

Forensic Partnership Toolkit

A guide to creating effective police practitioner and academic partnerships in forensic science

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1. Introduction

There are existing partnerships between universities and police forensic units across England and Wales. These partnerships have often been created, built upon by exploiting existing professional relationships and have been based on the common desire to improve the quality of operational practice and learning, teaching and research.

Within your own force or organisation, you may have identified potential partners with whom you would like to work but need support to ensure that you build an effective and sustainable partnership. Getting this right at the outset is crucial and requires preparation and planning.

There are considerable benefits to partnership working, however there are challenges and barriers that may prevent their establishment and sustainability.

This toolkit has been designed by those involved in current academic – practitioner partnerships, and others working in forensic science practice and academia from across England and Wales, to help you establish your partnership working and maximise opportunities to succeed.

2. Existing Academic-Practitioner Partnerships

There has been considerable research undertaken in relation to partnership approaches across many disciplines such as education, social work, and policing, but little which considers their value in relation to Forensic Science.

However, there are several successful forensic partnerships already in existence across the UK. These consist of a variety of models and governance structures, with different aims and objectives, resources and staffing commitments.

Some are more formal and structured partnerships with Service Level Agreements (SLA's), but many are small ad –hoc partnerships with a focus on specific issues.

Whilst the benefits are recognised they are not always seen as equitable to all involved and consequently not all partnerships are achieving their full potential.

3. Aim of the toolkit

The aim of this toolkit is to provide those considering an academic – practitioner partnership in Forensic Science with the information and support needed to make the process of designing and introducing it as straightforward as possible.

This toolkit includes the benefits and barriers to partnership, examples of how they can be structured, the governance involved, memorandum of understanding (MOU's) and contract approaches, and the top ten tips from the community for when starting your partnership journey.

This toolkit will provide any police forensic team or university, who wish to create an academic-practitioner partnership, with clear guidance on how to do that.

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This document contains the following information:

- What you need to consider before you start.
- The benefits and barriers to partnership.
- A stage-by-stage approach to creating the partnership.
- Examples of governance structures and agreement documents.
- Examples of activities that can be included in your partnership
- What has already been learned from existing partnerships.
- Case studies and useful resources.

Partnerships can bring huge benefit to all organisations involved and this toolkit will enable their introduction in the most effective way.

4. Establishing your partnership

Establishing a partnership is not always straightforward and can be resource intensive.

Consider the following:

- Does the partner you have identified have similar aims and expected outcomes as you?
- Is it with someone that you have worked with before?
- Do you already have a relationship with them?
- Are you able to identify the benefits and barriers?
- Are any of the challenges you have identified insurmountable, or do they outweigh the benefits? If so it may not be the best time to start.

The list below identifies a series of questions that you should address with your potential partners before you start work.

Things to consider before you start

- Do you know who your ideal partners are?
- Do you and they have the resources needed?
- Do you both have a clear idea of your objectives and what you wish to achieve?
- Do you have common purpose and shared values?
- Are your objectives achievable and do they deliver benefits to both partners?

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- Can each organisation make an equitable contribution to the partnership?
- Do you have someone in your partnership who will coordinate or drive it?
- Do you have support from a senior level?
- Have all staff who will be involved been informed of the aims and objectives?

a. Identifying your partners

The partnership may be a local partnership between a Police force and a local university, or it may involve a regional or national collaboration. You need to identify what type of organisations would add benefit to your partnership. Asking the following questions may assist in identifying your ideal partner:

- Who do you have similar aims and objectives with?
- Do you have contacts in a police force or university that you have worked with before?
- Do you have a local university or police force that you would benefit from working with?
- Who do I approach? The most difficult part can often be identifying the correct person to speak to in another organisation.

Partnerships are often built upon existing relationships, with the individuals involved having worked together previously. This may have started as, or may still be, an ad-hoc relationship but may also be a developed structured collaboration with clear objectives.

The Forensic Capability Network (FCN) can help facilitate this if you do not have a contact in an organisation that you are interested in working with. FCN can also provide guidance on how to identify a potential partner organisation.

b. What type of partnership do you intend to create?

There are many types of partnership, and all can be effective with planning and organisation and a shared understanding of the intended outcomes. It is important to consider what level of partnership you want and need.

Ad – hoc - More informal, often no written agreements, and may change according to the operational demands of those involved. Responsive to challenges. May have been created in relation to a single issue and then developed further. These are often based on personal relationships and may be dependent upon those individuals remaining in their role.

Structured - Usually have some kind of formal agreement in place. Have specific aims and outcomes included. These are less likely to be based upon single relationships and thus less vulnerable to changes in personnel.

Single- issue - A partnership may be based on single area of shared interest, such as research or placements. These may be short or long-term.

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c. Benefits to each party.

It is helpful to establish what the benefits of the partnership will be to all parties very early in the process, and for clear outcomes to be agreed and established. Partnerships can be challenging when one partner feels that they are not benefiting from their work. The benefits that can be achieved from academic – practitioner partnerships have been seen across a wide range of disciplines, including social work, education and within the criminal justice system.

You may want to consider the list below and identify those that apply:

- a. Bridging the gap in expertise and knowledge through knowledge exchange and information sharing.
- b. An increase in research-based practice, with practitioners seeing benefit to their working practices from academic research conducted with, or for them.
- c. An emphasis on practice-based research, where academics have engaged with practitioners with research based on operational demand and having societal impact. This can have an impact of Research Excellence Framework (REF) submissions for a university.
- d. Enhanced student experience, including placements, work-based projects, research ideas and guest lectures from practitioners. All of these enhance the relationship between theory and practice.
- e. Recruitment into police forensic roles can be improved with more informed and prepared applicants who have a realistic expectation of the workplace, and knowledge of the various roles available. This may include the creation of apprenticeships, short or long-term work placements or the inclusion of live-briefs and virtual placements (explained further later).
- f. Shared resources can provide access to equipment or space that would not be available outside of the partnership. This could provide financial and efficiency benefits.
- g. Shared experience and knowledge are often considered one of the most important benefits of partnership, with better understanding of what the partner can do and how it can improve operational delivery or professional practice.
- h. Professional development of your workforce – either through structured learning or the opportunity to expand their knowledge and expertise.
- i. Increased credibility for all partners.
- j. Encourage innovation and creativity.

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The emphasis of each partnership will be different and so the benefits will vary accordingly and be determined by the structure of the partnership created and by the demands/requirements of all organisations involved. Some partnerships may be based upon a wide range of area, such as placements, research, guest lectures, whilst others may have a focus on a single area, based upon one issue, such as a specific research project.

d. Barriers that may impact the creation of a successful partnership

There may be barriers that exist that are not always obvious and can vary according to the organisations involved and the purpose of the partnership.

- a. Lack of time is a frequent issue. In many partnerships, time is not specifically allocated for partnership work, with those involved completing these duties in addition to their existing workload. This often results in lack of commitment and reluctance to get involved due to the extra work. If specific time can be allocated to partnership activities this is helpful.
- b. Economic influences can affect the activities undertaken and outcomes of partnerships. There may be a lack of funding in both policing and academia and so partnerships are often founded upon sharing resources, (for example equipment and capability). Clear expectations about finances/funding must be established at an initial stage and must be managed to ensure equity.
- c. The lack of understanding of the purpose and activities of partners can cause issues. The inclusion of individuals with experience from both sides (a pracademic), or a partnership coordinator type role can address this. Effective leadership and support from managers are also important to improve and develop this.
- d. The governance structure, staff and resources involved should be documented. Transactional relationships, where a number of hours or specific duties must be completed, can be problematic if one partner considers that there is more work for them. Clear communication and prioritization should be taken to sustain these relationships.
- e. Transparent and honest communication is essential for success. Written records are important to ensure that all activities are documented and distinct. A clear shared purpose should be agreed by all parties and documented.
- f. The benefits need to be explicit and communicated to ensure that all partners can see the benefit to them. This should include immediate workforce and operational benefits as well as the longer-term benefits.
- g. Staff who may be involved or asked to undertake additional activities as part of the partnership should be engaged at the earliest opportunity. It must be recognised that not all staff will want to be involved or have the skills to take on the additional duties and this may limit partners' capacity and ability to deliver benefits. For example, not all practitioners will feel comfortable with delivering guest lectures.

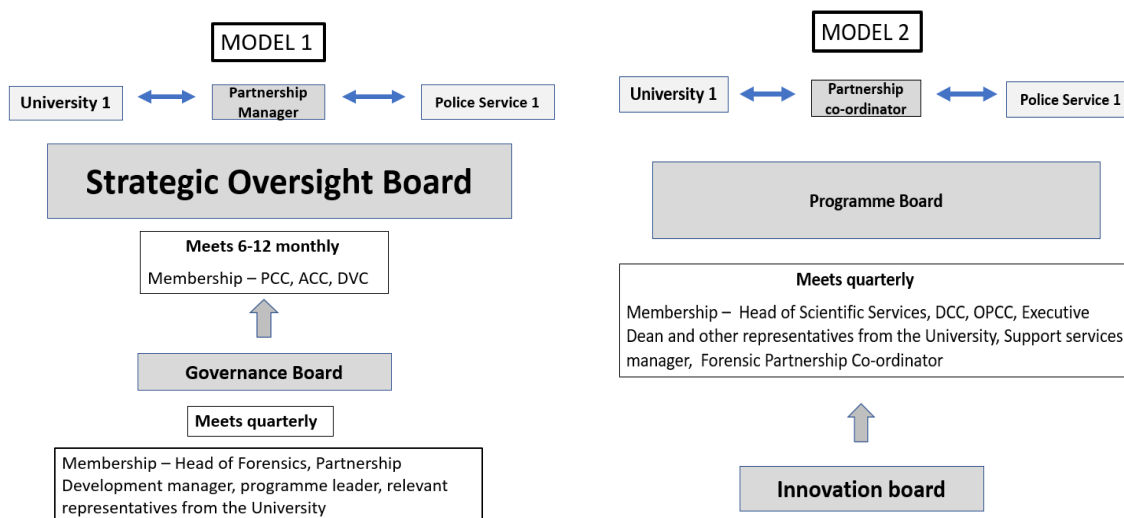
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It may be useful to establish who will be responsible for specific actions at an early stage. There may be a disconnect between vision and reality and this can be recorded using a spreadsheet such as that attached at Appendix A. Using such a spreadsheet may enable gaps in expectations to be identified and actioned.

5. Establishing your governance and oversight model

It is important that at the start of the relationship there is a clear model of governance or oversight which is put in place. For a formal or transactional partnership this may be a contract or Memorandum of Understanding (MOU), however, even for an ad-hoc or less formal partnership this is still important. It is key to prepare the ground for the partnership to ensure that all parties are happy working together in an honest, open, and transparent way. The governance model can set the expectations for your partnership. It must identify effective communication within both organisations and have an overview of the benefits and barriers to partnership.

There are different models that are used by existing partnerships which can be considered. Models 1 and 2 illustrate the different governance and oversight structures employed by existing partnerships which are determined by organisational structures and partnership needs.



Key stakeholders

Examples of the key stakeholders who may be involved include (but not exclusive to):

- University
- Police managers
- Human resources
- Financial decision makers and Budget Holders
- Legal Departments
- Staff Associations
- Academics

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- Practitioners
- Students
- Communications teams

The Partnership Manager or Coordinator role has been a pivotal role in existing partnerships. There are many ways that this role can be created and where they can be sited:

1. Employed jointly by Police and University
2. Employed by one partner

This role can be funded by a single organisation or jointly.

6. Memorandum of Understanding/Agreement and legal contracts

Many, but not all, partnerships may have a legally binding contract or a memorandum of understanding/agreement. Examples are attached at appendices B-D. When creating these documents, it is important to consider what should be included.

Key factors to include in documentation

- a. The aims/rationale of the partnership. These should be unambiguous and agreed by all.
- b. Clear structure and agreement including accountability and governance. This may include a steering group, oversight, or partnership board.
- c. Can include the mission statements of the University and the Police Service.
- d. Key Stakeholders - Including project lead from each organization.
- e. Specific purpose and activities of partnership.
- f. Include the funding and resources demands for each partner, including time, staffing and division of work.
- g. Communication methods that will be used internally and externally.
- h. How outcomes will be measured.
- i. Identify risk and their acceptable levels
- j. How findings will be shared (this may include a DPIA agreement?)
- k. Ethics of the partnership
- l. Route for escalation of issues

Structure of the Memorandum of Understanding/Agreement

There is more than one approach for an MoU, therefore it is important to consider the following facts.

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- No one size fits all
 - They will depend upon formality, structure, and size of the partnership.
 - Incorporate a level of flexibility, so they can be easily amended as partnership develops
 - Don't include any requirements that are too onerous or difficult to monitor or evidence
 - They should be beneficial to both sides
 - Ideally they should not be over complicated
 - Transactional agreements may be more restrictive
- Note: There may not be a need for a formal MOU if the partnership is more ad hoc

Legal requirements

This has been one of the most challenging areas of establishing a partnership. The creation of a legal framework that suits both/all parties is essential for an effective partnership. It is helpful if the legal departments of both/all organisations are involved from the outset. This increases efficiency and prevents documents being passed backwards and forwards.

Start this phase as early as possible to prevent delays. These agreements can include:

1. Confidentiality agreements
 - University and Policing documents
 - Third party access documents
2. Data sharing agreements
3. Data management
4. Intellectual Property rights
5. Publication rights
6. Funding/shared resources
7. Anti-bribery
8. Liability
9. Termination grounds

Monitoring and Measuring performance

To measure the success of a partnership, performance needs to be measured. How performance will be measured and what milestones or outputs will be measured should be agreed. It is important to consider:

- data that will be shared,
- how data will be stored and for how long,
- what measures will be used to monitor performance,
- how you'll measure the outcomes and impact of the partnership,
- how you'll evaluate the partnership – what data you'll use, and how it will be shared and analysed.

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7. Partnership activities

As previously discussed, partnerships can be based upon and involve a wide range of activities. This can include student-based activities such as work placements and live briefs (more below), guest lectures, research projects and practical exercises. Another common activity is research, which is often designed to address specific operational or academic challenges and may or may not involve students.

The FCN facilitate a wide range of academic-practitioner research projects and can provide guidance and support for organisations who wish to conduct such research. Included below is advice to developing partnerships wishing to introduce student work placements or live briefs.

a. Student Work Placements

What is a student placement?

Many undergraduate degree programmes provide students with a work placement opportunity as part of their degree. This may be a year-long structured work placement which is part of a degree, or a shorter-term project which may be part of a work-based module, or a voluntary work placement. The QAA Forensic Science subject benchmark statement (QAA, 2022) advocates for the development of partnerships and engagement between academic institutions and employers. There may be institution specific requirements such as a minimum number of hours, a minimum number of weeks, and the requirement for a specific output at the end of the placement.

The placement should include a programme of learning which may typically include the undertaking of activities such as quality assurance, data analysis, basic examination processes, administration of evidence and specific project work.

Students would need to display the following skills to be successful in partnership:

1. high motivation and positive attitude to learning
2. ability to work on their own initiative within a documented framework of instruction
3. exceptional attention to detail and the ability to produce work to a high standard, on time
4. ability to follow strict standard operating procedures and understand why this is important
5. excellent written and verbal communication skills
6. problem solving skills and ability to deal with complexity coupled with managing a high workload
7. ability to work comfortably under pressure and demonstrate resilience as a sole worker and within a team
8. strong IT capability incorporating various applications such as, but not limited to, Microsoft Office, including Word and Excel, and databases
9. ability to analyse data and basic reporting skills.

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These placements may be paid or unpaid, but development of them should include conversation with staff associations, unions, and any other interested parties. They should not be used to fill vacant staff positions.

Application processes vary between institutions however they may include:

1. An application form
2. A CV and cover letter
3. An expression of interest
4. Interview
5. Formal vetting process

The advertisement for a placement may be via any appropriate means and may include (but not exclusive to):

- location
- duration
- details of the opportunity
- any research areas
- expected outcomes.

The application process should be agreed between the police force(s) and the university with relevant supporting guidance, ensuring protocols are followed. The application process may also include an expression of interest where students are requested to explain why they wish to undertake a placement.

The application/interview process has benefits to all parties. For the police force it identifies students who are interested in a placements, have the qualities needed and can evidence this. For the university and students, it provides an opportunity to experience the recruitment process and feedback and/or coaching provided would be beneficial for future interviews or applications for students.

Benefits of a student placement

Benefit to the student

- Year-long and short-term placements are an effective way to develop employability skills for students, are an authentic way to enable students to interact with employers and the world of work, provides an understanding of how to address challenges in the workplace and develop employability skills.
- Placements allow students to apply the theoretical knowledge they have developed throughout their studies in a workplace setting.

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Benefit to the University

- The use of student placements demonstrates an institutional commitment to the employability of students.
- The development of these with partner organisations develops relationships which may develop into other areas.

Benefit to the organisation

- Organisations can introduce student placements to develop the skills that are lacking across the workforce, working with universities to ensure that courses include the skills most needed.
- The use of placements is an effective way to promote the profession effectively and give students a realistic expectation of the type of work that they will undertake in the workplace.
- Many organisations that recruit students for placements often find that the same individuals successfully apply for roles in their organisations in the future, using the knowledge, skills and behaviours that they developed during their placement.

Before the placement

It is advisable for the student to receive training prior to the placement. This may be delivered by either the university or Police force, based upon requirements agreed by both organisations and may involve attendance at a training day.

The workflow will be directed by the partner force/agency in order to manage turnaround times. There is an expectation that for longer placements, students will be visited at their placement by a member of academic staff, the frequency of this can be agreed within the partnership and in accordance with university policy. The line manager/supervisor at the placement organisation is expected to attend these meetings. There should also be a shared policy covering safeguarding and support for the student during the placement.

Students are usually required to complete a report/assignment during their placement.

1. On boarding – How will this be done? Training before arrival? Issuing ID etc? Confidentiality & data protection considerations. Does the placement require vetting?
2. Agreed start and end date – Will need to comply with university sandwich placement requirements if necessary.
3. Supervision – How will a supervisor be allocated? What training will they receive? How frequent will supervision be?
4. Induction -Where will this be done? By whom? It may involve activities in Uni and in force.
5. Equipment – Is any specialist equipment needed by the placement student. This should include kit or uniform that will ensure safe working. Will they need to be issued with force IT? If so, how will this be implemented?
6. Schedule regular 1:1's – with police and university line management.
7. Review completed work and debrief.

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8. Will the student need to have their training and competence recorded to meet ISO accreditation requirements? Will they need to sign up to the FSR Codes?
9. Will the student need to provide elimination samples & if so how will consent for this be recorded & retention & destruction be managed?
10. Is there a disciplinary or escalation process in the event of a student infringing force or university regulations?
11. Which organisation has legal responsibility for the student whilst on the placement and what are the implications of this for all involved?

Creation of the placement

1. Where will the placements be? Location?
2. Department and role.
3. Duration. Some forces offer year-long sandwich placements and other offer 6-week, 3 month or other duration experiences.
4. Start and end date.
5. How many vacancies?
6. Will it be paid? Will expenses be paid?
7. Will it be in person or virtual?

Advertisement of the placements

1. Who will be eligible? Any conditions?
2. Where and how will it be advertised?
3. Specific universities or nationwide
4. Paid/unpaid/expenses – will need to involve unions, HR, and finance.

Selection of students

1. Application form
2. Assessment centre/Interview/vetting
3. Who conducts this? Uni or Police or both

It can be noted that existing partnerships conduct this placement activity in a variety of ways, with some following police recruitment processes and others introducing a hybrid university/police process.

Preparation for the placement

It is particularly useful if the university and the police force work together before the placement starts. There is a lot of preparatory work that can be completed before the student arrives for their placement and this will enable their time with the employer to be maximised. Issues in relation to access to police IT may need to be considered by the police force prior to commencement of the placement.

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1. Vetting. This can take a long time, so it is important to have prepared far enough in advance for the student to be in place when required.
2. Preparation for the workplace – skills, behaviour, expectations.
3. Complete a review of training. Can any training or induction materials be included before the placement starts?
4. Assess if there are any role specific skills that are or can be taught on campus prior to commencement of placement
5. Will it be an in-person or virtual placement? Preparation will be different for each approach. You may need to ensure that they have the appropriate technology to complete a virtual placement.
6. What will the induction include? This will require prior agreement and planning.
7. It is likely that students will need to sign a confidentiality agreement, welfare forms and other required forms.
8. Depending on the placement type and location, students may need to provide DNA and fingerprint elimination samples or agree to provide this if asked.

Considerations during the placement

1. 1:1 meeting with academic supervisor and placement supervisor. Who will organise and document these? What will they include?
2. Clear guidance about expectations in the workplace and in the role including consequences if the expectations are not met
3. Will the students work on a specific research project during the placement or a variety of roles?
4. What outputs are expected from the student?
5. What is the student expecting to gain from the placement?

Mentoring during the placement

1. Who will be the mentor? Usually, a member of police staff who is involved in the partnership. Experience shows that it is beneficial if the mentor is involved in the partnership or the research project.
2. How often will these activities take place?
3. What will the mentoring sessions include exposure to? An overview of other roles in policing is beneficial to the student, supporting their employability and can be considered as part of mentoring
4. What outputs are expected from the student?
5. How will support and training be provided to mentors?

Following completion of the placement

1. Review of any outputs from the placement. How are they going to be used?
2. Write any papers or guidance documents based on the research conducted during the placement.

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3. Feedback from the placement student about their experience. How will this be done and will any feedback lead to changes in the placement delivery?
4. Feedback from those involved in supervising the placement. Identify what aspects of the placement worked well, what could be improved and are there any opportunities to what could be introduced. (Section 9 – case studies include examples).

b. Live Briefs and virtual placement opportunities

What is a Live Brief?

A live brief is an opportunity for students to work with external organisations on a real-world task/problem and provides them with the opportunity to identify innovative and creative solutions. It is the integration of theory with practice and enables students to develop an understanding of issues in the ‘real world’ and what it is like to address these challenges.

Live Briefs can be delivered as part of a core or option module or as part of an employability/skills module. It is a method of engaging students and assessing their learning by using real world problems presented by academics and practitioners. They may be delivered by the partner organisation synchronously either online or in person or asynchronously online. They can also be used as a virtual placement opportunity if employers have time for more interaction with the students. The live brief would be set by the employer as a project and the employer would provide mentoring/support throughout the duration of the project and interact with the student. There is a template for Live Briefs attached at Appendix E.

The benefits of a Live Brief?

Benefit to the student - The authentic assessment approach used in live briefs (whether as part of a fine graded core/option module or a pass/fail employability option) allows students to learn and develop their subject relevant skills to address real world problems. The involvement of external organisations who provide the brief, and feedback or support throughout, motivates and enthuses the students who feel that their work will have an impact on practice. Live briefs allow students to apply the theoretical knowledge they have developed to real world problems and can be included in a student’s CV. Engagement with these modules has shown an increase in student confidence and engagement with their course.

Benefit to the University – The use of live briefs demonstrates an institutional commitment to the employability of students. Yearlong and short-term placements are an effective way to develop employability skills for students, but it is very difficult to find enough placements for all students, and placements can be difficult for students with caring or other responsibilities. Live Briefs are an inclusive and authentic way to enable students to interact with employers and real-world problems, provides an understanding of how to address challenges in the workplace and can be used to embed employability skills into the curriculum.

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Benefit to the organisation – Organisations can introduce briefs that develop the skills that are lacking across the workforce, working with universities to ensure that courses include the skills most needed. The use of live briefs is an effective way to promote the profession effectively and give students a realistic expectation of the type of work that they will undertake in the workplace. Practitioners are also provided with an opportunity to learn from engagement with students and universities.

c. Career days

The FCN Workforce Recruitment and Retention Workstream has created a career day event for universities and law enforcement organisations to address the challenges of realistic promotion of the profession and diversity in recruitment.

Recruitment challenges in Forensic Science

Forensic Science is facing specific challenges in relation to recruitment currently, particularly for digital forensic and toxicology roles, where recruitment can also be a challenge. The community also has the challenge to recruit to all roles from underrepresented groups, particularly from the minority ethnic community.

The forensic science workforce is recruited through multiple routes. Feedback from recruitment processes highlight many areas where students are deficient in their knowledge and ability, including in completion of application forms, and performance at interview and assessment centres.

How can we address these challenges?

An area that has been identified by the community, is the need to promote forensic professions in a more attractive way. It is important that we present all roles in Forensic Science to the workforce of the future, in a realistic way; including information from recruitment processes to a provide a more accurate representation of what all roles involve, including details from those currently employed.

This can include the use of social media, advertising campaigns, professional websites, as well as university recruitment events, career days and employability events.

A significant proportion of the new Forensic workforce is recruited from universities and other educational institutions and any activities that can be focused in these areas will be beneficial to forensic employers. The inclusion of guest lectures, long-term and short-term placements, work experience and live briefs are all positive activities and would help to provide students with a more 'true-to-life' perception of forensic science roles.

Why do we need Forensic Science career days?

Feedback from employers often makes reference to the poor quality of application forms received from graduates and the poor performance at assessment centres and interviews. Interventions by employers and working in partnership with Higher Education Institutes can

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address this by including an input from those involved in police recruitment, in university career and employability events. Collaboration between academics, practitioners and recruitment/career specialists can work to address these problems.

A template for university career days is attached at Appendix F.

8. Learning from the Community

There has been learning in the community from involvement in partnerships and some of the key points are below.

1. Involve those who will be working in the partnership in the design phase
2. If there is a transactional relationship ensure that targets are achievable and will not impact service delivery.
3. Have clear parameters set for each organisation
4. Include clear aims and objectives
5. Ensure that there is an obvious benefit to all organisations included.
6. Don't over complicate things and be flexible in the approach..
7. Have clear KPI's– Student experience, Research, Professional competence, Training, Improve operational delivery
8. Ensure there are adequate resources in place.
9. There will need to be engagement from staff at all levels and recognition of their input.
10. Include unions, HR, and other interested parties from the start

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9. Case studies

Case Study 1



Forensic Innovation Centre, collaboration between University of Portsmouth and Hampshire Constabulary.

The Forensic Innovation Centre (FIC) is a partnership between the University of Portsmouth and Hampshire Constabulary, through which students and academics from the university work alongside practitioners in all areas of forensic investigative practice and the surrounding areas. The first of its kind, the Forensic Innovation Centre merges day-to-day forensic activity with research and education on a university campus. It was designed to provide the ideal environment for research, practice and education in forensic investigation. The course content taught at the FIC, whether at undergraduate or master's level, is informed through research and partnerships with professional bodies.

Overview of our first paid placement

Digital Forensics Group Phone Examination Unit hosted a University of Portsmouth Undergraduate student on a paid placement for academic year 2021/22.

- The placement was full time from September for a year.
- The student worked weekdays with the team.
- Standard police staff vetted.
- Collar number and ID card issued.
- The student was issued with a force laptop which was requested through ICT.
- The student's UoP supervisor was a useful point to help ensure the student was happy with the workplace and meeting UoP expectations of work completed.

The student completed work in line with other equivalent role holders here – Digital Forensics Technician. The student's feedback below shows the significant experience that was achieved.

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Study at the FIC gives students an invaluable opportunity to learn from expert specialist practitioners on internships and placements.

The FIC has a two-way relationship with Police experts. While using their position as honorary lecturers to mentor and educate students, they also receive mentor training from us. This vocational mentorship provides students with the networking, knowledge and experience that they need to succeed in this field. Study at the FIC is informed by actual police work, ensuring that students can confidently apply what they learn directly to their policing careers.

Feedback from the Student:

“Going into my placement at Hampshire Constabulary I was unsure of what I was going to be doing however the training, planning and friendliness of the team made the transition into the job enjoyable. During my time I was given the opportunity to experience a wide range of tasks. I helped with the admin side of the job dealing with outsource returns and tasks such as helping to validate tools and equipment that was used. I also got to see a lot of the technical side of the job shadowing DFI’s and using a lot of equipment that you would not normally get to use. I would definitely recommend going for this placement there are many advantages such as learning a lot of skills that will help with future careers and as a bonus the pay is really good”.

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Feedback from a student on a year-long unpaid placement:

“My experience working with the force certainly changed what pre-existing perceptions I had regarding the workplace ethos of organisational policing. The main surprise was the sheer amount of effort that is put behind the work that is completed behind the veil of operational policing. Where I was working within the Corporate Command, I had the opportunity to witness how each of the many teams worked in tandem with each other, sharing data for purposes such as analysis, development and research. Not only did the scale of organisational policing surprise me, but how it is subject to constant change. In my opinion, this reflects how a public facing entity such as the police will always need to evolve in order to represent the community that it serves. I would certainly recommend pursuing a yearlong placement with Hampshire Constabulary as I have certainly retained some transferrable skills from my role which I believe will give me a really good head start when looking for a career after I finish with University. Although my time with the force was voluntary, I see this as more of an investment in myself as the experience will absolutely lend itself when I start looking for a career. I feel that this placement has greatly increased my chances of employability within my degree area and has certainly progressed my understanding of both the operational and organisational faces of policing”.

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Case Study 2



The Lancashire Forensic Science Academy (LFSA) is a formal collaboration between Lancashire Constabulary and UCLan, which was established in 2017. The collaboration includes a number of activities including short placements, research projects, guest lecturing and delivery of professional training and CPD.

Structure of the LFSA and collaboration

As discussed above, Lancashire Constabulary employ a number of members of staff to support the work of the LFSA and UCLan, including:

- 2 Academic Forensic Practitioners
- 3 CSI Tutors
- 2 CSM Forensic Trainers
- Business Development Manager
- Forensic Project Manager

These roles are funded as part of the collaborative agreement.

UCLan also employ a number of members of staff including:

- LFSA Manager
- Administrative Support Officer
- Laboratory Technician

In addition, both organisations provide strategic and specialist support to the collaboration, including Chief Officer and Senior Management involvement, finance, HR, legal, vetting, bid writing and other specialist inputs as and when required.

As part of the collaborative agreement, Lancashire Constabulary are also required to deliver a number of practitioner hours to support the LFSA and UCLan. These comprise support for and supervision of placements, guest lecturing and related support, attendance at meetings and other activity related to LFSA or UCLan work.

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Governance

Governance of the LFSA and the collaboration is provided by a Strategic Board, comprising Chief Officers and their equivalent from the university, representatives of the PCC, workstream leads including finance and legal specialists, the LFSA Manager and the Head of Scientific Support. This board meets quarterly.

An Operational Management Group, comprising operational leads from Lancashire Constabulary, UCLan and the LFSA meet bimonthly. Task and finish groups are also often established to address specific needs or issues of the collaboration.

The LFSA has a budget which is contributed to by both organisations and is used to fund kit, consumables, training and other day-to-day running costs of the LFSA.

The LFSA is housed in a suite of purpose-built offices, classrooms and labs at Lancashire Constabulary Headquarters.

Benefits and challenges of the collaboration

The collaboration has delivered a number of benefits to both partners, including support for validation and research, the opportunity to work with students who may subsequently apply for roles within the organisation, work experience and placements for students and the provision of operational and professional training.

However, the complex structure of the collaboration, including the specific transactional requirements around the delivery of hours and staff, and the line management structure of the LFSA have caused a number of challenges to both organisations which have impacted on the realisation of benefits.

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Placements

Students have been able to access a number of different placement opportunities. These include the following:

- One day CSI placements, where students attend real volume crime scenes in partnership with a competent CSI. They are then given the opportunity to practise the techniques witnessed for themselves in scene houses, under the supervision of the CSI. One of the main benefits of this identified by students is the opportunity to engage with victims of crime & understand the skills required for this aspect of the role.
- One- or two-week work experience placements. Students attend a unit such as the fingerprint bureau or footwear unit and work alongside practitioners, observing a typical working day, learning some basic tasks & possibly trying their hand at mock cases and competence or aptitude tests.
- Longer placements or regular one day a week placements to work on validation or supporting activity. These have included validation of new equipment in the drugs laboratory, studies on enhancement techniques and wear in the footwear unit and supporting units with administrative tasks such as pagination and exhibit return.
- Internships. These are paid, either by the university or by both organisations. They have provided recent graduates to work part-time for a fixed period, usually 6 months on a specific project such as validation of methods for accreditation or ground truth database creation.

Research Projects

Students have worked with forensic specialists on both undergraduate and Masters research projects. These have included projects where the student works within the force using equipment and kit for their research or remotely using force expertise and data to help with their project. Research may be on a practical, operational technique, to evaluate a number of different options for technology or on a related issue such as staff wellbeing and the impact of scene attendance on mental health and resilience.

This area of the collaboration is evolving and is a priority of the LFSA Manager and the Strategic Board. There is currently work being undertaken to identify opportunities to deliver more and better research including the recruitment of Postgraduate Research Assistants or PhD students.

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Guest lecturing

As part of the collaborative agreement, Lancashire Constabulary provides a number of dedicated staff to work with the LFSA and/or UCLan. These include the following:

- Two Academic Forensic Practitioners, who work for 6 months at UCLan as a lecturer in their specialism and for 6 months with the constabulary to maintain their competence and currency
- Three CSI Tutors, who deliver CSI placements and workshops, support practical sessions and tutorials on undergraduate degree courses and provide advice and guidance on careers, including interview and application techniques. The CSI Tutors have also developed and deliver an undergraduate module on professional practice to second year students, with associated practical sessions and tutorials. The CSI Tutors are released from their LFSA duties periodically to attend training and conduct operational duties in order to maintain their competence.
- Ad hoc support from other forensic specialists, providing inputs into undergraduate lectures, reviewing material for Academic staff, facilitating practical sessions and delivering short modules on specific topics.

Professional training and CPD

As well as academic activities, the LFSA delivers a range of professional training and CPD. This includes CSI training courses including CSI stages 1&2, CSM and CSC training, as well as more specialist training such as forensic botany, cognitive bias, blood pattern analysis and sexual offence training. This training is predominantly aimed at forensic practitioners or non-forensic officers in forces and partner organisations. The LFSA also delivers workshops for members of the public, including children on forensic science and CSI activities and supports careers fairs in the Northwest region.

The CSI training is delivered and developed by two CSM Forensic Trainers, with support from the CSI Tutors and forensic and police specialists from the Constabulary. The CSM Forensic Trainers are released from their LFSA duties periodically to attend training and conduct operational duties in order to maintain their competence.

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Case Study 3



Safer Communities through Forensic Excellence



Staffordshire Forensic Partnership, a tripartite relationship between the Commissioner for Staffordshire, Staffordshire Police and Staffordshire University.

It was formalised in 2016 and in 2021 the parties agreed to collaborate via a legal agreement for an initial period of five years.

The executive leads are the Chief Executive from the Commissioner’s Office, an Assistant Chief Constable with responsibility for Forensics and the Executive Dean for the School of Justice, Security and Sustainability. These sit on a strategic programme board that meets quarterly to give direction and set objectives. Under this layer of management there are senior business leads from both the police and the university who assist in the day to day running of the partnership.

There is a coordinator who is employed by the police for three days a week although the university contribute 50% of their wages. Line management of the coordinator falls to a senior business lead from Police Forensics.

Volunteers are chosen from both Police Forensics and the Forensics department at the university to act as leads in their various areas of forensics which cover digital, crime scenes and traditional forensics. These staff number around 8 or so from each partner.

The partnership currently has three leads from the police who are graduates of the university and two of whom did placements with the partnership. Their role is to provide a link to the wider forensic teams as well as suggesting research projects, leading student placements where appropriate and working with colleagues from across forensics to deliver solutions to day to day problems.

The University provide admin support as do the police in equal measure and of course Police vetting teams are heavily involved especially as regards student placements.

Lastly the partnership has what is termed a ‘visiting academic’ role where an academic from the university is given ½ a day a week to devote to the partnership. They are vetted and given access to police IT with a view to working alongside forensic specialists to better understand their day-to-day issues, to develop research proposals and look at how to move research on to a practical impact.

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Student Employability

The partnership has won two awards through the university for its collaborative work that benefits student employability. The university holds the partnership in high esteem and sees it as a unique selling point to potential students looking to study for a degree in forensics.

Whilst opportunities are finite, final year students get the opportunity to volunteer for a 6-week summer placement working on a research project set by the police prior to graduation. MSc students get opportunities to work for 13 weeks with forensic specialists as part of their qualification and more recently the partnership is starting to offer students opportunities to base their final year project on a research topic set by police forensics and supported by the various leads.

Additionally, the partnership is currently working with four PHD students at various stages of their research looking at areas of interest to the police. The awards won by the university are testament to the impact these opportunities have on student employability along with the sheer volume of students who study at the university and go on to have careers in forensics whether for public bodies like the police or HMRC or with private forensic services providers.

Students are additionally supported by the partnership holding careers events where former students come back to describe their journey into forensics, giving advice and tips as well as potential employers giving advice and guidance on their respective processes. These have been well received by the students and have provided a template for other areas of the university to put on similar events.

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Placement Projects – some examples

Over the years there have been something like 70 plus students who have carried out placements with the force. These placements have been in the main research projects with those more recently set by the police with a practical link to day-to-day forensic operations or to deal with a perceived problem or as is often the case in the digital world a new or emerging threat in terms of a device or software to be examined.

Some brief examples are as follows:

In 2019 the force was considering purchasing some Forensic Investigation Torches and whilst they had testimonials from a number of forces there wasn't any practical experience within the force as to their value and use. A set of torches were loaned and a student on a 6-week placement carried out a series of controlled experiments in various environments with the torches. They presented their findings via a presentation and also submitted a comprehensive report. The result was that the force had the evidence to support a five-figure purchase and the torches were therefore purchased.

In 2020 and despite COVID restrictions a student did a summer long placement working with the force and NABIS looking at the forces processes as regards firearms seizures and sought to highlight areas of improvement. The report was well received and was supported by a leading academic in this area. The work allowed for a strong relationship to be developed between the partnership and NABIS and subsequently the university has supported further work with NABIS as a result.

Another student working with a Forensic Investigator authored the forces validation document for the use of Chemgene at volume crime scenes.

In 2021 as part of their MSCi awards three students carried out quite impactful research projects across police forensics. One looked at the crime scene lights used by Forensic Investigators and compared them to competitors in a variety of situations. The subsequent report supported ongoing validation work. Another looked at how to clean mobile devices before examination to reduce the risk of infection etc to staff which was topical as it was in the middle of COVID. The outcome of their research and experiments have been used by Digital Forensic Unit staff to inform their working practises. Lastly, a student created a variety of presentations after research surveys to better inform staff in a variety of roles as to the service offered by forensics to officers as regards the footwear service provided by the force.

2022 saw two MSCi students providing valuable research to the force. One looked at the Securtec cocaine drug testing kits experimenting with purity of drug, sample size and environmental factors to overcome some concerns that the test kits might be giving false positive / negative results.

The outcome showed the kits were sound but the student made a number of recommendations as regards how the kits were used and improvements in the design of the kits themselves. These were shared internally with the force and also with the FCN.

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Another student looked at the GoodSam app. It was known to Staffordshire police but wasn't at that time part of any potential development work.

The placement saw research conducted across the country gathering insights of forces already using the software and also from the suppliers themselves. The subsequent report and presentation to the forces Evidence Based Practise board saw the awareness of the app grow within the force to such an extent that there are currently ongoing scoping studies looking at the app and how it can support many areas across the force.

The summer of 2022 saw work carried out in support of an ongoing focus into forensic awareness amongst police officers with a project to create pictorial guidance around packaging and an evaluation of an app to assist officers.

Another student carried out a DNA project looking at trace DNA from steering wheels on cars and the most effective method of recovering same. The results were used to inform ongoing validation work. Another student carried out research with the Digital Forensic Unit looking at instant messaging apps and how best to retrieve data from them. Their work has been shared across the team to give them a better idea of the process to be followed and which tool works best with what software.

The partnership has also collaborated with the computing department at the university looking at the role apps have in supporting police teams in areas of forensic awareness and with the police are currently exploring how the university computing department can play a greater role in collaborative working.

Guest Lecturing and Benefits for Police Staff.

Police forensic specialists attend lectures on a regular basis to give insight to students. These are mainly from Digital Forensics and Forensic Investigations. Additionally, as part of CPD police staff can and do attend lectures that are relevant to their role which is offered to the police for no charge. However, this isn't to say that the police staff can attend a whole series of lectures or obtain a qualification as a result.

However, the University have also offered a generous discount to police staff wishing to formally study for a degree within forensics at the university. Another benefit of the partnership to police staff is the opportunity to sit for at no cost the various Microsoft and Adobe specialist digital skills qualifications and staff are given time to complete these where appropriate.

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10. Acknowledgements

This document has been created with the input and support from all members of the FCN Workforce Strategy Education and Training workstream and members of the forensic community with experience of partnership working.

Thank you to all of those who contributed. With particular thanks to the Forensic Innovation Centre (University of Portsmouth and Hampshire Constabulary), The Lancashire Forensic Science Academy (University of Central Lancashire and Lancashire Constabulary) and the Staffordshire Forensic Partnership (University of Staffordshire and Staffordshire Constabulary) for contributing their case studies and sharing their experiences.

Thank you to Simon Cullen, FCN, for the spreadsheet to review activities, and FCN colleagues for their assistance creating this document.

11. Useful links and references

[Guide to setting up partnerships - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/partnerships)

[Partnership models guide - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/partnership-models)

[Guide to writing a memorandum of understanding \(MOU\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/memorandum-of-understanding)

[Police-academic collaborations | College of Policing](#)

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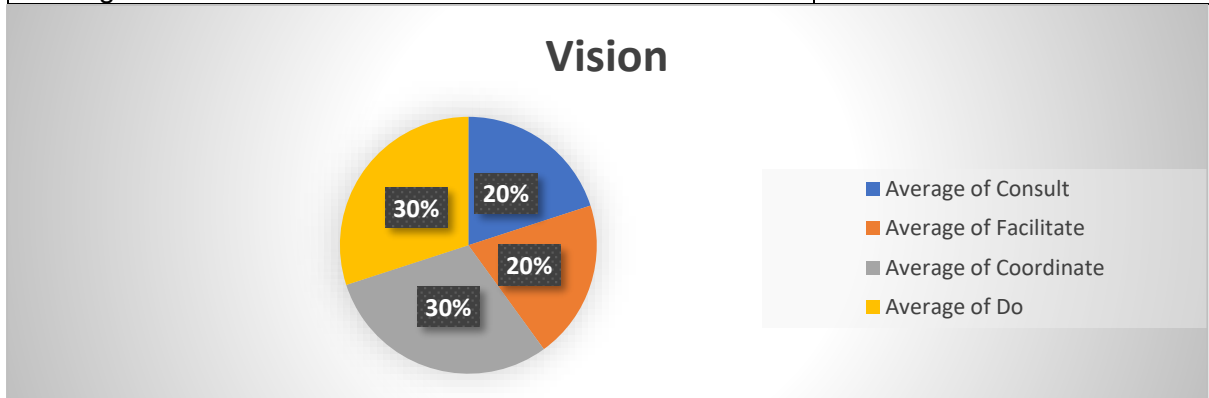
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APPENDICES
Appendix A - Spreadsheet to review activities
Vision

Who	Consult	Facilitate	Coordinate	Do	Sum
Person 1	15%	25%	30%	30%	100%
Person 2	50%	20%	20%	10%	100%
Person 3	5%	5%	10%	80%	100%

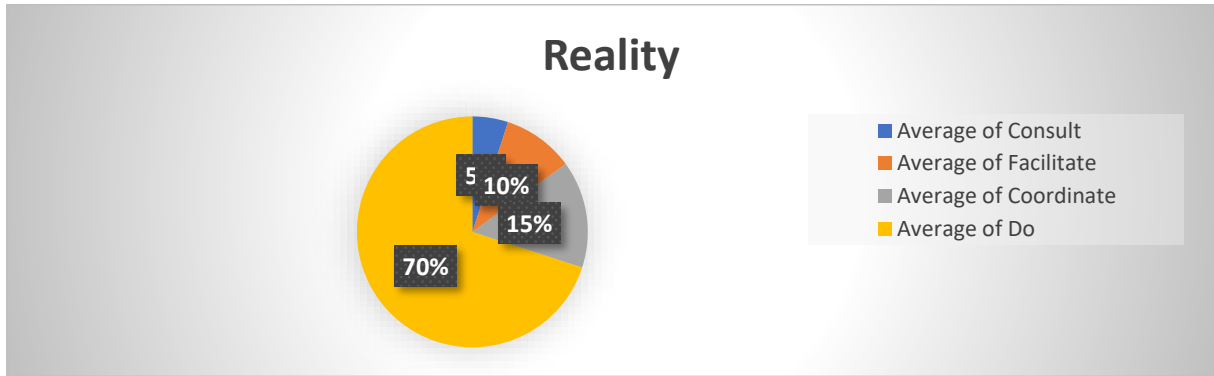
Values	
Average of Consult	20%
Average of Facilitate	20%
Average of Coordinate	30%
Average of Do	30%


Reality

Workstream	Consult	Facilitate	Coordinate	Do	Sum
Action 1	0%	0%	0%	100%	100%
Action 2	30%	30%	25%	15%	100%
Action 3	25%	25%	25%	25%	100%
Action 4	10%	20%	40%	30%	100%

Values	
Average of Consult	20%
Average of Facilitate	20%
Average of Coordinate	30%
Average of Do	30%

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Appendix B – example contract

THIS AGREEMENT dated [.....] is made

BETWEEN:

- Name and address of 1st party
- Name and address of 2nd party
-
- DEFINITIONS

In this Agreement the following expressions have the meaning set opposite:

This Agreement: this document, including its schedule, as amended from time to time

Background:

Confidential Information:

Effective Date:

Funding:

Data management practices:

Intellectual property:

Key personnel involved:

Know-how:

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Location:

Purpose:

Period:

Results:

- **THE PARTNERSHIP**

- Dates
- Personnel involved and duties
- Details of structure of partnership
- Responsibilities of each party
- Ethics, consent, approvals etc of each party and all involved
- All parties have authorisation to enter into the agreement
- What reports/outputs will be generated

- **FUNDING/SHARED RESOURCES**

- Who pays for what and how?
- Any external funding?
- Shared Resources
- Shared facilities

- **DATA MANAGEMENT**

4.1 To include organisational practices

- **INTELLECTUAL PROPERTY**

- The IP will remain the property of.....
- What rights does each partner have?
- What rights does each partner give to the other?

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- How are the IP rights registered?
- Any other info.
- **ANTI BRIBERY**

6.1 Inclusion of force and university anti-bribery policy and regulation.

- **PUBLICATION OF RESULTS**
- Who has these rights?
- **CONFIDENTIALITY**
- Clarify the terms
- Disclosure to 3rd party
- Breach of obligation
- Response to FOIA requests. If the partnership receives a Freedom of Information Act 2000 request to disclose any information that, under this agreement, is the Sponsor's Confidential Information, it will notify the Sponsor and will consult with the Sponsor promptly and before making any disclosure under that Act. The Sponsor will respond within 10 days of receiving the notice to determine whether an exemption to the Freedom of Information Act applies to the information requested under that Act.
- Neither party will use the others name or logo without first obtaining the others written consent, except in official reports or publications relating to the partnership.
- **LIMITATION OF LIABILITY**
- **FORCE MAJEURE**
- If the Performance by any of the parties of the obligations under this agreement is delayed or prevented by circumstances beyond its reasonable control, that party will not be in breach of the agreement because of that delay in performance. However, if the delay is more than 6 months, the other party may terminate this Agreement with immediate effect by giving written notice.
- **TERMINATION**
- State grounds for termination of the agreement. Methods etc.
- What constitutes a breach of contract?

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- **GENERAL/OTHER**

Signatures from both organisations

Appendix C – Example collaboration agreement

Sample agreement between a Police Forensic Services department and a University

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- 1 Definitions and interpretation
- 2 Performance of the Objectives
- 3 Management of the Collaboration
- 4 Exclusivity
- 5 Ownership and use of intellectual property
- 6 Confidentiality
- 7 Warranty and indemnity
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- 9 Disputes
- 10 Data Protection
- 11 Freedom of information and transparency
- 12 Transfer and assignment
- 13 No partnership or agency
- 14 Variation
- 15 Severance
- 16 Notices
- 17 Contracts (Rights of Third Parties) Act 1999

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	Schedule 7 Information Security and vetting obligations	27

THIS AGREEMENT is made on [date]

PARTIES

Police Fire and Crime Commissioner/Police and Crime Commissioner

The Chief Constable of Police

University

(together the “**Parties**” and each a “**Party**”)

BACKGROUND

The Parties wish to collaborate in a broad programme of research and development activities across various fields of forensic science. The principal objectives of the collaboration include (but are not limited to) the following:

the creation of a dynamic and responsive forensic science service, which fuses the forensic science skills and expertise of both the University and Police.

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the application of that expertise across the wider criminal justice process to support the prevention, investigation, detection and prosecution of criminal offences.

introduction of vocational training opportunities for students, to enable them to obtain practical experience of how forensic science skills are applied in the workplace;

introduction of work-based training opportunities for officers and police staff, to alert staff to new and innovative developments in forensic science and cutting-edge research undertaken by the University;

the implementation of various collaborative projects and activities to exploit research and development opportunities and thereby develop and consolidate the forensic science skills and expertise of both the University and Police;

the wider promotion of forensic science and its contribution to the criminal justice process; and

such other objectives as may be agreed by the Programme Board from time to time;

(together "**the Objectives**").

The collaborative arrangements proposed under this Agreement are intended to deliver a broad range of benefits to each of the Parties. In particular, it is anticipated that Police will derive benefit from enhanced practical and operational capabilities, whilst the University will derive benefit from enhanced educational opportunities.

The Parties have further agreed that, unless otherwise agreed in writing, Police and the University shall be the legal and equitable tenants in common of the Foreground Technology (and any other Intellectual Property Rights otherwise arising under or in connection with this Agreement) on a 50:50 basis.

THE PARTIES AGREE:

1. Definitions and interpretation

1. In this Agreement, the following definitions shall apply unless the context requires otherwise

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Background Technology	means any and all Intellectual Property Rights acquired by the relevant Party or for the proper use of the Foreground Technology;
Business Day	means a day, other than a Saturday, Sunday or public holiday in England, when banks in London are open for business;
Chairman	means the chairman of the (Programme/Governance Board or other body), which role shall be held by the (insert applicable person) of Police from time to time;
Confidentiality Agreement	means the non-disclosure agreement between Police and those of the University's Personnel to whom Confidential Information belonging to Police is disclosed under this Agreement;
Confidential Information	means the confidential information (can include more detail in an appendix) (Confidentiality) and which, for the avoidance of doubt, includes the Police Information;
Data Protection Laws	has the meaning as defined in (add these as an appendix) to this Agreement;
Effective Date	means the date of execution of this Agreement;
Foreground Technology	means any and all Intellectual Property Rights in or related to outcomes generated or acquired through the partnership, performed by either Party to deliver the Objectives, including but not limited to any documents, processes, formulae, data, drawings, designs, models, trade secrets, know-how, software, inventions, prototypes and/or tools, whether or not protected by intellectual and/or industrial property right; developed specifically for or in the course of the Collaboration under this Agreement, but in each case excluding any Background Technology;
Intellectual Property Rights	means all patent rights, design rights, utility models, rights in computer software, database rights, moral rights, copyright, rights in inventions, rights in know-how, confidential information and trade secrets, unfair competition rights, in each case whether registered or unregistered and including applications for and

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renewals or extensions of such rights and any other similar or analogous right or form of protection in any country in the world, together with the right to apply for registration of such rights but shall not, unless otherwise agreed, be deemed to include the trademarks of each Party;

Key Personnel **Include key personnel for your collaboration.**

Police Information means any information which is held by the Chief Constable and/or the Commissioner in whatever form and which is marked as either Official or Official Sensitive under the Government Security Classifications and/or which the Chief Constable and/or the Commissioner considers as either Official or Official Sensitive and shall include details of any and all police investigations, methods of operation, preventative programmes, detection rates, prosecution data, tactics or briefings, in each case whether involving the Chief Constable and/or any other police force or partner agency, or any operational interactions, co-operations or collaborations between the Chief Constable and any other police force or partner agency and any information (in whatever form) relating to the Chief Constable’s training programmes, the deployment of his officers, his means of communication, and any other information of whatever nature which relates to or concerns wider strategic policing matters;

Programme Board means the committee charged with overall direction, financial control, governance, and general oversight of the **Collaboration (can be further outlined in an appendix)**

Projects means the various collaborative projects and activities jointly undertaken by Police and the University under this Agreement, **(further details can be included in an appendix);**

Senior Business Leads **Role’s dependant upon your structure**

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Senior Stakeholders	means those senior managers from within each Party with an interest in the delivery of the Collaboration (can be further outlined in an appendix and will depend upon your collaboration);
Collaboration	means the overarching collaborative programme established under this Agreement, which comprises (include what your agreement comprises e.g., Educational, research etc) for both Police and the University to enhance and consolidate their expertise and reputation in forensic science;
Co-ordinator	If there is one in place, may be a partnership manager.
Personnel	means any employees, officers, students, contractors, agents, representatives or advisers of a Party or Parties who are engaged in the Collaboration;
Police	means the Commissioner and/or the Chief Constable (in each case, as appropriate in the circumstances);
Strategic Business Leads	means those heads of department charged with day-to-day oversight of the Collaboration, responsible for resourcing and staffing issues and delivery of the Objectives (this is dependent upon your structure and can be included further in an appendix);
Work Stream Leads	means those persons with an interest or expertise in a specific Work Stream who are responsible for delivering Work Stream projects in support of the Objective (this is dependent upon your structure and can be included further in an appendix);
Work Streams	means the various broad categories of research and development across which the Parties collaborate from time-to-time under the Collaboration. (This is dependent upon your structure and can be included further in an appendix);

2. In this Agreement (except where context requires otherwise):

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1. any reference to a 'clause' or to a 'Schedule' is to a clause or to a Schedule of or to this Agreement.
2. the index and clause headings are included for convenience only and shall not affect the interpretation of this Agreement.
3. use of the singular includes the plural and vice versa.
4. any reference to a statute, statutory provision or subordinate legislation ('legislation') shall be construed as referring to:
 1. such legislation as amended and in force from time to time and to any such legislation which (either with or without modification) re-enacts, consolidates or enacts in rewritten form any such legislation; and
 2. any former legislation which it re-enacts, consolidates or enacts in written form

provided that in the case of those matters which fall within clause 4(1) above, as between the Parties, no such amendment or modification shall apply for the purposes of this Agreement to the extent that it would impose any new or extended obligation, liability or restriction on, or otherwise adversely affect the rights of, any Party unless expressly agreed or otherwise provided herein;

5. any phrase introduced by the terms 'including', 'include', 'in particular' or any similar expression shall be construed as illustrative and shall not limit the sense of the words preceding those terms;

any reference to any other document is a reference to that other document as amended, varied, supplemented or novated (in each case, other than in breach of the provisions of this Agreement) at any time.

2. Performance of the Objectives

1. The Parties shall endeavour to perform their respective obligations under this Agreement within the timescales envisaged in Schedule 1 and in accordance with the budget proposed and approved from time

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to time by the Strategic Business Leads and the Programme Board respectively, further details of which are set out in Schedule 3.

2. The principal tasks and resources to be contributed to the Collaboration by each Party are set out in Schedule 4. The precise scope of the contribution of each Party shall be as approved from time to time by the Programme/Governance Board.
3. Schedule 1 sets out details of the collaborative activities agreed between the Parties and subsisting as at the date of this Agreement. The Parties agree that Schedule 1 may be amended by mutual written agreement at any time, either to alter any Project or to add further Projects. Any further Projects shall be carried out subject to the terms and conditions of this Agreement.
4. Each of the Parties undertakes that, in performance of its obligations under this Agreement, it shall:
 1. co-operate fully and in good faith with the other Parties as required for the wider purposes of Collaboration and/ or to meet the Objectives;
 2. make available to the other Parties any Background Technology and any relevant know-how, data, documentation and other materials or information, which it owns or in which it holds the necessary rights, which is developed as part of the Collaboration or which another Party may reasonably require properly to carry out its own respective obligations under this Agreement;
 3. only allocate staff to the Collaboration who are properly qualified, skilled and experienced in the work to be carried out;
 4. carry out its obligations under Schedule 1 (or as laid down from time to time by the Programme/Governance Board) in a proper, workmanlike and substantial manner in accordance

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- with good industry practice and use all reasonable endeavours to achieve any milestones set out in Schedule 1;
5. take all necessary steps to ensure that in complying with its various obligations under this Agreement it does not infringe or cause any other Party to infringe the Intellectual Property Rights of any third party;
 6. perform its obligations in compliance with all applicable laws, regulations and codes of practice;
 7. ensure that any of its Personnel who are visiting or carrying out duties at the premises of another Party in connection with the Collaboration comply fully with all health, safety and security arrangements in force at such premises;
 8. (in the case of the University only) ensure that each of any of its Personnel whose role meets the criteria for vetting in accordance with the College of Policing Vetting Code of Practice and Authorised Professional Practice in connection with the Collaboration has first been security vetted to the necessary standard required by Police under Schedule 7 and that such security vetting is maintained throughout the duration of this Agreement;
 9. not enter into a sub-contract with any third party for the performance of any of its obligations under this Agreement, without the express written consent of the other Parties;
 10. not make any commitment to any third party which binds or affects, or purports to bind or affect the other Parties unless expressly authorised in the agreed budget, or expressly authorised in writing by the Programme Board. No Party has authority to pledge the credit of, nor incur any financial liability or indebtedness on behalf of the other Parties; and

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11. contribute the sums required by the approved budget no later than the date required in accordance with the agreed spending programme.
5. Save as expressly provided in the agreed budget (as detailed in Schedule 3 and as updated from time to time), each Party shall bear its own costs of the work it carries out in relation to the Collaboration, including all labour costs. The Parties shall discuss and agree in advance of the commencement of (and, where necessary, during) each new Project their respective responsibilities for the costs of materials and samples, and any costs relating to the procurement or conversion of machinery or equipment. Each Party, where appropriate, shall submit invoices together with relevant receipts and such invoices shall be settled within thirty days of receipt.
6. The Collaboration shall be carried out (include location of all locations where the partnership will take place).
7. Each Party shall procure that properly qualified representatives of the other Parties (and in the case of the University, properly vetted to a level which satisfies the requirements of Police under Schedule 7) are permitted reasonable access to any premises in which work on the Collaboration is being carried out and that personnel engaged in work on the Collaboration shall provide all co-operation and data reasonably required by such representatives in relation to the Collaboration.
8. Each Party shall prepare and submit to each meeting of the Programme Board a full and accurate report on the work carried out under the Collaboration and its progress towards the milestones set out in Schedule 1.

3. **Management of the Collaboration**

1. **General**

During the term of this Agreement, the Parties agree to organise the strategic co-ordination and decision-making process for the Collaboration through the

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Programme/Governance (Board include here how your local structure will work and report).

2. Programme/Governance Board

1. Constitution of the Programme/Governance Board

1. Include roles of all who will be a part of the programme/governance board.
2. Each Party shall from time to time be entitled at its absolute discretion to remove and replace any member of the Programme/Governance Board it has appointed.
3. The Programme/Governance Board shall be chaired by the Chairman.
4. The Programme/Governance Board shall meet as required for the purposes of the Collaboration but at least once every three months. It may be convened by any member upon 15 Business Days' prior notice except in case of urgent matters as determined by the Chairman, when it can be convened earlier.
5. Decisions of the Programme/Governance Board shall be by consensus only and no decision shall be reached without the agreement of all Parties. The Programme/Governance Board shall maintain complete and accurate minutes of its meetings, which shall then be sent to all Parties.

Role of the Programme/Governance Board

The Programme/Governance Board will perform, among other things, the following functions:

6. to provide governance to the Collaboration, determine strategic direction and review progress against the Objectives;
7. to review and agree major changes to the Collaboration and to existing Projects and/ or the Objectives;

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8. to consider new Projects proposed and/ or solutions to any issues arising;
9. to resolve any matters referred to it;
10. to review and approve all annual budgets; and
11. to agree the quality targets and cost reduction targets.

Strategic Business Leads (Depends upon structure of your partnership).

Constitution of the Strategic Business Leads

12. The Strategic Business Leads shall consist of (Include whoever is relevant to your collaboration).
13. The Strategic Business Leads shall meet in committee as required for the development of the Collaboration. Other non-permanent representatives of each Party may attend these committee meetings according to needs raised by current Projects.
14. Each of Police and the University shall be entitled to remove and replace any Strategic Business Lead(s) which it has appointed by notice in writing to the other Parties.
15. The Strategic Business Leads shall meet on a regular basis and at least once every quarter for ongoing activities (such as review of progress under the respective Work Streams, review of existing Projects, consideration of future Projects and/ or resolution of any outstanding issues). Decisions of the Strategic Business Leads shall be by consensus and no decision shall be reached without the agreement of Strategic Business Leads from both Police and the University.
16. Police and the University shall use all reasonable endeavours to ensure that the consensus mechanism for reaching a decision shall not delay either any Project timelines (as outlined in Schedule 1) or the progress of

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Collaboration more generally. Any disputes shall be referred to the Programme Board.

17. Minutes of each meeting of the Strategic Business Leads shall be signed by a representative of Police and by a representative of the University and shall be forwarded to all Parties.
18. For periodic activities (such as adjustment to the terms of existing Projects or the commencement of new Projects), the Strategic Business Leads shall meet as needed.

Role of the Strategic Business Leads (Depends upon structure of your partnership).

19. The Strategic Business Leads shall be in charge of general implementation arrangements in respect of this Agreement including, but not limited to, the following:
 1. The coordination of, among other things, the following activities:
 1. providing an overview of the Collaboration programme;
 2. resourcing of the Collaboration programme;
 3. staffing and personnel issues for the Collaboration programme;
 4. delivery of the Collaboration Projects and other initiatives and delivery of its vision and Objectives;
 5. planning and proposing Project evolutions and new Projects;
 6. Project scheduling and recommending changes to the timescales and programme outlined in Schedule 1 where necessary;
 7. research programming, design and development of the Collaboration programme, technical data and support and compliance with regulations;
 8. development of common process and procedure;
 9. quality targets, follow-up and resolution of quality problems;
 10. warranty issues, service criteria, technical data and diagnostics;

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11. review and tracking of Collaboration costs and the relevant constituent elements;
12. preparing draft budgets and spending projections;
13. forecast and review of investment and expenses; and
14. developing and submitting to the Programme Board proposed solutions to any unforeseen technical, scientific or regulatory issues which may arise during the Collaboration;
 2. setting-up working groups as they deem necessary, defining their scope and level of authority and managing them by giving instructions and recommendations whenever necessary for the performance of the above functions;
 3. identifying and agreeing in writing on behalf of the Parties any Background Technology used, or to be used, in performing any Project or activity and the owner of the same, prior to or as soon as reasonably practicable following its disclosure in the course of any such Project or activity;
 4. identifying and agreeing in writing on behalf of the Parties any jointly owned Foreground Technology created or developed, or to be created or developed, in the course of any Project or activity prior to or as soon as reasonably practicable following creation or development of the same in the course of any Project or activity;
 5. discussing and arbitrating and seeking to resolve any issues or conflicts arising and, wherever necessary, referring all such issues which are outside their ordinary authority (or which are

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otherwise insurmountable) to the Programme Board; and

6. such other matters as may be agreed between the Parties from time to time.

3. Senior Business Leads (Depends upon structure of your partnership).

1. The Senior Business Leads shall be responsible for the day-to-day management of the Collaboration programme within and on behalf of Police and the University respectively and such other matters as may be agreed between the Parties from time to time.
2. The Senior Business Leads shall also be responsible for the day-to-day management of the Co-ordinator.
3. The Senior Business Leads shall meet formally on a regular basis, (at least every six months) and shall be responsible for the day-to-day implementation and delivery of the Collaboration programme against the Objectives and day to day liaison between Police and the University.
4. All decisions of the Senior Business Leads shall be made by consensus and no decision shall be reached without the agreement of Strategic Business Leads from both Police and the University. Any deadlocks shall be resolved at the level of the Strategic Business Leads, or failing that, at the level of the Programme Board.

4. Co-ordinator (may be called something else in your partnership)

1. The Co-ordinator is responsible for managing any administrative and organisational matters which may routinely arise in the delivery of the Collaboration programme, including the co-ordination and organisation of Work Stream meetings and projects, attending and reporting progress to Senior Business Leads and to the Programme Board.

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2. **Include who employs this role and their purpose**

5. **Work Stream Leads (Depends upon structure of your partnership).**
 1. The Work Streams are a number of broad categories of research and development across which the Parties collaborate under the Collaboration programme. Work Stream Leads will be representatives of Police and the University with an interest or expertise in each specific Work Stream area.
 2. Each Work Stream will have a minimum of two Work Stream Leads from each of Police and the University (meaning a minimum of four Work Stream Leads in total for each Work Stream).
 3. Work Stream Leads shall be responsible for the day-to-day research and development activities of the relevant Work Stream and shall deliver Projects and other activities within that Work Stream in support of wider Collaboration.
 4. The Work Stream Leads for each Work Stream shall meet regularly (at least once every six months) to discuss routine and periodic activities and in addition shall attend quarterly meeting to prepare progress updates and reports relating to their specific Work Stream to present to Senior Business Leads and/or Strategic Business Leads as required.

6. **Senior Stakeholders**
 1. Senior Stakeholders include all senior managers from each of the Parties with an interest in the delivery of the Collaboration programme. No formal meeting structure is in place for Senior Stakeholders, although they can attend any other Collaboration meetings wherever appropriate.

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4. **Exclusivity**

1. Each Party undertakes to the others that it will not, during the continuation of this Agreement and the Collaboration, carry out or participate in any research and development project in the same field as the Collaboration in relation to projects or activities the same as or substantially similar to any Projects or activities undertaken by or in the course of Collaboration, whether alone or in co-operation with a third party, without the express written consent of the other Parties, such consent not to be unreasonably withheld or delayed.

5. **Ownership and use of intellectual property**

1. Subject to clause 6, each Party shall give full disclosure to the other Parties of all Background Technology owned or licensed by it which is relevant to the Collaboration.
2. All Background Technology is and shall remain the exclusive property of the Party owning it (or, where applicable, the third party from whom its right to use the Background Technology has derived).
3. Police hereby grants the University a royalty-free non-exclusive license to use its Background Technology exclusively in connection with the Foreground Technology and for the sole purposes of pursuing the Collaboration and using and exploiting the Foreground Technology.
4. The University hereby grants Police a royalty-free non-exclusive license to use its Background Technology exclusively in connection with the Foreground Technology and for the sole purposes of pursuing the Collaboration and using and exploiting the Foreground Technology.
5. Unless otherwise agreed in writing, Police and the University shall be the legal and equitable tenants in common of the Foreground Technology on a 50:50 basis and any duty of confidentiality or non-use subsisting in respect of any part of the Foreground Technology shall jointly be for the benefit of Police and the University.

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6. It is expressly agreed and understood that the rights and obligations of Police and the University as tenants in common shall arise as of the Effective Date and shall vest jointly in Police and the University as and when any Foreground Technology is developed by any of the Parties, acting alone or together, where pursuant to or directly relating to the Collaboration, without any additional formality or action of any kind whatsoever being required from any of the Parties.
7. Without prejudice to clause 2.4.9, to the extent that any Party sub-contracts performance of its obligations under this Agreement, that Party shall procure that any Foreground Technology arising from the work of its sub-contractor shall be assigned to it absolutely and shall further procure that its sub-contractor shall undertake to keep each of the Parties indemnified in the terms of clause 7.2 as if references therein to the Indemnifying Party were to the sub-contractor and as if references therein to the party to be indemnified were to the Parties.

6. Confidentiality

1. The Parties each undertake to keep confidential and not to disclose to any third party, or to use themselves other than for purposes pursuant to or directly relating to the Collaboration or as permitted under or in accordance with this Agreement (including for the purpose of enjoying the benefit of the rights and licences granted under clause 5), any confidential or secret information or Police Information in any form directly or indirectly belonging or relating to the other, its business or affairs, disclosed by the one and received by the other pursuant to or in the course of this Agreement or any project or activity undertaken under the Collaboration, including any Background Technology or jointly-owned Foreground Technology, and the existence and terms of this Agreement ("**Confidential Information**").
2. Each Party may disclose another Party's Confidential Information:
 1. to those of its personnel who need to know such information for the purposes of carrying out that Party's obligations under

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this Agreement. Each Party shall use its best endeavours to procure that its Personnel to whom it discloses another Party's Confidential Information comply with this clause 6; and

2. as may be required by law, a court of competent jurisdiction or any governmental or regulatory authority.

3. In addition, given the unique sensitivities and inherent risks which may arise on unauthorised disclosure of Confidential Information belonging to Police, the University shall further ensure that each of its Personnel to whom Confidential Information belonging to Police is disclosed under this Agreement is made fully aware of his or her responsibilities in respect of that Confidential Information and the University shall ensure that each of its Personnel has confirmed as much by signing the Confidentiality Agreement at Schedule 5 and the University hereby acknowledges that it shall remain responsible and vicariously liable for any breach of confidentiality by any of its workers and/or employees (including any temporary staff) as if the breach were made by the University and shall use its best endeavours to prevent disclosure of such Confidential Information by implementing rigorous processes to deal with any breaches of confidentiality by its Personnel by means of a referral to the University's Disciplinary Committee. Where a breach of confidentiality is deemed sufficiently serious, such breach may result in an employee's termination of employment. Where the breach involves a student then it may result in a student's expulsion from the University.
 1. Should there be a breach of confidentiality by one of the University's students then the Programme Board shall appoint someone not involved in the breach to inquire into the facts of the matter and report back to the Programme Board to allow the facts to be considered and determined appropriately. Where the breach has led to a financial loss by Police then the Programme Board will consider whether it is appropriate in the circumstances for the University to

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compensate Police in respect of such loss, in whole or in part. The Programme Board will deal with each alleged breach of confidentiality on a case-by-case basis. In the event that the Programme Board is unable to reach a definitive determination as to what is an equitable and appropriate apportionment of liabilities, as between the University and Police, following a student's breach of confidentiality, the matter shall be dealt with in accordance with the Disputes procedure set out in clause 9 of this Agreement.

2. In an effort to prevent and mitigate any breach of confidentiality then both Parties agree that they will take the following steps. Police will as far as possible not allow personnel from the University to come into possession of Confidential Information that such personnel are not required to access or possess as part of their role with the partnership. For its part the University will ensure that its personnel are made aware of their responsibilities in terms of handling Confidential Information and/or any other information of a confidential nature that they come into possession of as part of their role. Where the relevant member of the University personnel is a student then the University shall ensure that the relevant student is aware that it is a fundamental condition of his or her placement with Police that his or her conduct and behaviour whilst attending the University and/or whilst attending any Police premises must at all times conform to an acceptable standard. Where that is not the case then the coordinator shall be informed accordingly, and appropriate disciplinary steps taken. The University also agrees to provide a member of its academic staff to take part in the student selection interview process to ensure that those students chosen for a placement fit the selection criteria laid down by the partnership.

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4. The obligations contained in this clause 6 shall survive the expiry or termination of this Agreement for any reason, but shall not apply to any Confidential Information which:
 1. is publicly known at the time of disclosure to the receiving Party; or
 2. becomes publicly known otherwise than through a breach of this Agreement by the receiving Party, its officers, employees, students, agents or contractors; or
 3. can be proved by the receiving Party to have reached it otherwise than by being communicated by another Party including:
 1. being known to it prior to disclosure; or
 2. having been developed by or for it wholly independently of the other Parties; or
 3. having been obtained from a third party without any restriction on disclosure on such third party of which the recipient is aware, having made due enquiry; or
 4. is required by law, regulation or order of a competent authority (including any regulatory or governmental body or securities exchange) to be disclosed by the receiving Party, provided that, where legally permissible, the disclosing Party is given reasonable advance notice of the intended disclosure.
5. No party shall use any other Party's Confidential Information for any purpose other than to perform its obligations under this Agreement.
6. Notwithstanding anything contained elsewhere in this Agreement, the provisions of this clause 6 shall remain in effect if and when this Agreement is terminated or expires.

7. Warranty and indemnity

1. Each Party warrants to the others that:

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1. it is the owner or exclusive licensee of all relevant rights in and to its Background Technology and all other materials made available for the purposes of the Collaboration and has the authority to grant the rights granted under this Agreement and that the use of such Background Technology or materials or any of them in or in relation to the Collaboration in accordance with this Agreement shall not infringe the rights of any third party;
 2. it will perform its obligations under this Agreement in a professional manner with reasonable skill and care, using suitably qualified personnel, and will use all reasonable endeavours to achieve the Objectives and to complete each Project or other activity undertaken as part of the Collaboration;
 3. all information, data and materials provided by it to the other Parties pursuant to this Agreement will be, to the best of its knowledge, accurate and complete in all material respects, and it is entitled to provide the same to the other without recourse to any third party;
 4. it has the necessary power and authority to enter into this Agreement; and
 5. the signatories to this Agreement are duly authorised to execute this Agreement on behalf of such Party.
2. Each Party (the Indemnifying Party) shall be liable for and will indemnify the other Parties (together with their officers, servants or agents and permitted licensees) against any and all liability, loss, damages, costs, legal costs, professional and other expenses of any nature whatsoever incurred or suffered by another Party arising out of any breach by the Indemnifying Party of its warranties *provided that*:
1. prompt notice is given to the Indemnifying Party of any such claims or suits;

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2. the Indemnifying Party shall have the option to undertake and conduct the defence and/or settlement of any such claims or suits and that the other Parties co-operate with the Indemnifying Party in the defence of any such claims or suits;
3. no admission shall be made or other action taken which may prejudice the ability of the Indemnifying Party to defend or prosecute any claims without the prior consent of the Indemnifying Party;
4. no settlement of any such claims or suits is made without the prior written consent of the Indemnifying Party; and
5. in no event shall any Party be liable for any consequential damages or loss of profits which another Party may suffer arising out of any breach by a Party of its warranties under this Agreement.

8. Term and termination

1. This Agreement shall come into effect on the Effective Date and, subject to the remaining terms of this Agreement, shall continue in full force and effect for a period of five years and thereafter shall be automatically renewed without limit of period unless and until terminated by a Party giving to the others not less than six months written notice, expiring no earlier than the fifth anniversary of the Effective Date or at any time thereafter.
2. Each Party shall be entitled to terminate this Agreement at any time, including during the currency of any Project, activity or placement, by notice in writing to the other Parties if:
 1. without prejudice or limitation to clause 8.2.11, a Party is in material breach of this Agreement which breach is irremediable or, if remediable, is not remedied by the defaulting Party within thirty days of being requested to do so by the terminating Party;

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2. a Party challenges the validity of any Intellectual Property Right forming part of the Foreground Technology or the Background Technology and required for the SPA Collaboration; or
 3. a Party has a receiver or an administrative receiver (or the equivalent in the relevant jurisdiction) appointed over it or over any part of its undertaking or assets; or
 4. a Party passes a resolution for winding up (otherwise than for the purpose of a bona fide scheme of solvent amalgamation or reconstruction) or a court of competent jurisdiction shall make an order to that effect; or
 5. a Party becomes subject to an administration order (or the equivalent in the relevant jurisdiction); or
 6. a Party enters into any voluntary arrangement with its creditors (or the equivalent in the relevant jurisdiction); or
 7. a Party ceases or threatens to cease carrying on business; or
 8. a Party fails or becomes unable to pay its debts as they fall due; or
 9. a Party is in breach of any of its confidentiality obligations under clause 6; or
 10. a Party undergoes any change in legal or beneficial ownership or control; or
 11. a Party fails to meet any agreed milestone within thirty days of the agreed milestone date, or repeatedly fails over a period of three consecutive months to satisfy agreed milestones by their agreed milestone dates as set out in Schedule 1.
3. Termination of this Agreement for whatever reason shall not affect the accrued rights of any Party arising out of this Agreement as at the date of termination and shall not affect the coming into force or continuation

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in force of any clause of this Agreement which is expressly or by implication intended to come into or continue in force following such termination including, without limitation, clause 5 (IP rights), clause 6 (Confidential Information); and clause 7 (Warranties and Indemnities).

4. Upon termination of this Agreement for any reason:
 1. the Collaboration shall cease with immediate effect and any outstanding Projects (if they have not already been completed) shall be terminated forthwith and the Parties shall co-operate in good faith to wind down the Collaboration and any outstanding and incomplete Projects in an orderly and reasonable manner; and
 2. the rights of either Party to use the Foreground Technology (under clause 5.5) and licenses of the Background Technology (under clauses 5.3 and 5.4) shall remain in full force and effect.

9. Disputes

1. All matters in dispute between the Parties in relation to this Agreement shall in the first instance be referred to the Strategic Business Leads and, if necessary, shall be further referred to the Programme Board for ultimate resolution.
2. If, however, the Programme Board cannot resolve the dispute within 10 Business Days of the dispute being referred to it, then the Parties shall attempt to resolve the dispute through mediation. The Parties shall appoint a mediator by mutual agreement to assist them in such negotiations. Each Party agrees to co-operate fully with such mediator, provide such assistance as is necessary to enable the mediator to discharge his or her duties and bear the fees and expenses of the mediator in equal shares.
3. If the mediator is unable to resolve the dispute within 20 Business Days of the dispute being referred to him or her (or if the Parties are unable to agree on a mediator within 20 Business Days) then the Parties will

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seek to resolve such dispute by an Alternative Dispute Resolution (“**ADR**”) procedure recommended by the Centre for Effective Dispute Resolution (“**CEDR**”). If the Parties fail to settle the dispute following their agreement to involve CEDR or if any Party refuses to submit to ADR, the dispute shall be referred to the courts of England and Wales.

10. Data Protection

1. The Parties shall comply with their obligations, and have the rights, as set out in Schedule 6 and shall comply with all applicable requirements of the Data Protection Laws. For the avoidance of doubt, the rights and obligations in Schedule 6 are in addition to, and do not relieve, remove or replace, a Party's obligations under the Data Protection Laws.

11. Freedom of Information and Transparency

1. The Parties acknowledge that they are each subject to the requirements of the Freedom of Information Act 2000 and the Environmental Information Regulations 2004 and shall assist and cooperate with one another to enable each Party to comply with its information disclosure obligations. Each party agrees to cooperate with the other to ensure that it responds promptly to assist any other Party and shall do so before any reasonable deadline provided in advance.

12. Transfer and assignment

1. No Party shall assign, transfer, mortgage, charge, subcontract, declare a trust over or deal in any other manner with any or all of its rights and obligations under this Agreement without the prior written consent of the other Parties (such consent not to be unreasonably withheld or delayed).

13. No partnership or agency

1. Nothing in this Agreement is intended to, or shall be deemed to, establish any partnership between any of the Parties, constitute any

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Party the agent of another Party, or authorise any Party to make or enter into any commitments for or on behalf of any other Party.

2. Each Party confirms it is acting on its own behalf and not for the benefit of any other person.

14. **Variation**

1. No variation of this Agreement shall be effective unless it is in writing and signed by all Parties (or their authorised representatives).
2. The Parties shall, at all times, remain willing to discuss possible contractual variations that have been prompted by technical or other factors, although no Party shall have any obligation to agree to any such variation proposed.

15. **Severance**

1. If any provision or part-provision of this Agreement is or becomes invalid, illegal or unenforceable, it shall be deemed modified to the minimum extent necessary to make it valid, legal and enforceable. If such modification is not possible, the relevant provision or part-provision shall be deemed deleted. Any modification to or deletion of a provision or part-provision under this clause 15 shall not affect the validity and enforceability of the rest of this Agreement.
2. If one Party gives notice to the other Parties of the possibility that any provision or part-provision of this Agreement is invalid, illegal or unenforceable, the Parties shall negotiate in good faith to amend such provision so that, as amended, it is legal, valid and enforceable, and, to the greatest extent possible, achieves the intended commercial result of the original provision.

16. **Notices**

1. Any notice given to a Party under or in connection with this Agreement shall be in writing and shall be delivered by hand or by pre-paid first-class post or other next working day delivery service at its principal place of business.

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2. Any notice shall be deemed to have been received:
 1. if delivered by hand, on signature of a delivery receipt;
 2. if sent by pre-paid first-class post or other next working day delivery service, at 9.00 am on the second Business Day after posting or at the time recorded by the delivery service.
3. This clause does not apply to the service of any proceedings or other documents in any legal action or, where applicable, any arbitration or other method of dispute resolution.
4. A notice given under this Agreement is not valid if sent by email.

17. Contracts (Rights of Third Parties) Act 1999

1. This Agreement does not create any right under the Contracts (Rights of Third Parties) Act 1999 which is enforceable by any person who is not a party to it.

18. Waivers

1. No waiver of any provision of this Agreement nor consent to any departure therefrom by any of the Parties shall be effective unless the same is in writing and then such waiver or consent shall be effective only in the specific instance and for the specific purpose for which it is given.
2. No default or delay on the part of any of the Parties in exercising any rights, powers or privileges under this Agreement shall operate as a waiver of any other right hereunder. A single or partial exercise shall not preclude any other or further exercise thereof or the exercise of any other right, power or privilege.

19. Survival

1. Provisions of this Agreement which are either expressed to survive its termination or, from their nature or context it is contemplated that they are to survive such termination, shall remain in full force and effect notwithstanding such termination.

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20. Entire agreement

1. This Agreement (including its schedules and appendices, as amended from time to time) constitutes the entire agreement between the Parties and supersedes and extinguishes all previous agreements, promises, assurances, warranties, representations and understandings between them, whether written or oral, relating to its subject matter.
2. Each Party acknowledges that in entering into this Agreement it does not rely on, any statement, representation, assurance or warranty (whether made innocently or negligently) that is not set out in this Agreement.
3. Each Party agrees that it shall have no claim for innocent or negligent misrepresentation based on any statement in this Agreement.
4. Nothing in this clause shall limit or exclude any liability for fraud.

21. Applicable law and jurisdiction

1. This Agreement shall be governed by and construed in accordance with the laws in force in England and Wales from time to time and each Party irrevocably agrees that the courts of England and Wales shall have exclusive jurisdiction to settle any dispute or claim (including non-contractual disputes or claims) arising out of or in connection with this Agreement or its subject matter or formation.

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COLLABORATION: PROJECT CATALOGUE

[Insert details of all and any Projects under the Collaboration, including specific details of the collaborative activities agreed between the Parties and the milestones and timescales for completion of these collaborative activities]

COLLABORATION: BUSINESS PLAN

[Insert Collaboration Business Plan, as amended from time to time]

GOVERNANCE ARRANGEMENTS AND FINANCIAL COMMITMENTS

[Insert further details in relation to personnel (including full list of current incumbents of specific roles and their contact details), roles and responsibilities, budget holders, authorised signatories, meeting arrangements and other governance requirements]

PARTIES' Tasks and Resources

[Insert list of tasks and resources to be contributed by each Party]

CONFIDENTIALITY AGREEMENT

[INSERT CONFIDENTIALITY AGREEMENT]

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DATA PROTECTION

[INSERT DATA PROTECTION SCHEDULE]

SECURITY AND VETTING

[INSERT SECURITY SCHEDULE]

Attestation and Signature

AGREED by the Parties through their duly authorised representatives [*on the Commencement Date written on the first page of this Agreement*].

Execution

Signed by [insert full name of director or authorised signatory]
for and on behalf of	[Authorised signatory]
THE CHIEF CONSTABLE OF Police	

and

Signed by [insert full name of director or authorised signatory]
for and on behalf of	[Authorised signatory]
THE POLICE FIRE AND CRIME COMMISSIONER FOR .	

Signed by [insert full name of director or authorised signatory]
for and on behalf of	[Authorised signatory]
. UNIVERSITY	

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Appendix D – Example Memorandum of Understanding

[Guide to writing a memorandum of understanding \(MOU\) - GOV.UK \(www.gov.uk\)](#)

[Partner logos]

[Name of partnership]

Memorandum of understanding

[Ratification date]

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- 1 Background
 - 1.1 Organisation A and Organisation B have formed this partnership to [text on reason for forming partnership] across [locality].
 - 1.2 It is an equal partnership for the mutual benefit of all parties involved.
 - 1.3 [If appropriate, what is the problem/issue/opportunity that led to the establishment of this partnership?]
- 2 Partnership aims and objectives
 - 2.1 The overarching aim of this partnership is to [text].
 - 2.2 Specific objectives are:
 - 2.2.1 [objective]
 - 2.2.2 [objective]
- 3 Partnership activities
 - 3.1 Activities to be delivered by the partnership are:
 - 3.1.1 [Activity]
 - 3.1.2 [Activity]
 - 3.2 The initial timeframe for partnership activities will be [X] years, commencing date 20XX/20XX.
 - 3.2.1 [Specific activity timeframe/s if necessary]
 - 3.3 Activities will be reviewed [annually, etc.] to ensure that they are being delivered as agreed, and that they are having the intended impact.
- 4 Monitoring
 - 4.1 All partners commit to ongoing monitoring, with the aim of ensuring accountability and performance against milestones.
 - 4.2 The [name of body responsible for monitoring, e.g., joint committee] will co-ordinate the monitoring and report back to (name of person) and governing boards as appropriate.
- 5 Impact evaluation
 - 5.1 [Detail evaluation methodology or framework]
 - 5.2 [Detail who will take responsibility for co-ordinating and reporting on the impact]
- 6 Designated partnership leads
 - 6.1 Each partner will appoint a senior member of staff to lead on the work of the partnership.

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- 6.2 The designated lead member of staff for each partner will:
 - 6.2.1 [Text]
 - 6.2.2 [Text]
- 6.3 [Text about how designated leads will report back]
- 6.4 [Text to ensure that vacant partnership lead positions are not left unfilled]
- 7 Partnership governance and oversight
 - 7.1 [Detail governance arrangements, such as by establishing a joint committee]
 - 7.1.1 [If applicable, detail what the joint committee will be responsible for]
 - 7.2 [Detail how the partnership will be integrated into the strategy and ethos of each organisation – such as by including it in Business plan or similar]
- 8 Financial contributions
 - 8.1 [If applicable, detail financial contributions to be made]
 - 8.1.1 [Detail where the fund will sit and how it will be managed]
- 9 Disclaimer
 - 9.1 It should be noted that by signing this document or by participating in the [name of partnership], the partners are not committing to legally binding obligations. It is intended that the partners remain independent of each other and that their collaboration and use of the term 'partner' does not constitute the creation of a legal entity, nor authorise the entry into a commitment for or on behalf of each other.

Signed on behalf of *[partner A]*

..... Date
.....

[NAME, POSITION]

Signed on behalf of *[partner B]*

..... Date
.....

[NAME, POSITION]

Signed on behalf of *[partner C]*.....
Date

[NAME, POSITION]

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Appendix E - Draft Student Placement toolkit

Student placement overview

Overview

- Purpose of the placement
- **Placement Requirements**
- Include University and Police specific requirements.
- **Expression of Interest Process**
- Include details of how and where the advertisement will be placed.
- When and how the expression of interest should be submitted.
- What research would you want the student to conduct? There needs to be a clear, defined project that can be achieved within the timeframe and by an UG student. We need to bear in mind that although they will have completed a research methods module, the students will not yet have conducted primary research themselves as part of their course.
- What internal support would be required for the research to be conducted? Is that feasible? Is there experience within the team of conducting research?
- What skills would the student require? E.g., is any specific technical skills or knowledge required? Would the students require access to any specific systems or training to conduct the research?
- What would be the expected output from the research? What skills / experience would be required for that? Consider the analysis that would be required and whether an UG student would be able to achieve that. Would there be internal support?
- Are there any timescales that the research would need to be completed within? Does this align to the research student opportunity and academic year?
- Would the placement be office based or home based? Is a laptop required?

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- **Recruitment Process**

- Include any guidance for the process.
- Who will manage the process?
- Who will have responsibility to review applications, shortlist, and interview.
- When and how will interviews be conducted? What questions will be asked? Who will be on the panel? Will it include University and Police? How much notice will be provided to the applicants?
- Will the interviews be face to face or via Teams/Zoom?
- If a role is offered, the recruitment team need to be aware of what checks need to be undertaken. Vetting can take a while so the timing of the process is very important.
- If it is an unpaid role, are there any expenses that will be provided. If paid, then when and how will the successful applicant be paid.
- A line manager and mentor will need to be assigned. What training and support will they be provided with?

- **On boarding**

- The line manager will need to agree a start date with a successful applicant.
- Ensure all IT required is requested and put in place.
- Will an ID card need to be issued?
- Will need to complete a H&S risk assessment for the role.
- Devise the student's induction / starter pack.
- Identify who University mentor is and arrange a schedule for workplace visits. How many visits and how frequently?
- Will the student keep a log of the hours and work that they complete?

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Appendix F - Live Brief template

Template for Live Brief project	
Title of Live Brief	Project title to be added by the Organisation setting the brief.
Background of the problem	Include background for the real-world problems
Objectives	<p>Organisation setting the brief to complete this section.</p> <p>What is the student expected to achieve at the end of this project?</p> <p>What are the likely outcomes of the project? How will they be used.</p>
Assessment method	<p>To be completed by the University.</p> <p>All marking will be completed by University Staff.</p> <p>FCN will provide generic feedback to the project – timescales to be agreed between FCN and the University</p> <p>Pass/ Fail or fine graded</p>
Student/employer expectations	<p>What is expected of the student? (Include minimum expectations that should be met)</p> <p>e.g., Submission of work at milestones set, standards of presentation that should be met, professional communication expectations, particularly when communicating with employer.</p> <p>What is expected of the employer? (Include minimum expectations that should be met)</p> <p>e.g., What feedback are they expected to provide and within what timeline? How much contact, if any, is expected with the student/university?</p>
Assumptions	<p>Students will have basic theoretical knowledge and practical skills needed. University will support students.</p>
Risks and Issues	<p>Need to ensure that students have the resources/equipment/knowledge required to complete the task.</p> <p>IT challenges</p> <p>Operational demand changes, significant change to demand on organisation during the live brief</p>
Delivery Options	<p>Online/Face to Face</p> <p>Synchronous/Asynchronous</p> <p>TBD – Will be provide a video recording or just an online resource with links to papers etc</p>

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Template for Live Brief project	
University Contact	
Organisation contact	
References	Provide any relevant research or documentation

Appendix G -Career Day template

Draft University Career event timetable	
Introduction	<p>University introduction.</p> <p>Representative from local police.</p>
Roles in Forensic Science	<p>Introduction to forensic science roles – This needs to include details across the range of roles available in the forensic workforce, with particular focus on roles with shortages if possible (now and future) (DF, Toxicology, Fingerprints).</p> <p>This should include roles in Policing, Forensic Science Providers and private industry.</p>
Skills/ employability	<p>This should include the skills needed for these roles – forensic subject specific and work-based skills, as well as generic employability skills that our applicants often lack.</p> <p>How to get opportunities to improve your CV – This should include the benefits of the experience gained by taking the opportunity to undertake placements, live briefs, work experience, etc. This can include detail of how to engage in these activities and how to identify opportunities.</p> <p>Vetting processes; both Security and Biometric and in some areas work place Drug Testing</p>
Completing policing style application forms	<p>Representative from the Police who completes shortlisting for forensic roles to present on how policing style application forms should be completed including examples and the opportunity for Q and A.</p>

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Draft University Career event timetable	
Preparing for Interview/Assessment centre	<p>Representative from the Police who completes interviewing to present on how to answer policing style questions.</p> <p>Should include examples of questions and the type of information that students should make themselves aware of before attending and interview.</p> <p>Include examples and opportunity for Q and A.</p> <p>Possible workshop activity or mock interviews.</p>
Case Studies	<p>Opportunity for practitioners and students to present case studies and examples of research completed.</p> <p>Possible competition for best presentation/poster.</p>

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