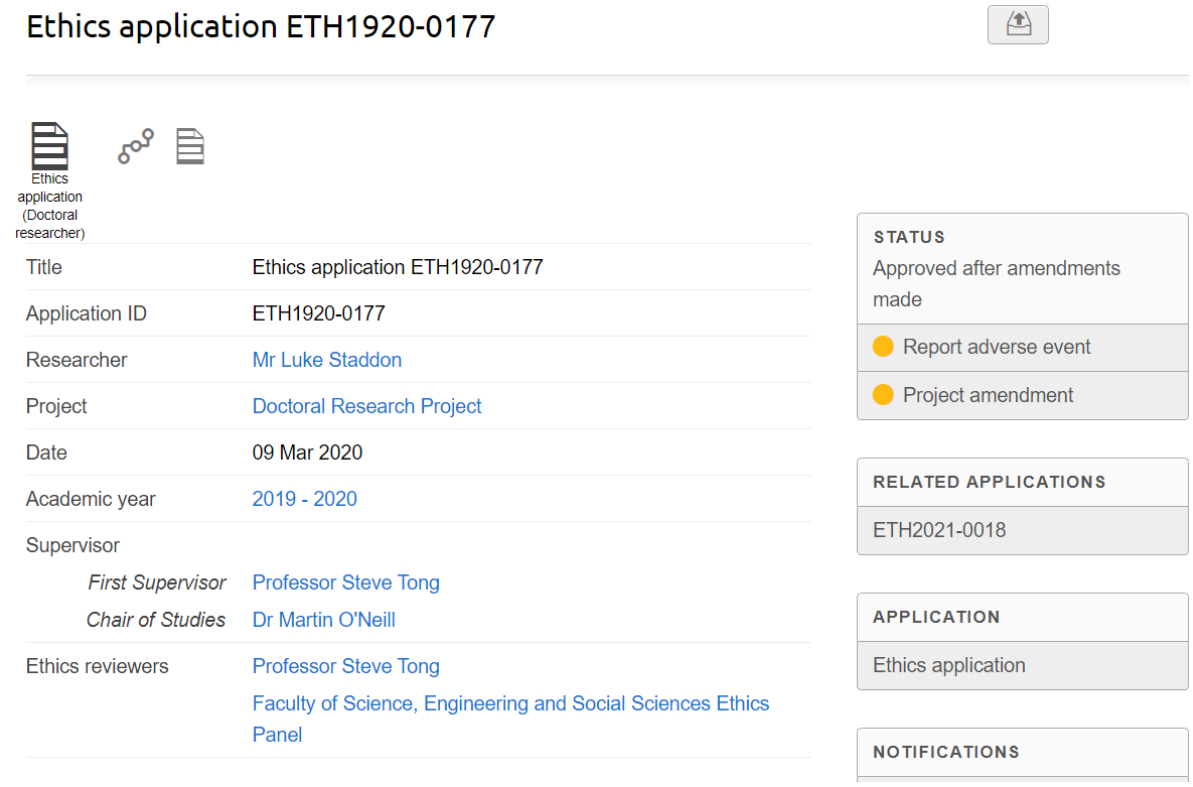
You are free to withdraw your consent to participate in this research project at any time without having to give a reason. To do this please email Luke Staddon through the email address L.staddon705@canterbury.ac.uk. On receipt of this email all records of personal data including transcripts and recording of interviews and consent forms will be destroyed.

Further information on the rights of participants relating to your personal data can be found on the university website in the Research Privacy Notice.

Any questions?

Please contact Luke Staddon on the email address l.staddon705@canterbury.ac.uk or through the school of Law, Criminal Justice and Policing Department at Canterbury Christ Church University, Norther Holmes Road, CT1 1QU. Alternatively you may contact Professor Steve Tong or Dr Martin O'Neill, the supervisors of this study, using the email steve.tong@canterbury.ac.uk or martin.oneill@canterbury.ac.uk.

Appendix L: Ethical Approval.



Ethics application ETH1920-0177

Ethics application (Doctoral researcher)

Title	Ethics application ETH1920-0177
Application ID	ETH1920-0177
Researcher	Mr Luke Staddon
Project	Doctoral Research Project
Date	09 Mar 2020
Academic year	2019 - 2020
Supervisor	
First Supervisor	Professor Steve Tong
Chair of Studies	Dr Martin O'Neill
Ethics reviewers	Professor Steve Tong Faculty of Science, Engineering and Social Sciences Ethics Panel

STATUS
Approved after amendments made

Report adverse event

Project amendment

RELATED APPLICATIONS
ETH2021-0018

APPLICATION
Ethics application

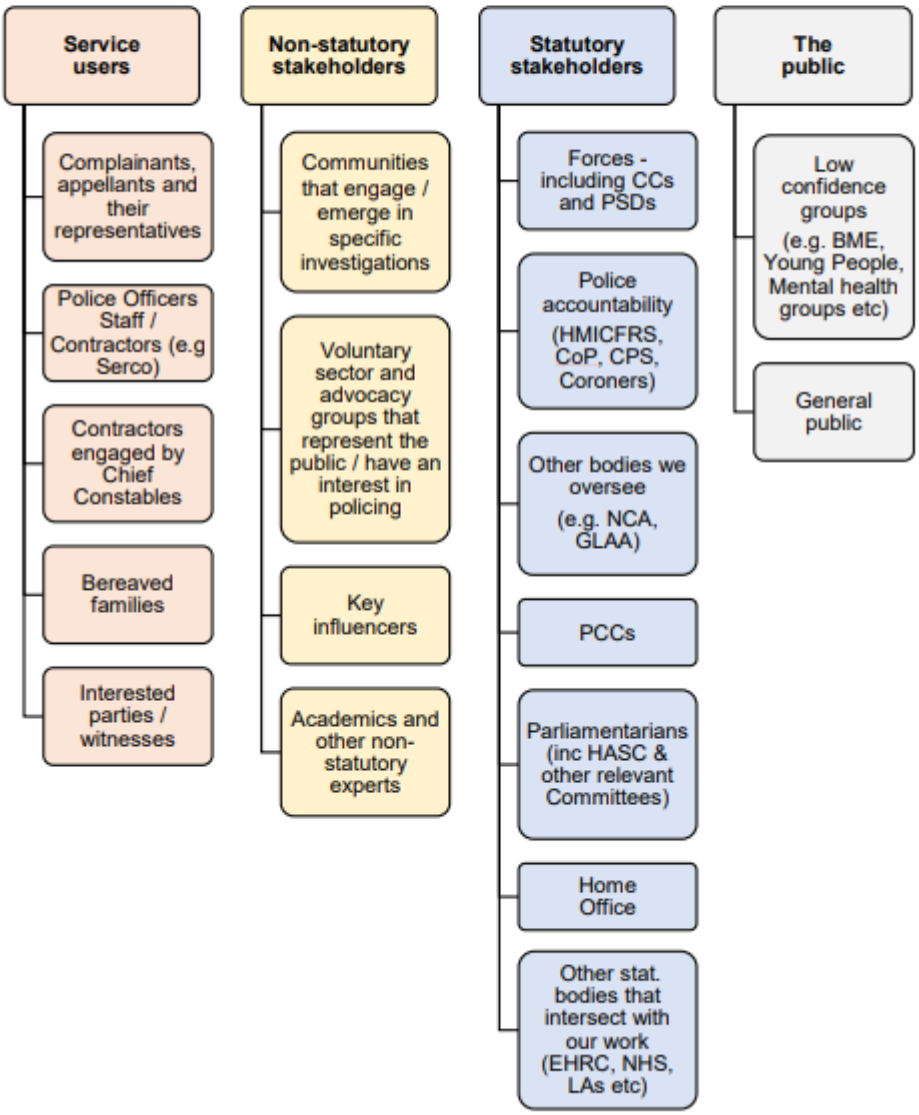
NOTIFICATIONS

Appendix M: IOPC's Stakeholder landscape.

2 The IOPC's stakeholder landscape

The IOPC has a complex stakeholder landscape, which includes:

- Service users
- Non-statutory stakeholders
- Statutory stakeholders
- The public



(IOPC, 2020e).