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Marie Skłodowska-Curie Actions

Research and Innovation Staff Exchange
(RISE)

Call: H2020-MSCA-RISE-2016

PART B

"CO-LAB"

Improving **Collaborative** practice between correctional
and mental health services

1. EXCELLENCE

1.1 Quality & credibility of project novelty, interdisciplinary, intersectoral & gender aspects

1.1.1 Specific objectives and relevance of project to RISE and in relation to the state of the art

Offender rehabilitation is a key strategy employed by Correctional Services internationally to support education, employment, drug treatment and other interventions to aid offenders' effective reintegration into society ^{1,2,3}.

The offender's mental health mediates the success with which they engage in these interventions and eventually desist from further criminal behaviour. With over 92% of the prison population suffering a mental health condition⁴, managing this condition is also a major component of maintaining the security of prisoners and prison staff. Mental health professionals therefore also work with the offenders to improve mental health and the chances of remaining crime free, and to prevent them from harming themselves or others. ^{4,5,6,7}

When integration and collaboration between the Mental Health (MHS) and the Correctional Services (CS) works well, mental health and reoffending outcomes improve⁸, impacting on reoffending rates and the financial and emotional costs incurred by the offender, the victims, their families and the tax payer in supporting prison and health services ⁹.

Efforts to improve generalized collaboration between health and welfare services are reflected in EU and international policy (e.g Equity and Excellence White Paper, UK ¹⁰, Norway's Coordination Reform¹¹, WHO Global Strategy on People-centred and Integrated Health Services^{12,10,11}) and large scale models of integrated service delivery (e.g., INTEGRATE and AQUA)¹³. To date these have bypassed forensic mental health and offender rehabilitation environments, concentrating on less-complex collaborative situations.

Policy makers and service leaders have responded with a range of service structures (or integration devices), to improve interagency collaboration more widely ^{14 15 16}. However, a recent Marie Curie Fellowship (FP7 628010) conducted by members of this RISE consortium, that examined interagency collaboration from the perspective of MHS and CS leadership,¹⁷ showed that these generic integration tools are not working effectively, and are seldom employed in the prison environment¹⁷ despite the particularly complex nature of these clients. These complex interagency collaborations are also internationally recognised as problematic by the WHO⁶, European Justice Cooperation Network¹⁸ and the Justice and Mental Health Collaboration Programme in the US.

Service leaders indicated a desire to find innovative ways to transform their interagency working practices. They particularly felt that organisational practices needed urgent change, to address lack of shared understanding on key concepts of confidentiality and referral. They also felt they had failed properly to gain the perspectives of the front line professionals, how these practices impacted on offenders' experiences of interagency working, and ways to probe the underlying reasons behind these challenges.

Our work in Marie Curie Action ¹⁷ concluded that more effective models of collaboration are required in the MHS/CS, either in coordinating routine interagency tasks or when innovating to address challenges of a rapidly changing workplace environment. It made the case for implementation of the *Change Laboratory Model* (CLM) of interagency working and workforce transformation as a potentially more effective means of supporting interagency collaborative practice in this context than current interagency practices. The CLM has been used successfully and extensively by researchers internationally to transform interagency working practices in a range of countries (Finland ²³, Brazil ²⁴; New Zealand ²⁵) and contexts (child protection²⁶, secondary health care²³ and business²⁷) with an extensive list of products and work transformations arising from them (e.g new adaptations of care pathways, new forms of service delivery).

^{23 24 25 26 23 27}

However, Change Laboratories (CLM) as interventions are a new idea in prison development, none as yet having been applied across organisational borders or specifically to the challenges facing collaboration between MHS and CS. Working between the MHS and CS is highly complex and unpredictable because of the interaction of two very distinctive cultures, a focus on security issues and prejudice against the service user. So, although the CLM has been shown to be highly successful in other contexts, the complexity and unpredictability of challenges facing interagency working between the MHS and CS, means a feasibility study using the CLM in this context is premature. Concept development and validation of the model in this new context is first required.

This RISE application is the first step in a larger research programme that builds on the recommendations of the Marie Curie Fellowship described above, and explores the potential long-term application of the Change laboratory in the MHS/CS context. The specific aim of this RISE study is to validate the Change Laboratory Model before a feasibility study and eventual implementation in practice can take place. CO-LAB assembles a unique community of practice that builds international research capacity and cooperation between a range of complementary disciplines to achieve this aim. Through a series of knowledge exchange opportunities, it brings academic knowledge of the Change Laboratory Model to the market of interagency practices between mental health and correctional services for the development of innovation and the advancement of integrated service provision to mentally ill offenders. The exchange of interdisciplinary knowledge between academic and non-academic members of this community of practice (the consortium) allows for the development of a user-informed prototype of the Change Laboratory Model ready for implementation in the MHS and CS practice field. This validated Change Laboratory Model, offers the ERA a clear strategy with which to promote integrated care for mentally ill offenders.

State of the Art

A range of service structures (or integration devices) are currently in use to improve interagency collaboration and these include:

- Service level agreements attempting to explicitly define interagency responsibilities.
- Coordination tools including joint individual care plans and electronic patient records¹⁴.
- Attempts to standardise interagency meetings between inter-professional groups and patients, to deal with complex, long term conditions (e.g. *Ansvargruppe* in Norway¹⁵; Multiagency meetings in MAPPA in UK)¹⁶

These generic integration tools are not working effectively, and are seldom employed in the prison environment¹⁷. In Norway, for example, individualised care plans were only implemented in 0,5% of the population¹⁴ when the intended target was 3%. Similarly, there is poor attendance at interagency meetings, easily blamed on compatibility of organisational working schedules, logistical issues of travelling, or limited resources, although service leaders feel these to be actually symptomatic of deeper root causes¹⁷.

The difficulty in getting integration devices currently in practice to work, can be explained by the concept of street-level bureaucracy¹⁹: Front line professionals in public services function with high levels of discretion and autonomy. Policies imposed upon them "top-down" often do not correspond to the specific client or work situation they encounter. In response, they develop coping mechanisms whereby they have to adapt or ignore the policy strictures imposed upon them. Failure to convene or attend interagency meetings between the MHS and CS, professionals claiming a lack of resource, is typical of this. This is often not a conscious, intentional activity (sometimes referred to as bricolage²⁰) but can lead to unintended consequences. Offenders also engage in a similar process, adapting or ignoring the interventions introduced to help them, if these do not fit with what extrinsically or intrinsically motivates them.

A lack of attendance or effectiveness of interagency meetings frequently occurs because there is little guidance on who should convene and lead these and the processes that should take place within them¹⁷. When no explicit model of collaboration is applied, participants rely on tacit knowledge of how they should work with other professionals. It means it is difficult for them then to reflect and improve on how to make these meetings work more effectively. Our Marie Curie study showed that orchestrating inter-professional *contact* alone, the current strategy for inter-organisational collaboration, and relying on tacit knowledge on how to work together, is not sufficient for innovation and effective problem solving to occur. In fact it can be detrimental to inter-organisational relationships²¹.

The overlap of the MHS and CS and offenders' activity systems is a particularly complex adaptive environment where many elements interact with each other in often non-linear and unpredictable ways. As such, collaborative working is defined as a "wicked problem" in service planning²². This means the exact problem is often difficult to define; it exists within open systems being influenced by a multitude of interacting influences; multiple solutions may be available but these are each difficult to predict, test or disprove and will vary in effectiveness depending on the context and stakeholder involved. As such any solution aimed at improving reoffending rates, rehabilitation and interagency working will resist attempts to develop standardised care pathways, interagency meetings or service level agreements between organisations that promote uniform, one size fits all coordination of care across agencies

Moving the State of the Art forward

The Change Laboratory offers an alternative to these standardised tools of integration/collaboration. The central tenet of the CLM is the creation of a 3 X 3 matrix of viewpoints for participants to reflect on their working practices (Figure 1). In the vertical plane, participants explore their working practice in the past, present and future. In the horizontal plane, they

do this at three levels of abstraction. At the most concrete, they work with an object that mirrors their working practice and illustrates the problems and disturbances of their work. Videotaped work episodes as well as stories, interviews, service user feedback and regular performance statistics, collected before hand by researchers in ethnographic studies of practice, are used as this mirror. At the other end of the abstraction spectrum, participants theoretical models based on activity system theory that helps them conceptualizes their work activity and make sense theoretically of the built-in contradictions generating the troubles and disturbances depicted in the mirror.

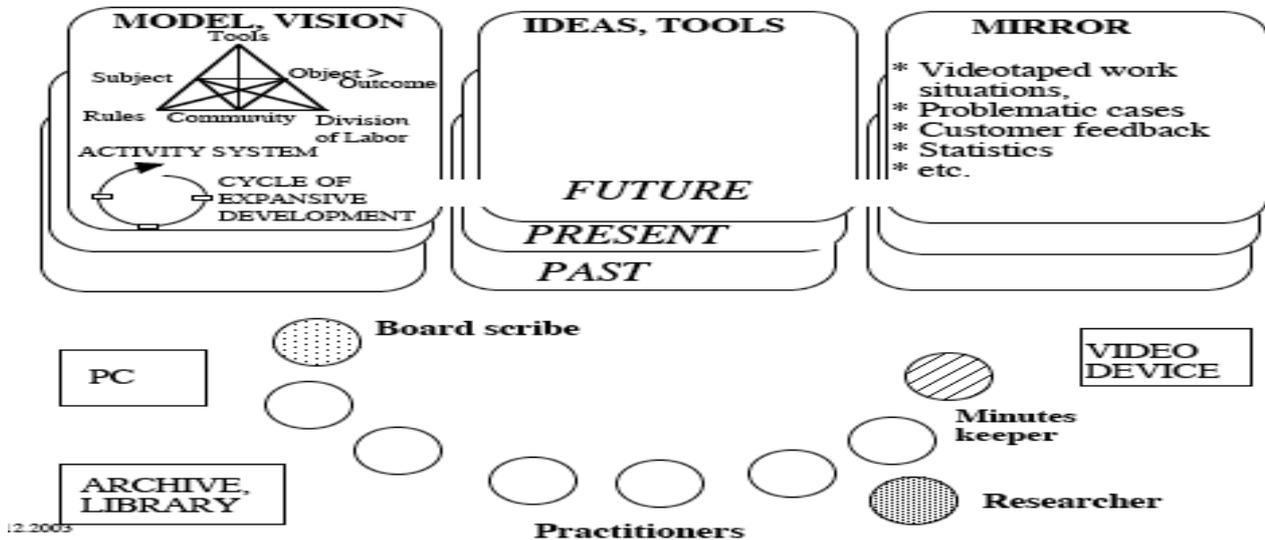


Figure 1: Prototypical layout of the Change Laboratory ^[18,19]

The vertical and horizontal planes interact to create a third and middle plane representing the ideas that surface during discussions between participants as solutions/innovations to the contradictions they have uncovered. They then explore these in a cyclical and iterative manner with regard to their potential capabilities in transforming current working practices. A stepwise implementation of their new vision is planned and monitored.^{28,29}

The Change Laboratory Model (CLM) is superior to the status quo in current MHS/CS collaboration, because

- in current interagency interactions, the collaborative process is only understood tacitly. The CLM however codifies this tacit knowledge. It focuses on how information is shared, the manner in which knowledge can be understood across disciplinary boundaries and combined in such a way that new concepts are cocreated.
- CLMs recognize that innovation happens at the boundaries between disciplines and that working across boundaries is a key ingredient of competitive advantage.³⁰
- In current collaborative models, practice problems tend to be identified by leaders. In CLMs however, problems are identified by front-line professionals, and the facilitator helps them reconceptualise these. The change lab is designed, with the use of the mirror and theory, to unpick what actually is the problem from the mouths of people that are actually performing these collaborative activities, and in their particular work place environment.
- Similarly, currently, solutions to collaborative practice challenges are management or researcher driven, and adaptations of these by frontline professionals are often unintentional. The CLM however allows bottom up innovations to be developed. This means professionals are encouraged to develop their own solutions to the challenges they face. The CLM makes the bricolage process an intentional one, allowing professionals to consciously adapt policy in a way that is relevant and effective in their local environment whilst remaining politically accountable for their practice.

Current collaborative tools such as care pathways and care plans are attempts to standardise collaborative practice but each CLM is unique. This model of interagency cooperation allows front line workers and offenders to work together to identify and resolve issues they have identified as problematic rather than impose top down standardised solutions to what management perceive to be problematic, something already shown to be ineffective. We need first to:

- Adjust the methodology of the CLM to validate this model in this challenging and security driven practice context. This is particular the case if offenders are to be included in these events as service users. The vulnerability of the mentally ill offender, issues of security, power differentials and negative feelings between professionals and offender, are likely to be present. Dealing with power relations is not currently included in the Change Laboratory Model theoretically or pragmatically.

- Increase awareness in state and regional leadership of the existence, relevance and compatibility of these models with their strategic and political objectives. Buy in is required at a political level. Buy in is also needed at the front line. The developers of the CLM³¹ do not yet know how front line professionals in the MHS/CS will receive this model: whether they will see this as yet another top down directive, another meeting to be attended taking them away from their already pressurised daily practice; Further professionals may challenge the likelihood that the innovative solutions they generate in the change laboratory will be implemented when faced with impermeable and established organisational structures. This in itself is a contradiction that a change lab could well explore in its own right. As researchers, and validators of the CLM (members of this RISE consortium), we need to explore these attitudes as they will be key constraints to the implementation success of the CLM in the future.
- Acquire resources to run the Change Laboratory in the MHS/CS context. Part of convincing leaders of the relevance of the model will be to pilot and evaluate it in the MHS/CS context, which will require resources.
- Introduce the concept and prepare front line professionals for participation in future pilot events. The change laboratory currently does not focus on the collaborative or innovative competence of participants. This lack of competence or preparation may limit their involvement and the success of the activity.
- Align CLMs more closely with the underlying bottom up innovation process that is the argument for these laboratories being introduced into the MHS/CJS interagency context in the first place.

Specific Objectives of Project

To address these aims the RISE consortium brings together the interdisciplinary expertise required to deliver on the following specific project objectives:

- Objective 1: Validate the Change Laboratory Model: For CLM experts to understand how they should adapt the Change Laboratory Model to fit the MHS/CS context, researchers need to live the everyday working lives and learn experientially about practice realities from non academic front line staff. They will do this by being seconded to non-academic partners, where they will participate in shadowing experiences and study tours as well as conduct ethnographic studies of interagency practices from the perspective of front line professionals and exploring the impact this has on the offender themselves. They will employ this information to validate the CLM to this context. This ethnography has a dual function in that materials (documents, artefacts, videotaped observations and interview transcripts) collected will serve as the mirror material needed to implement the CLM in the future.
- Objective 2: Run interactive knowledge exchange events between CLM researchers and experts in other models of collaboration and innovation. The study will draw on the complementary expertise in other models of collaboration and innovation generation in order to align CLMs more closely with underlying bottom up innovation process. These include the design of innovative learning spaces that pays particular attention to social innovation processes and that has been applied in a prison environment ³², and the diamond model of innovation ³³ that alongside collaborative competency frameworks,³⁴ focuses on individual competencies required for collaboration and social innovation. Finally Practice Development Units (PDUs) developed and applied in the field of health and social care organizational change by Bournemouth University in the UK, offers a pragmatic and sustainable model of organisational change that empowers participants to take ownership of their own practice development.
- Objective 3: Develop a training programme to increase awareness, positive attitudes and competence in Change Laboratories in MHS, CJS leaders and frontline professionals.

1.1.2 Methodological approach

CO-LAB brings academic partners' knowledge of the Change Laboratory Model, and experience applying these in practice, to the marketplace of interagency practices between the MHS and CS for the development of innovation and the advancement of integrated service provision to mentally ill offenders. The project will promote the intersectoral partnerships between universities and private, public and voluntary sector services working with mentally ill offenders required to achieve this. The project will also establish the international collaborations across Denmark, Finland, Norway, the Netherlands and the UK needed for this to take place at a pan European level.

The consortium is structured as a community of practice (*Offender Innovate*) and is underpinned by the principles for establishing community of practices recommended by Wenger and colleagues³⁵. It comprises of three non-academic and six academic partners. It delivers the CO-LAB objectives through the work packages summarised in Table B1. Specific objectives and deliverables of each WP are detailed in Table B3. The first work package (WP1) is dedicated to putting structures in place that establish the internal dialogue within the *Offender Innovate* community and external dialogue with

external stakeholders needed to promote maximum transfer of knowledge between partners and build a sustainable community of practice.

Researchers from all six of the academic institutions will be seconded to two of the non-academic partners where they will learn experientially how to transfer, translate and transform their expertise in cooperation with the partner. They build their understanding of MHS/ interagency practice in academic partners through participating in a formal study tour of the partners' facilities, staff and services. Each tour will be designed by the non-academic partner, but may include staff presentations of their research, innovation projects etc. A shadowing experience for ESRs is also organized. Finally, secondees conduct of a research study taking an ethnographic approach to data collection in which researchers will be immersed in practice as participant observers of the organizations interagency practices, collecting data on collaborative practice from the perspectives of front line professionals and offenders that will be used to validate the Change Laboratory Model (WP2).

Academic partners work with non-academic partners when on secondment on the development of the content of a training programme to prepare the workforce on concepts of collaboration and social innovation in general and the Change laboratory model in particular (WP3). This training programme will be piloted in a select group of front line professionals. To cement this experience, non-academic partners participating in the pilot will be seconded to a university partner to conduct a mini research study on a theme related to collaboration and innovation between the MHS and CS.

A workshop will be held for consortium members as a validation event for the Change laboratory Model where research findings (WP2) and a synthesis of the key theoretical models from the training programme (WP3) are presented. Findings of this validation workshop are synthesised into a framework that represents the new validated Change Laboratory Model, fit for purpose in the MHS/CS context, and ready for pilot. A SWOT (Strengths, weakness, outcome and threat) analysis will be conducted on this new model. In a form of auto-reflection, academic partners demonstrate the CLM using members of consortium as participants and focussing on the collaborative practice of the consortium itself as subject matter. Members of the *Offender Innovate* hence apply their expertise in managing collaborative practice to the management of this their own RISE community. The strategies developed here have potential to be transferred to future RISE consortia, to overcome the economic, logistical and management constraints that limit engagement in and success of these partnerships more widely. Guidelines of how RISE consortia can be managed in the future will be developed from this exercise (WP4).

To maximize the impact of the outputs of this RISE project in the longer term, continuation funding will be required to pilot and evaluate the Change Laboratory Model developed here, as a proof of concept, in mental health/correctional service interagency practice. All consortium partners (academic and non-academic) will contribute to these research bids to regional funding streams to do this. Drawing on the networks of current partners, it is anticipated that a wider number of practice partners, including prisons and mental health services from Finland and Denmark, Brazil and Netherlands will be recruited to the *Offender Innovate* community during this phase. Each bid will focus on applying and evaluating the Change Laboratory in their national context.

Table B1. Work Package (WP) List

WP No	Work Package Title	Activity Type	Number of person-months involved	Start Month	End month
1	Setting up and management of the <i>Offender Innovate</i> community of practice	Project management , knowledge exchange and team building	16	1	48
2	Building understanding of MHS/ CS interagency practice in academic partners	Knowledge exchange, Research	63	12	36
3	Run a training module	Knowledge exchange, training	11	12	36
4	Synthesising a new valid CLM model for the MHS/CS context	Concept development; knowledge exchange	9	37	48
5	Securing continuation funding	Securing continuation funding	0	1	48

Originality of research activities

The Change Laboratory Model, although successfully applied in other countries and contexts, has not been previously employed to transform these practices between mental health and correctional services working with mentally ill offenders. This study is also the first time explicit models of collaboration will be applied to interagency working in our non-academic partners.

The CLM and the other models of facilitating collaborative practice and social innovation have developed independently, in different European contexts, but there is a complementarity and synergy between them that to date has not been explored. The validation workshop (WP4) will offer a unique opportunity for these models to be compared and contrasted and their implementation explored in an international and comparative context. CRADLE also have possibility to make a novel comparison of this CLM model with models used in other contexts, keeping clinical context constant, but comparing the impact of national setting on the model's design.

Lastly, the process of autoreflection and using *Offender Innovate's* collective expertise to guide our own collaborative practice, is a novel approach to managing complex consortia such as this one and will have utility for MSCA-RISE consortia in the future.

1.1.3 Interdisciplinary types of knowledge

This MSCA-RISE application will build a community of practice (*Offender Innovate*) to exchange a range of overlapping interdisciplinary skills and expertise required to deliver on the projects objectives. Table B3d (Section 3) maps the spread of this expertise across the partner organizations (see detail in Section 5).

The knowledge of non-academic partners is represented by members of the correctional and mental health services:

- *Kriminalomsorgen* (KO-KRUS) are the public sector National Correctional Services in Norway (probation/prison services). The Prison Officer Staff Academy division of the *Kriminalomsorgen* (KRUS) participate specifically in the consortium. They bring to *Offender-Innovate* their practice based knowledge of the correctional services (CS): its culture, policies and constraints.

- *Footprints (FP)* is a voluntary sector organisation, that mentors offenders leaving prison or serving community sentences in the SW region of the UK. Footprints bring practice based knowledge of the CS, community health and welfare services and a third sector organization.

- *FPC Dr. S. van Mesdag (FPC)*

This is a high security forensic psychiatric centre in receipt of both public and private sector funding. It has expertise in collaborations with prisons through provision of inter-professional working and training to regional prisons in risk-management and early recognition of mental health issues in offenders. They have worked extensively with Norgerhaven prison recently purchased by the Norwegian Correctional Services and in which the Norwegian Correctional service partners have expressed a particular interest in learning how the mental health and prison systems work together in the Dutch context. The FPC brings to *Offender-Innovate* their practice based knowledge of the forensic mental health care in the Dutch context.

The academic partners bring to the consortium their theoretical and practice experience of participatory models of collaboration and innovation practice. Academic partners are:

- *University of Stavanger (UIS)*
- *The Centre for research on activity, development and learning (CRADLE) University of Helsinki, Finland*
- *Finnish Institute of Occupational Health (FIOH)*
- *Bournemouth University (BU), UK*
- *University College Zealand (UCZ), Denmark*
- *University College Molde/Hogskolen I Molde (HiM)*

CRADLE are the founders and developers of the Change Laboratory Model and **FIOH has applied this model in prison albeit in a uni-professional environment.** The University of Stavanger hosted the Marie Curie Fellowship that explored

collaborative practice between the MHS and CS and identified the CLM as having potential to address the challenges facing MHS/CS collaboration. University College Zealand, UiS and HiM offer experience of other theoretical models of social innovation (including innovation spaces and the diamond model of innovation).

The academic partners also offer theoretical models of collaborative practice, competency frameworks and inter-professional education (BU, UiS, HiM). They have extensive experience of workplace transformation and development, service redesign and managing knowledge transfer between academia and practice (BU, UiS, UCZ). They have expertise in interprofessional education and inter-professional competence frameworks (BU) as well as service user involvement with marginalized, vulnerable populations (UiS, HiM, BU).

User voice: Central to the development of the model is the inclusion of the offender. Footprints (FP) will select an ex-offender from their bank of offender mentors, to be included in the steering group who brings the personal experience of a service user of interagency collaborative practice. This service user will be mentored by an ER from BU, who has expertise in service user engagement and mentorship.

1.1.4 Gender aspects (at the level of secondments and that of decision-making within the project).

When selecting ERs and ESRs from each partner organisation to travel as secondment, equal representation of male and female participants will be sought where possible. One of the academic partners (BU) is awarded the Athena SWAN bronze award, which recognises BU's commitment to tackling gender inequality in higher education. Following the award's guidance, the consortium, aims to select and manage secondments in such a way that is equally inclusive of male and female candidates: secondments are managed such that the length and scheduling of the secondment is suited for parents of dependent children and carers and it is confirmed that flexible working patterns are accepted by the hosting organisation- (cf 3.1 gender aspects for detail). In terms of the decision making within the project, female academics and practice leaders are well represented in the management group and wider *Offender Innovate* Community with the project coordinator and 15 of the 26 researchers being female (the remaining 5 are male and 6 are unnamed).

1.2 Quality and appropriateness of knowledge sharing among the participating organisations in light of the research and innovation objectives

1.2.1. Approach and method used for knowledge sharing

The main knowledge exchange opportunities occur during secondments (Figure 2 for summary) between institutions and the following specific knowledge exchange opportunities: the familiarisation event (WP1), the shadowing opportunities, study tours of non-academic faculties and the ethnographic research conducted in WP2, the research opportunity for non-academic partners (WP4), the validation workshop in WP3, reintegration seminars delivered by non-academic (WP4) and academics returning to their host institution (WP2).

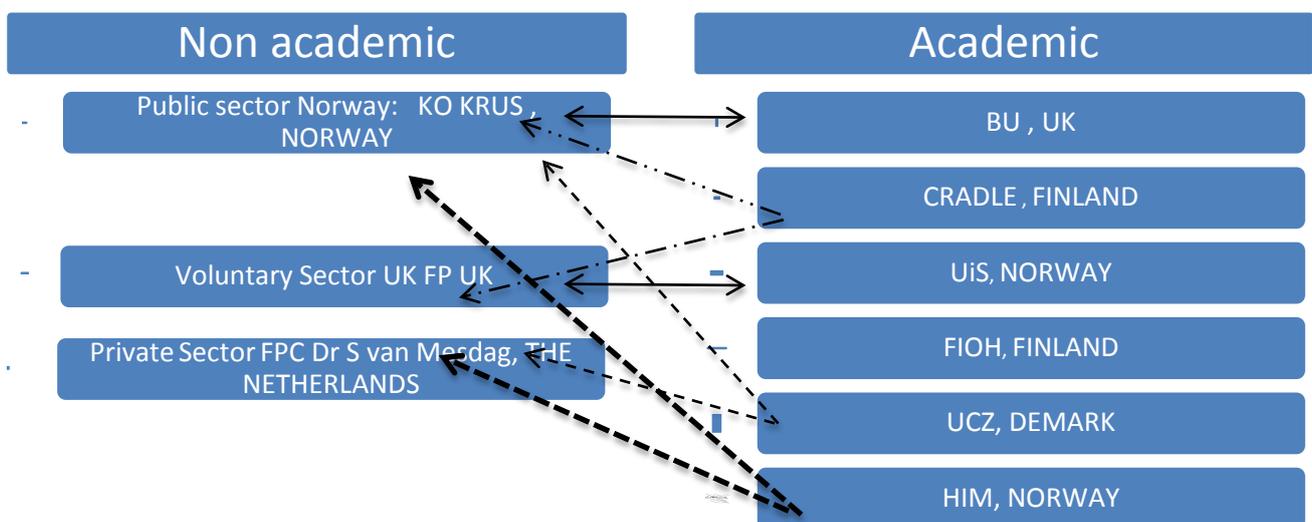


Figure 2: Inter sector and international secondments

The quality with which knowledge is transferred is established in both a generalised and specific manner:

General means of knowledge transfer

Clear, and quality knowledge transfer begins at the beginning of each secondment: here the secondee and the host will agree a secondment plan that details the skills of the researcher, the needs of the host (and vice versa) and a plan for the activities of the secondee over the period of their stay. This will include a clear secondment plan for the secondee detailing how the secondment will both benefit the host and advance the secondees individual competencies and career prospects.

Each partner will participate in the delivery of each work package, therefore knowledge will be exchanged between host and secondee when they work together on delivering these tasks.

Secondees will be encouraged, in addition to the everyday interactions with the host organisation, to take advantage of any in house training programmes, conferences or seminars offered by the host. They will be encouraged to make external links with stakeholders in the wider organisation as well as the with the organisation's external network.

Specific means of knowledge transfer

High quality knowledge transfer is also ensured by having a clear theoretical underpinning for the way knowledge transfer should take place. *Offender Innovate* is a community of practice, therefore a complete work package has been dedicated to setting up this community and facilitating its interactions (see WP1) and this is informed by principles for establishing community of practices recommended by Wenger and colleagues³⁵. The familiarization event (WP1) will be held because a community of practice is a balance between planned and organic cooperations. For the latter, members explore each other's areas of expertise in greater depth, to build on the synergies and complementarities between their areas of expertise that the consortium have so far identified and for new possibilities of cooperation to emerge. Further, the values in the strategic plan will stipulate that all meetings of the group should strive to offer members a safe place to learn while simultaneously using a variety of locations and activities to maintain enthusiasm in its members. We will also apply the expertise of the group in areas of collaboration and innovation processes to the format of the validation workshop (WP4). The format of the workshop is based on the Change Laboratory Model (CRADLE) as well as the diamond model of innovation (UCZ); This will demonstrate the models to participants in *Offender Innovate* but will also facilitates the exchange of knowledge, the development of concepts and will maintain relationships between members during this crossing boundaries experience.

As a community, the knowledge and networks of each member will be viewed as the resources available to members and its value will be made explicit to them. These group resources will be published on the community website, and shared through other social media, to ensure that all members have access to this social capital and recognise the value of their participation in the network.

1.3 Quality of the proposed interaction between the participating organisations

1.3.1 Contribution of each participant in the activities planned

The quality of interactions between partners in *Offender Innovate* is ensured by attention being paid to composition of the *Offender Innovate's* membership. In building this application, we sought to achieve a balance between commonality of interest versus complementary skill set in recruiting to the community. High quality interactions will be ensured by reminding members at the beginning of the project of the synergy and complementarity of these knowledge sets, the direction of knowledge transfer, and the importance of this transfer for the completion to the study's objectives. This is summarised in the familiarisation event for participants and are as follows:

- *Knowledge of Change Laboratory Model:* The participation of CRADLE in the consortium will be key as this organization, and especially their director, Prof Engestrom, are the recognized world leads in the development and implementation of the Change Laboratory Model as well as in organizational development in general. Researchers from CRADLE ensure the CLM is accurately understood in project activities (familiarisation event, training module and validation workshop) and guide the conduct of the ethnographic research (WP2) as this type of research precedes the application of any Change Laboratory intervention. They also implement a mock Change Laboratory as part of the validation workshop in WP4 to illustrate its use. FIOH also has experience of the CLM, and have applied this model in a prison, although not to interagency practice. This experience means they will be well placed to facilitate the translation of knowledge exchanged between CRADLE and practice partners in correctional services during project activities.

- *Knowledge of the practice base based knowledge needed to validate the Change Laboratory Model in the MHS/CS in Norway, the UK and the Netherlands.* The Change Laboratory Model will not be successful unless it takes into account the contextual factors of the MHS and CS and especially the perspectives of the front line professionals and offenders that will participate in these interventions. The non-academic partners (FPC, FP and KO-KRUS) are essential to the consortium as they ensure the CLM will be kept grounded and fit for purpose in all knowledge transfer and knowledge synthesis that occurs during the project's activities. They will use descriptions of the CLM by CRADLE, as a stimulus to present their own work experiences of collaborative practice and extrapolate this to the logistical and cultural issues that the CLM will face in its implementation. This discussion will naturally include nation specific and sector specific (public versus voluntary sector) dimensions. It will also include embedding in the model national differences related to rehabilitation, reintegration and reoffending in the Norway, the Netherlands and the UK. These differences are important as the success of the Change Laboratory Model may be contingent on these contextual factors.
- *Alternative perspectives from mental health versus correctional service perspectives.* To capture both system's perspectives of their collaborative interactions, the consortium has included both forensic mental health (FPC) and correctional service partners (KO-KRUS) as well as psychologists with clinical experiences in prisons and a probation officer from HiM. They contribute their mental health and correctional services perspectives respectively to the knowledge exchange and synthesis taking place in the project activities. The ER from FPC contributes specifically his course materials used extensively in the Dutch environment on risk management and early recognition of mental illness in prisons and explores how this knowledge facilitates working between the MHS and CS in practice. A strategy to improve collaboration between CS and MHS is for professionals such as prison officers to have a basic knowledge of mental health so they can refer and manage mentally ill offenders. This enables them better communicate with mental health staff during referral of offenders to the MHS and when confidential information is shared between agencies. Models of innovation such as the diamond model of innovation suggest an important part of collaboration and innovation is the ability to share information and reach a common understanding of interdisciplinary knowledge. Adaptation of the CLM will explore how training for CS professionals on early recognition and risk management preceding or during the CLM may enhance these activities and the formation of joint innovations between MHS and CS participants.
- *The Innovation perspective* The innovation perspective is essential to the consortium to enhance the innovation dimension of the Change Laboratory Model. UCZ were included in the consortium as they offer expertise in the concepts of the diamond innovation model of innovation and innovative learning spaces; HiM and UIS bring experiences of generic models of collaboration and innovation, as well as interprofessional, integration and innovation competency frameworks. BU shares their experience of the Practice development units. The Change laboratory model will be strengthened through comparing and contrasting it with these alternative theoretical and pragmatic perspectives.

1.3.2 Justification of the main networking activities

The quality of interactions between partners in *Offender Innovate* is ensured by attention being paid to the type of knowledge being transferred and ways of learning that takes place during community activities. Propositional, presentational and experiential knowledge are relevant here³⁶. We chose our activities to ensure a balance between these to reach all participants and to develop a deeper transfer of knowledge between them: The familiarisation event (WP1), the delivery of the training programme (WP3) and reintegration seminars (WP2 and 3) are propositional ways of learning where written and oral presentations will be delivered as means of knowledge transfer. We balance these events with study tours and shadowing experiences (WP2) where participants learn by observation (experiential learning). This is also the case in the ethnographic research conducted (WP2). However learning will be most concrete when participants learn by their own actions and cooperations rather than reading or passively observing practice. This will be achieved in the validation workshop, where previous knowledge exchanges culminate in *Offender Innovate* members actively working together and participating in the Change Laboratory themselves to form a framework describing the validated Change Laboratory Model.

2. IMPACT

2.1 Enhancing the potential and future career perspectives of staff members

2.1.1. Realising the potential and providing new skills and career perspectives to mental health and correctional service professionals

Developing cultural competence and competencies in evidence based practice in MS and CS workforce

By conducting a mini research project in another country and participating in training on social innovation/collaboration processes (WP3), mental health and correctional service professionals, seconded to an academic partner, will develop both research and cultural competence: they will build understanding of how research is managed and conducted in their host country/organisation generally. Their research will give them insight specifically into interagency working, reoffending and offender rehabilitation in another European context. This insight will support their development as practicing front line professionals who are better able to cross national and professional cultural boundaries in their practice. They will also be better able to identify and apply the latest research findings to their every day practice.

Developing collaboration and innovation competencies in the MS and CS workforce

Front line professionals, by engaging in training on theoretical models of social innovation and by having first hand experience of research in this area and interacting with experts in social innovation and collaboration (WP3), will develop competence in social innovation and interagency collaboration. They will learn of different theoretical models such as activity theory, diamond model of innovation and competency based frameworks. When academics seconded to non-academic partner share the findings of their research in the validation workshop (WP4), practice partners will gain insight into their own current and historical collaborative and innovation practices. Hereby, they will be better able to apply existing skills or knowledge into new contexts or develop new knowledge or solutions to current challenges in practice. They will be able to see their role in developing bottom up innovations in the way mental health and correctional services interact and their contribution to the transformation of their own working practices. They will develop the skills and flexibility to develop new ways of working or transfer knowledge from other disciplines into their own practice, to address the bespoke needs of each offender. They will be also able to effectively implement top down innovations that require adaptation to local contexts and, as future leaders within their organisations, they will develop the ability to cross the organizational and cultural boundaries between MHS and CS required to develop new organizational structures and systems.

Organisational competence: response to current service integration and innovation policy

Service leaders face policy pressures related to the delivery of integrated services and collaborative practice¹⁰¹¹¹². Workforce development (WP3) and the validated Change Laboratory Model (WP4) will provide service leaders with a response to these policy drivers. This is of particular importance to them politically in the offender rehabilitation field when needing to respond to specific directives advocating the integrated delivery of care across organizational boundaries during the offender rehabilitation process (the Reintegration Guarantee, Norway^{3,37}, Transforming rehabilitation strategy, UK¹).

2.1.2 Realising the potential and providing new skills and career perspectives to academic research staff

Building cultural competence and ability to develop their own EU research networks. Early career researchers and established researchers from the academic partners will participate in a Study Tour (WP2), Shadowing experience (WP2.) and in the collaboration/social innovation training (WP3) in an alternative country context to their own. By interacting with other researchers from Finland, Denmark, Netherlands, UK and Norway, they will be exposed to new EU networks and learn to work with researchers from other country contexts. They will develop cultural competences. Hitherto, the research of ERs participating in *Offender –Innovate*, with the exception of CRADLE, have been confined to their specific country context. The cultural competences and networks researchers will develop in this CO-LAB project serve as a platform for their future research careers and collaborations, allowing them to expand their empirical research from a nation centric to one with a wider EU focus:

Building implementation/translational competence and ability to develop their own EU research-practice networks. Similarly through the study, shadowing experience and conducting ethnographic studies of collaborative working between the MHS and CS (WP2), researchers will be exposed to practice professionals and offenders and learn to understand the language of practice and the service user. By actively working with them they will learn how effectively to share and translate their expertise with practitioners and how to develop shared understanding with these practice partners. These translational or implementation competencies developed by researchers will serve as a platform with which they can build their future careers in which the research they conduct is tightly affiliated with the needs of practice.

Expanding their repertoire of methods to be used in workforce development. During the training module on social innovation and collaboration (WP3) and the validation workshop (WP4), ERs and ESRs will learn of the alternative theoretical and empirical evidence and other interventions that can be used to facilitate research collaboration and social innovation in interagency working practice from international and national leaders in the field.

2.1.3 Benefit to the offender's prospects

Mentally ill offenders will be more effectively linked to mental health services. In the Correctional Services in Norway, Offenders have named prison officers allocated as their key contact with other services, including mental health. Upon release, offenders in the UK have access to a mentor that links them to mental health services if required. If prison officers and mentors, through involvement in this study (WP3 Training module), are better able to collaborate and be socially innovative in transforming their own practices, they will be better able to link the offender to the mental health services they require in a timely fashion. This means that the mental illness of the offender will be more likely to be appropriately addressed and for the offender to engage in housing, training, employment opportunities, etc., as a result. This in turn will decrease the probability of them reoffending.

Mentally ill offenders will be empowered by their voice being included in the innovation process. Offenders' voice will be included in the development of the validated Change Laboratory Model (WP4) through the interviews and observations of offenders in WP2 and a n ex-offender sitting on the project's steering group.. The validated CLM will have a clear dimension devoted to including the offender in these events. By the CLM actively and effectively including the offender in these events, , offenders will feel included and valued in their contribution to service redesign. This will improve offenders' sense of empowerment and mental well being. The offender is mentored during this process to ensure the offender is listened to during the steering group meeting..

New innovative services, designed in cooperation with the offender, will be more likely to be taken up by the offender. The cooperation of the offender is key in the rehabilitation process. By including the voice of the offender in the CLM, the model will be more likely to generate services/products that match the offenders' needs and motivations. They will be more likely to access mental health treatment before and after release, with a longer term impact on their own health and wellbeing, and potential to desist from future criminal activity.

2.2 Developing new and lasting research collaborations; transfer of knowledge between partners; contribution to research/innovation potential

2.2.1 Developing new and lasting research collaborations.

The knowledge exchange activities, described in WP1-4, will consolidate some existing networks but will build also new networks within and between sectors, within and between countries:

Expanding the intersectoral and international networks of non-academic and academic partners: through this MSCA-RISE application, KO-KRUS will expand the scope of its academic partnerships within Norway by building links with HiM. It will also establish new international and academic links with Universities in the UK (BU), Denmark (UCZ) and Finland (FIOH and CRADLE). It will builds links for the first time with Academic Partners expert in models of interagency collaboration and social innovation. The study will also cements preliminary links already made between staff in KO-KRUS and FPC. Similarly, Footprints is a small regional charity, that through this bid, will build links for the first time with its regional university (BU) as well as for the first time establish international academic partners in Denmark, Finland and Norway. FPC has an established link with HiM. CO-LAB will cement this relationship and extend it to include the other universities and non-academic partners across Europe.

A new EU wide network of researchers with an interest in participatory models of collaboration and social innovation: Although the secondments are designed to build international and Intersector collaborations, intrasector collaborations will develop also. International collaborations between academic partners will be built through academic partners being seconded simultaneously to practice partners to conduct training modules (WP3), conduct the ethnographic research (WP2) and agree a validated CLM (WP4). To date, researchers with expertise in the facilitation of different models of collaboration and innovation (UCZ, FIOH CRADLE, HiM and UIS) have not had opportunity to work together to compare and contrast their models of collaboration and innovation. CO-LAB will enable researchers from across Europe to come together for the first time to do so in the novel context of interagency working surrounding mentally ill offenders in two national contexts. This will build theoretical knowledge of the best way to facilitate the Change Laboratory Model in this

domain. This will have transferability to social innovation in interagency working in the wider health and social care field and service industry (Deliverable 4.3).

Building links between established and newer emerging Universities: UCZ, HiM, BU are younger institutions with emergent research reputations, in need of developing an international research agenda. They have therefore not had the opportunity to test out their models of collaboration and social innovation (PDUs and Innovative spaces) in an international/EU context. Comparing and contrasting these methods with the well established Change Laboratory methods (WP3) will allow them to develop new international networks, building for the first time links with CRADLE, a world leader in the field.

New networks develop around inclusion of marginalised groups in service redesign: A number of the academic partners (BU, FIOH, UCZ) have expertise in marginalisation and getting the voice of the user heard (psychiatry, minority groups and specific disease groups, prisoners). They will come together in this consortium for the first time to compare, contrast and combine their different international and contextual perspectives to explore how offenders are given voice in the change lab model developed in WP3 as well as in the mentorship of the offender representative in the management of the steering group.

New intra sectoral partnerships between non-academic partners: Through participation in the management of Offender Innovate (WP1) and joint events such as the validation workshop (WP4) practitioners from KO KRUS and FPC Dr van Mesdag will work alongside UK practitioners from Footprints. England and Wales, the Netherlands and Norway sit along a spectrum in terms of reoffending rates (59%: 48% and 20% respectively)³⁸. These new interactions between services in the UK, Netherlands and Norway will enable non-academic partners to explore together some of the factors contributing to these differences, learn from each other's practices and explore ways of working together in the future. Each of these non-academic partners represents a public, private and voluntary sector. The consortium will be a location in which these three sectors can exchange perspectives on how different sectors collaborate together when working with the mentally ill offender.

The link between KO KRUS and FPC Dr S van Mesburg will be particularly fortuitous as the latter has extensive experience of working with the Norghaven prison recently rented by the Norwegian government to relieve the pressure on prison space in Norway.: A prison cells rental agreement, between Norway and the Netherlands was drawn up between prisons in the Netherlands and Norway for a first and renewable period 2015-2018 . This is an important link to explore if this solution is proven as a viable option to reduce the offender population and prison overcrowding in other countries across Europe such as the UK.

2.2.2 Self-sustainability of the partnership after the end of the project.

The communication channels that will be set up in WP1 will be in open access domains available to all partners regardless of institution or national origin. These will remain in place and accessible to all partners after the end of the project (Wordpress website, shared Dropbox, email list, Facebook pages and twitter feeds). This will sustain the communication between members of the *Offender Innovate* at the end of the project.

WP5 involves application for continuation funding from national and EU funding streams. This will allow the work of *Offender Innovate* to continue and for the Change Laboratory Model developed in this proposal to be piloted, evaluated and implemented in the longer term across the five EU countries currently participating in *Offender Innovate*. The consortium aim to extend the outreach and impact of CO-LAB by applying for additional funding and ascending funds. External PhD fellowship funding and internally funded PhD studentships and postdoctoral opportunities (e.g. BU joint funded studentships) will also be explored by each academic partner.

Partners in the consortium will explore in the third management meeting (MM3) the feasibility of using the training programme (WP3) as a regular and potentially online continuing professional development module for practitioners (e.g. prison officer training at KO-KRUS) and as permanent feature of future graduate school doctoral training programme in BU and PROFRES doctoral training programme at Uis and HiM (supplementing current collaboration modules). They will explore retaining the practice partners as regular placement opportunities for university early stage researchers (replicating the shadowing and study tour-WP2). They will explore extending the opportunities for practitioners to engage in future research supervised by university partners (WP3) through exploring the potential to include these opportunities in current contact officer training (KO-KRUS) and/or as part of masters and professional/clinical doctoral opportunities run currently in partner universities.

Offender Innovate as a Community of practice will allow for different levels of participation amongst its members. Two levels of participation will be possible: as member of the core management group or as part of the wider community engaged in some or all of the community's activity. Pathways will be put in place in the first management meeting (MM1) that will allow periphery members to enter the core group at such time as their expertise and confidence allows. This is essential for succession planning in a community of practice.

2.2.3. Contribution of project to improvement of research/innovation potential within Europe/worldwide.

The mobility orchestrated thanks to the MSCA-RISE scheme will enhance ERA excellence by:

Contributing to delivery on current EU Strategy

The project is aligned with Horizon 2020's key societal challenges, specifically the *Health, demographic change and wellbeing* theme and particularly the health care provision and integrated care dimension. The adapted Change Laboratory Model (CLM) will offer a clear strategy with which to promote integrated care in the MHS/CS context but also wider a field in other clinical contexts working with marginalized groups. It has as its goal the optimization of the efficiency and effectiveness of healthcare provision. By aiming to eventually reduce the mental illness of the offender population, the project is also in keeping with efforts to reduce this health inequality through a model that fosters innovation and collaborative processes in interagency practices.

Strengthening UK-Norwegian-Finnish-Dutch and Danish cooperation in the field of offender rehabilitation. Norway, UK, Netherland, Denmark and Finland face similar challenges regarding the socioeconomic burden of offender mental illness and reoffending. However, those working in MHS and CS within Europe tend to work in national silos, focusing on local context with little exploration of other European approaches. Lack of consistency in report of offending rates is testament to this³⁸. The mobility of professionals between UK and Norway in their conduct of research projects will build their knowledge of how other ERA countries address these common issues, especially in terms of the way social innovation and collaboration between the MHS and CS is managed across the ERA.

Establishing Europe as a world leader in the development of collaborative practice and social innovation in the field of offender rehabilitation. Interorganisational integration, collaborative practice and the need for social innovation has been in the rhetoric of health and social care for many decades but there are few practical solutions available that allow this to actually happen. CO-LAB will build Europe's role as a global actor in the offender rehabilitation field. It does so by putting in place a Change Laboratory Model (CLM) that will enable innovation in MHS and CS service delivery to flourish and in which front line professionals and offenders themselves will be more centrally involved in research and innovation.

By developing the CLM at the level of the front line professional and offender, CO-LAB will set the foundation for a larger scale research programme in which interventions underpinned by the model will be deployed more extensively to generate social innovation through interagency working between mental health and correctional services. These may be deployed in other activities where criminal justice and mental health services overlap (e.g. at court or at the point of arrest) or more widely to include other services such as housing, work and welfare. The model will have transferability to the evaluation and preparation of the work force engaged in a wide range of social innovations in which interorganisational partnerships are required. By supporting the development, implementation and scaling up of these interventions, Europe will gain world leadership in offering solutions to providing collaborative, integrated and hence more effective services in offender rehabilitation and other areas in need of social innovation.

Over the past 5 years, the EU has fallen behind in its investment in Interprofessional practice and training for Interprofessional practice if compared to USA and Canada. For example, in 2013, four leading foundations in the USA (Josiah Macy Jr., Robert Wood Johnson, Gordon and Betty Moore and John A. Hartford Foundations) supported a new, national Center for Interprofessional Education and Collaborative Practice committing \$8.6 million to accelerate team work and collaboration amongst health and social care professionals. There is no equivalent in the EU region, especially mainland Europe. Similarly, the US invested \$50 Million into the Justice and Mental Health Collaboration Program. The latter aims explicitly to improve the mental illnesses of offenders through facilitating collaboration among the criminal justice, mental health treatment and substance abuse services. Investment in this RISE study will redress these two imbalances.

Making Europe a more secure society

In keeping with the Horizon 2020 theme related to an *Inclusive, innovative and secure society*, the long term impact of improving collaborative practice between the MHS and CS is the improvement of mental health provision to offenders. If

effective, offenders are more likely to engage in rehabilitation successfully and not reoffend. This has an impact on the wellbeing of the offender but also on ERA as a whole that currently suffers economically and socially from high levels of reoffending across the region.

CO-LAB will build research capacity in the field of interagency working and offender mental health across the ERA. It will do so by developing a clear strategic and action plan for the *Offender-Innovate* Community of Practice in the short, medium and long term (WP1). It will build on the EU networks developed through a Marie Curie fellowship between the fellow and a range of academics and practice organisations. CO-LAB steps up this process, and research networks are scaled up from those individuals surrounding this single researcher, to the lasting relationships required at an organizational level that link a number of people from each organization within the *Offender Innovate* community. This will be achieved by identifying European mid and early career researchers from each partner organizations that have future potential through the RISE study to work in the field. Through presenting their experiences in the reintegration seminar non academic partners, ERs and ESRs will transfer their learning experience and knowledge back to their home and raise the profile of this research in their home institutions. *Offender Innovate* will also provide an opportunity to identify good European candidates for future mobility of researchers in this field across the ERA through Marie Curie Internal Fellowships for example and participating ESRs will be encouraged to direct their PhD and post doctoral research projects into this field of offender rehabilitation, collaboration and social innovation.

The study contributes to the research and practice success of Individual organisations within the ERA. For all the organisations receiving secondments, the host organisation will gain access to expertise from another sector that in these times of economic austerity, they could not otherwise afford. In other words, practice partners must direct resources at front line services, and have little money left over for research and staff development. Secondments of academics to the host partner will provide the labour and skill, they currently lack, to conduct a scoping exercises of their current innovation and collaboration practices and gain a fresh perspective on how these practices may be changed in the future. Cooperation with the universities and practice partners will also be a positive public relations exercise for both the academic and non-academic partners.

The study will contribute to the validity of educational materials offered by academic partners: BU, HIM and UIS train mental health nurses, social workers. BU also runs graduate and undergraduate programmes in forensic sciences. Students from these programmes will gain insight into international practices in offender rehabilitation by being invited to attend the seminar delivered by the non-academic partner seconded to them as well as in reintegration seminars. This will raise their awareness of their potential and future role as health and social care professionals working in this field.

Internationalisation is a core aim of all the participating universities strategic plans. The project will create a cross European network that achieves this aim. It will raise the international profile of Centres such as CRADLE, the Centre for Innovation at UiS and the Centre for Post Qualifying Social Work at BU. The study will also contribute to the research cultures and outputs of each university. For example in UiS, this CO-LAB project feeds into the work of the Centre for Innovation Research whose aim is to increase its profile in public sector innovation. It will build on the Health, Wellbeing and Society research theme at BU and will build on the aspirations of UCZ to be an EU leader in vocational learning, leadership and regional development. The publications, funding and future bids, will contribute to research culture and quality of research output of each academic institution. For example, at BU, research outputs contribute to the Social work unit of assessment being developed by the university in readiness for the 2020 national university research assessment exercise in the UK and at UiS, outputs are fed into the CRISTIN research assessment submission within the Faculties of Health, Social Work as well as the Centre for Innovation research.

2.3 Quality of the proposed measures to exploit and disseminate the project results

The quality with which project deliverables are exploited and disseminated is achieved through a development of a full dissemination strategy that will be finalised in MM3 of the project.

The following pathways ensure the quality of dissemination will be as follows:

Pathway 1: A Project Website (WP1)

The website will disseminate and maximize the impact of the project findings. The site will have 4 target audiences:

- *Level 1: researchers* investigating social innovation, integration, collaborative practice, collaborative, social and organisational learning. The website will also target researchers investigating reoffending, rehabilitation and offender

mental illness. The website will be populated with research findings, academic papers etc. related to the project and its future work.

- *Level 2: front line professional and leaders* from MHS and CS. The website will be populated with links to theoretical models of collaboration and social innovation and guidelines describing the use and constraints of employing a CLM. The long term goals of *Offender Innovate* is also to have the training module (WP3) as an open access e-learning module that can be accessed through this site.
- *Level 3: Targets school and undergraduate students*. The website will be populated with materials from the training module (WP3). This material will encourage school leavers to explore jobs in prison and mental health services whilst emphasising need for collaborative skills in these jobs.
- *Level 4: General public, including offenders, ex offenders and their families*. The website will be populated with resources supporting access to and managing interagency working between the MHS and CS derived from the outcomes of non-academic partner research experiences (WP3).

People outside off the Offender Innovate Community will be invited to contribute to guest materials on the website.

Members conducting related work across the EU will be targeted as guest bloggers in particular, targeting the current ongoing or recently completed EU projects: e.g. *Desistance from crime by restorative justice practices in prisons* (MCA 624295); *European COST action into the supervision of offenders* (<http://www.offendersupervision.eu>) and *Towards an EU research framework on forensic psychiatric care* (www.cost.eu/COST_Actions/isch/IS1302).

Pathway 2: Conference papers

Academic partner will present the Change Laboratory Model and the findings of the ethnographic study at:

- National and regional practice based conferences that attract MHS and CS professionals (e.g. the International Association of Forensic Mental Health Services conference).
- International academic conferences in the field of innovation and collaboration (e.g. International federation of Integrated Care Conference and the European Group for Organizational Studies Conference).
- The CRADLE researchers will organize thematic sessions at the European Group for Organizational Studies annual conference, to gather academics and practitioners together to discuss the project's results. This will give visibility to the CRADLE center as well as to the project.

Pathway 3: Publications

Academic partner will publish the CLM model and the findings of the ethnographic study in:

- Professional journals targeting mental health (J. of Psychiatric & Mental Health Nursing) and CS professionals (Medicine Science & Law) and International Journal of Forensic Mental Health.
- Academic journals in collaboration and innovation, specifically targeting J. of Integrated Care and J. of Multidisciplinary Health Care and J. of Interprofessional Care.
- They will deposit study report and publication in the open access institutional repositories at BU, UiS and HIM, UCZ, CRADLE and FIOH.
- They will post the report on professional and academic websites related to collaborative training and practice (e.g. CAIPE, EIPEN, NIPNET, IN-2-THEORY and GRIN)
- Articles will be targeted at practitioner-orientated journals with translations into Finnish, Danish, Dutch and Norwegian. All publications will be targeted at open access publications to promote dissemination.

Pathway 4: Face to face meetings with key stakeholders

- The consortium will plan a schedule of face-to-face meetings with representatives Directorates Health regionally and Criminal Justice in their own regions to explore the results of the project and the potential for future implementation of the CLM.

Pathway 5: General press releases

- **Offender-Innovate will use UCZ, FIOH, HIM, UiS, CRADLE and BU's press offices.** These offer high media engagement, including radio, television and newspaper releases. A report executive summary of the findings of the ethnographic study (WP2) will be posted in regional websites, for example in the UK on NHS Networks Blogs Pages, Offender Health Research Network, Council of Health Deans E-Advisor Bulletin, BU, UiS, UCS, FIOH, CRADLE, HiM and UCZ research blogs and non-academic partners' websites. A copy of the report will also be sent to Footprints as one of the partner organisations but other National charities (e.g. the Law Society, NACRO), Think tanks within Offender health (e.g. Sainsbury Centre for Mental Health, Social Care Institute for Excellence,) and Professional regulatory bodies (e.g.

Solicitor Regulatory Authority, General Medical Council). The executive summary of the report will be translated into Danish, Norwegian, English and Finnish when posted to national websites.

2.4 Quality of the proposed measures to communicate the project activities to different audiences

2.4.1 Communication strategy and expected impact

The quality of the above measures (section 2.3) to communicate the project activity is achieved by clearly differentiating between four target audiences outside of the *Offender Innovate* community, and designing outreach events that target each of these outside audiences specifically.

The aim of each outreach event is to:

- raise awareness in the wider MHS/CS community of their role as innovators and the importance of explicit collaboration processes in their work in offender rehabilitation.
- raise awareness health and welfare service leaders of the Change Laboratory Model as a tool for integration of services.
- raise awareness in the research community of offender rehabilitation as a context for expanding knowledge of collaboration and social innovation processes and as a new site to apply the CLM.
- raise awareness in high school and undergraduate students of the opportunities for health and care professionals within the MHS and CS and the role of collaboration and innovation in tackling offender rehabilitation and reducing reoffending.

There will be four main outreach events that achieve these aims and ensure the project activities will be communicated to these audiences with maximum effect. Outreach 1 and 2 are embedded in the work packages of the COLAB project. These are:

Outreach event 1: Reintegration Seminars - Beneficiaries: academics/ researchers (WP2). These events will target the wider researcher community within the institution. These will raise awareness of offender rehabilitation as an important area of research and highlight the practice problems in the host academic institution encouraging masters, doctoral and post doctoral students to consider this as a theme for further research. These will be scheduled into undergraduate programme for health and social care professionals in the academic partner to raise offender rehabilitation as an area of their future professional practice. These events aim at increasing the number of researchers engaged in this area of research as well as a greater number of newly trained health and social care professionals willing firstly to enter the forensic mental health field, and to enter with positive and informed attitudes towards offender rehabilitation, and the need for collaboration and innovation in its delivery.

Outreach event 2: Training module - Beneficiaries: MHS, CS professionals, service leaders, policy makers and training commissioners. The training module (WP3) acts as a second outreach event. It will raise awareness of the relevance and impact of collaborative and innovative practice, within services and offers international insights into reducing offender ill health. The event is repeated once in UK and once in Norway to capture regional audiences. It is open free of charge to all regional front line MHS and CS professionals, service leaders, policy makers and training commissioners. In Norway it will be run as part of the Correctional Services National Conference. This event aims at increased awareness and empowering the front line professional to engage in social innovation and raises awareness of, and encourage positive attitudes to, the CLM, ready for future implementation of the model.

Outreach event 3: Festival of Learning - Beneficiaries: Offenders/ex-offenders and their families. The cooperation of offenders themselves is key to information flow between the MHS and CJS. They need to inform collaborative structures put in place between professionals and between professionals and the family/offender. The event will establish a dialogue between service providers and families of mentally ill offenders or ex-offenders. The findings of the ethnographic study (WP2) will be shared at this event. The event is also an opportunity to extract and video record narratives on good and poor experiences of integrated care from participants and to operationalise the Change Laboratory Model that is being developed through the CO-LAB study. It is anticipated that this event will empower ex-offenders and families of current offenders to better access and coordinate the range of intersectoral services available for support as well as contribute to the development of existing mental health services for offenders. In the UK this will be run as part of BU annual Festival of Learning, a programme of public engagement events bringing together the University, local and national community as well as the national Economics Social Research Council's Festival of Social Sciences in which BU participates. Secondees from KO KRUS and will attend and participate in these events offering their international perspective. Footprints and BU will work in partnership to run these events.

Outreach event 4: School leavers and Undergraduate students: Human factor skills such as collaborative working are undervalued in both medical and legal fields despite the fact that the majority of recent inquiries into breaches in patient safety relate to failure in these. Students on entry into training are attracted to professions because of the clinical or substantive skills they develop instead. In this event, findings of the ethnographic study (WP2) will be shared with school leavers by attending University open days and school career fairs, to emphasise the importance of collaborative practice when entering a career in either the MHS or CS. This is so universities attract collaboratively able people to these professions in the future. Further school leavers will be made aware, and will be given a taster, of the skills they require to enter these professions (e.g. as probation or prison officers).

2.4.2 Intellectual property rights aspects and exploitation of results.

Data collected during the ethnographic phase of the study (WP2) are viewed as the joint intellectual property of Offender Innovate as a whole and access to the data is made available to all members of Offender Innovate from each participating organisation. The CLM model remains the intellectual property of CRADLE. Any substantial collaborative work or co-writing carried out by academic and non-academic partners as part of the activity will be fully acknowledged and attributed to Offender Innovate as a whole, the individual contributors from each participating organisation and the individual researcher/practitioner. A detailed IPR management plan will be part of a Consortium Agreement to be signed between CO-LAB coordinator UiS and all other beneficiaries of the Action prior to the signature of the Grant Agreement with REA.

3. QUALITY AND EFFICIENCY OF THE IMPLEMENTATION

3.1 Coherence and effectiveness of work plan, including appropriateness of tasks and resource

3.1.1. Consistency and adequacy of the work plan and the activities proposed to reach the project objectives.

This CO-LAB study's objective of bringing the Change Laboratory Model to interagency practice between the mental health and correctional services will be achieved through maintaining a consistent overview of the 5 main work packages and the relationship between each package. The relationship between WPs is described in Figure 3. Work package 1 builds the *Offender Innovate* community needed to deliver on WPs 2-5. It is scheduled first in the work plan. WP2 collects the data needed to validate the Change Laboratory and WP3 delivers a training programme on innovation and collaboration and the CLM in particular to prepare the workforce for this type of intervention. Work packages 2 and 3 are scheduled before WP4 as the deliverables of these inform the synthesis of the new validated Change Laboratory Model in WP4. WP5 submits bids for resources to fund the future pilot and evaluation of the validated CLM. This work package will span the entire project period dependent on the availability and deadline of individual funding streams. This process begins in the first year of the project. By delivering training (WP3), synthesizing a validated Change Laboratory Model (WP4) and securing funding (WP5), the validated Change Laboratory Model is ready for pilot and evaluation in mental health/correctional service collaborative practice.

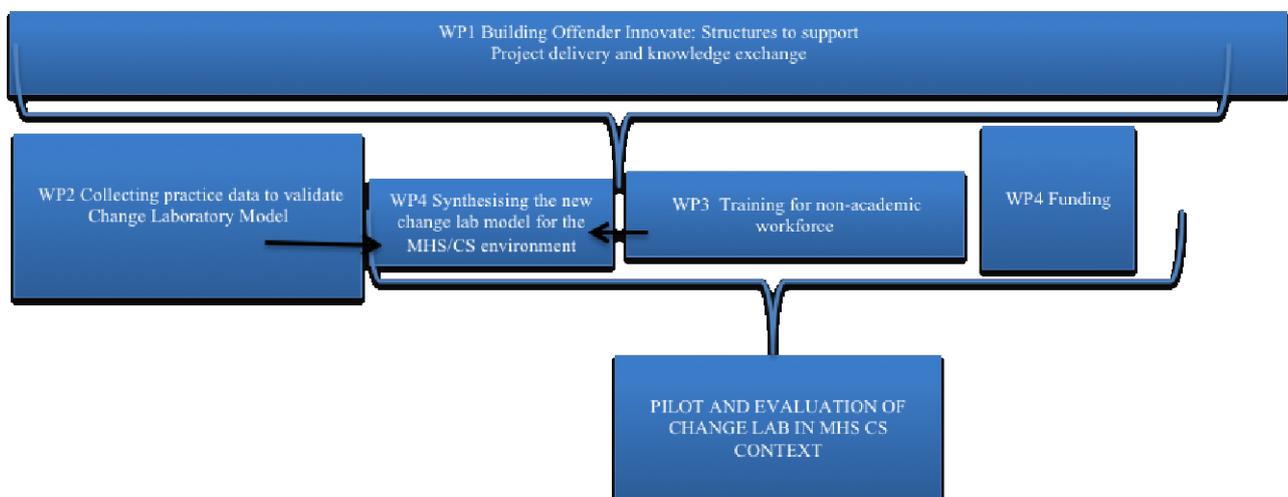


Figure 3: Relationship between work packages

3.1.2 Credibility and feasibility of the project through the activities proposed.

Experience of project coordinator: Dr Hean will be project coordinator for this study. She has over 16 years of post doctoral research experience and has lead and secured funding for 16 wide ranging research projects including the prestigious Economics Social Research Council and Research Council Knowledge Transfer partnerships funding in the UK and international funding from the Canadian Institutes of Health Research and a Marie Curie Action Individual European Fellowship. She is particularly well known as an international reputation in interprofessional collaborative practice education and is the founder and current chair of the [IN-2-theory international network](#) that promotes the development of theory in IPE. She served on the board of the influential UK Centre for Advancement of Interprofessional Education and is part of the leadership of the Canadian international Global Research in interprofessional education and practice network (GRIN). Through these achievements she has demonstrated strong skills in project management, with expertise in leading international and interdisciplinary collaborations. This experience is necessary to provide the strong leadership and put checks in place that monitor the progress of the project and the successful completion of each work package. This will be essential to manage this complex work programme. Dr Sarah Hean has a joint employment contract with both UiS and BU. She is therefore well placed to taking this coordination role having a good knowledge of both UiS and BU and having collaborated during her Marie Curie fellowship with HiM, KO KRUS, UCZ, FIOH and CRADLE.

Engagement with consortium pre-application

To build the collaborative relationships required within the core management group, Dr Hean has engaged extensively with the Norwegians, Danish, Dutch, UK and Finnish partners to plan the project and secondment plan, including meetings with partners in FIOH and CRADLE in February 2016, with Danish partners in December 2015 and March 2016, with KO and Footprints and FPC DR S Van Mesdag in February and April 2016, to develop the project.

Consensus building

The feasibility of the project will be dependent on the collaboration of members of *Offender Innovate* as a consortium. The factors that will ensure the success of collaboration within this community are the same as those facing any interagency collaboration, and academic-non-academic collaborations across the EU community in general. In preparing for this proposal, members of the consortium were asked to complete a survey by UiS that was underpinned by the key challenges and facilitators of interagency collaboration identified in the literature³⁹. To promote ownership, clarity on roles and responsibility and the sharing of common goals, applicants identified specific skills and knowledge they brought to consortium, reviewed the responsibilities listed in the proposal and stipulated which tasks they were willing to take responsibility for as an organisation and individual (See Deliverable List Table B3a). They speculated on key constraints to collaboration between consortium partners and gave ideas on how to manage these limitations. They specified key priorities for them within the project and provided evidence that [their organisation had strategic commitment to the RISE application and international and intersector working](#). In the strategic plan developed in WP1, where key values and ground rules to the consortium will be laid out, it will be emphasised that a degree of reflection, capacity of self criticism and a safe environment is to be nurtured within the community. This survey informed the writing of this proposal and will be revisited and updated in MM1 of the consortium

Applying our own expertise in collaborative practice to our own Community: *Offender Innovate* members have expertise in [promoting knowledge transfer and collaborative practice](#). They will apply their substantive knowledge in this area to their own practice. Applying Wenger's principles to the structure of the Community (WP1), the consensus building exercise above and the use of the Change Laboratory Model in a process of auto reflection for the community, will ensure the knowledge transfer and effectiveness of the community is ensured.

Table B2 Work packages description

WP No.	1									
WP title	Setting up the <i>Offender Innovate</i> community of practice									
Activity type	Communication, Project management									
Participant	UCZ	HiM	Cradle	UiS	FIOH	BU	KO KRUS	FP	FPC	
Months	1	3	1	9	1	0 ¹	1	0 ²	0	

Objectives	<u>Aim: To build communication channels</u> required to build a sustainable European community of practice
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¹ familiarization and management meeting are held in the UK because of cheaper accommodation and living expenses if compared to Norway and hence secondments are more cost effective. BU and FP attend but are not on secondment during these events

	<p>(<i>Offender-Innovate</i>) to deliver on the study objectives.</p> <p>Objective 1.1: Deliver <u>workshop to familiarise community members</u> with each other's expertise</p> <p>Objective 1.2: <u>Develop strategic and action plans</u> for <i>Offender-Innovate</i></p> <p>Objective 1.3: <u>Set up channels of internal/external dialogue</u> within community and with external collaborators</p> <p>Objective 1.4: <u>Identify the core and periphery membership of the consortium</u></p> <ul style="list-style-type: none"> Objective 1.5: Report/measure the value of the consortium over the progress of the community and beyond
Description of Work	<ul style="list-style-type: none"> Task 1.1: Convening of annual management meetings Task 1.2 Convening and attendance of Introductory familiarisation workshop <p>A familiarization conference/workshop will be held where <i>Offender Innovate</i> members present their personal and organization's research or practice profile. These will be published on their web profile with commitment to sharing their knowledge resources and facilitating access to these networks for other community members where useful and possible. Interactive activities at this event will confirm areas of overlapping and complementary expertise and areas of future cooperation.</p> <ul style="list-style-type: none"> Task 1.3 and 1.4 Development of a strategic and action plan <p>A strategic plan to guide the values, outputs and short and long-term goals of the <i>Offender –Innovate</i> community of practice and an Action plain to guide communication across community, key project milestones and responsibilities of each partner will be agreed at this event. Both plans will be flexible, working documents supporting <i>Offender-Innovate</i> as it grows as a community of practice.</p> <ul style="list-style-type: none"> Task 1.4: Set up of website and e-communication channels <p>A website will be published through WordPress with individual and organizational profiles of each consortium organization and its participants. This is to set up internal dialogue within the community but also with external collaborators (see dissemination strategy (Cf Section 2.3) for detail of communication with external stakeholders). A closed membership face book group page, twitter feeds, a common e-mailing list and shared data repository will be created where members share academic papers, policy papers and exchange ideas before and during the progress of <i>Offender Innovate</i>. An ER from BU has agreed to takes responsibility for maintenance of these communication channels</p> <ul style="list-style-type: none"> Task 1.5: Producing list of core and periphery members of <i>Offender-Innovate</i> Task 1.6: Annual Audit of value of <i>Offender Innovate</i> activity Task 1.7: Mid and final report
Deliverable (Month of delivery: M)	<p>Deliverable 1.1 Strategic plan of the <i>Offender –Innovate community</i> of practice M12</p> <p>Deliverable 1.2 Action plan to guide communication and Activity of <i>Offender-Innovate</i> over study period.M12</p> <p>Deliverable1.3 <i>Offender-Innovate</i> Web presence M12</p> <p>Deliverable 1.4 Audit trail of Offender innovate activity M12,24,36,48</p> <p>Deliverable 1.5 Mid term and final report M24, 48</p> <p>Deliverable 1.6: Framework detailing secondment schedule, engagement in other knowledge exchange activity and roles and responsibility of <i>Offender –Innovate</i> community. M1</p> <p>Deliverable 1.7 Steering group M12, 24, 36, 48 and Management meetings M1, 12, 18, 24, 30, 36, 42, 48</p> <p>Deliverable 1.8 Familiarisation event M6</p>

WP No	2								
WP title	Building understanding of MHS/ CS interagency practice in academic partners								
Activity	Research, knowledge exchange								
Participant	UCZ	HiM	Cradle	UiS	FIOH	BU	KO KRUS	FP	F P C
Person months	10	13	14	7	8	6	0	0	5
Objectives	<p><u>Aim: To build translational competencies in ER and ESRs from academic partners</u></p> <p>Objective 2.1: orchestrate secondments of researchers into MHS, CS practice environments</p> <p>Objective 2.2: orchestrate study tours and shadowing experiences in non-academic partner organisations for these researchers</p> <p>Objective 2.3 to conduct ethnographic research of current practices;</p>								

	<p>Objective 2.3.1: To <u>explore current interagency practices in MHS and CS from the perspective of front line professionals</u></p> <p>Objective 2.3.2: To explore the mentally ill offender's experiences of this interagency practice.</p> <p>Objective 2.3.3 To explore documentary or artefactual features of interagency practices</p> <p>Objective 2.3.4: To compare and contrast these multiple perspectives.</p>
<p>Descriptives of Work</p>	<ul style="list-style-type: none"> • Task 2.1: Study tour A formal study tour will be orchestrated by practice partners in the UK and Norway. This will include group visits to open prisons, half way houses, probation services and community and specialized mental health services receiving referrals from these facilities • Task 2.2: Shadowing opportunities The 9 ESRs engaged in the project will be paired with KO KRUS or Footprints staff and shadow them for a week of their professional lives. • Task 2.4: <u>Observations of interagency meetings</u> ESRs will collect data as participant observers of interagency collaborative working practices with the support of ERs also seconded to the host non-academic albeit for shorter periods of time. Researchers explore the perspective of interagency practices of front line professionals and that of the offender in low security prisons in the SW of Norway and the South of the UK. A comparison of the two sites offers insight into generic versus context specific aspects of collaborative practice. A comparison of national context is also informative as the UK and Norway have respectively one of the highest and lowest reoffending rates internationally³⁸. Low security prisons are chosen as KO-KRUS and Footprints have both indicated that researcher access to these secure environments will be less resource intensive. Interorganisational meetings from both correctional and MHS will be observed at each site. These include both interagency leadership and case conference meetings in the Norwegian and UK context respectively (n=30). These will be video recorded with the permission of all participants. • Task 2.5: Interviews with professionals Semi-structured interviews (n=30) will be conducted with a stratified sample of professionals representative of prison officers, mentors and professionals working with the offender when treating their mental health (prison nurses, doctors and specialized mental health staff –psychologists and psychiatrists). Interviews explore their experiences of current and historical interagency practices. The CLM is presented to them and the feasibility of this model in their working lives explored. Semi-structured Interviews will be conducted with offenders in both sites (n=20). • Task 2.6: Interviews with offenders Offenders with severe mental illness are excluded from the study and participants must be deemed stabilised by health professionals at the time of the study. Interviews will explore their experiences of interagency practice, perceived outcomes of this and the impact of their mental health on risk factors associated with reoffending. Interviews will also explore offenders perceptions of their role as service users, with a contribution to make to service redesign. • Task 2.7: Documentary Analysis Documentary/artefacts supporting interagency practices will be also collected. • Task 2.8: Data Analysis <u>Data on the interviews, documentation and observations will be shared between partners</u> (shared access to data between organizations is agreed in consortium agreement) and transcripts of the data analysed using a framework qualitative analysis. <u>The analytical framework is based on Engestrom's⁴⁰ framework for analysis of transformative working practice. The analysis will be used to produce a framework describing the key dimensions of collaborative practice between the MHS and CS, its constraints from the perspective of front line professionals and a comparison of findings from the two sites.</u> • Task 2.9 Framework synthesis The outcomes of the ethnographic study are synthesized into a framework describing current practice from the perspective of frontline professionals in the MHS and CS. This serves as baseline data to be fed into WP 4 and against which the CLM can be validated to the MHS/CS context. The data collected will be stored for future use as a mirror for the change lab in the eventual pilot of the CLM in this environment (WP5) • Task 2.3: <u>Reintegration seminar</u> back into academic organisation: Each university partner will lead an open university reintegration seminar upon return of the seconded ERs and ESRs to their home institution to reflect on their learning.
<p>Deliverable</p>	<p>Deliverable 2.1: Framework describing current collaborative practices between the MHS & CS from perspective of frontline professionals and offenders within the Norway and the UK context M 36</p> <p>Deliverable 2.2: Study tour of UK and Norwegian partner organizations for ER and ESRs from Academic</p>

	Partner M24, M36 Deliverable 2.3: Shadowing experience in partner organizations for ER and ESRs from Academic Partner M24, 36 Deliverable 2.4: Reintegration seminar for academic partners in home institution M40								
WP number	3								
WP title	Building competency in collaboration, innovation and research								
Activity type	Communication, Training, Research								
Participants	UCZ	CRADL E	FIOH	UiS ²	BU	HIM	FPC	FP	KO KRUS
Person months	0	0	0	1	2	2	1	2	3
Objectives	<p>Aim: to raise awareness of, and competence in, social innovation and collaboration, and especially the CLM</p> <p>Objective 3.1: To develop a training programme on key skills in innovation and collaboration for front line professionals</p>								
Descriptives of Work	<ul style="list-style-type: none"> Task 3.1 Plan curriculum programme Academic partners work with practice hosts to develop the content and materials for the workshop. The workshop will have didactic and interactive components, the interactive component paying particular attention to the legitimacy and feasibility of including the voice of the offenders in these interventions and the logistics of delivering the CLM. Task 3.2 pilot the programme to a select group of front line professionals in two national contexts The content will be delivered once in Norway and once in UK to non-academic partners and front line professionals working in CS and mental health services regionally. The workshop will be held at the non-academic sites to promote access to a wider number of front line staff and will conclude with an overall synthesis of CLM and other models of collaboration and innovation. Task 3.4. Evaluate programme Task 3.5: Non-academic partner goes on secondment for research experience in academic partner organisation to deepen their learning: A non-academic staff member, attending the workshop, completes a placement abroad to work with a University partner to learn in greater depth of the social innovation and collaboration models they have been exposed to in their training. Although practice pressures and financial constraints preclude a similar number of non-academic partner staff being released from service to be seconded to university partners, there is one secondment each for a staff member from Footprints to UiS and from KO –KRUS to BU. Dependent on research experience of secondees they will also receive training in literature searching, qualitative and quantitative research skills (C.f Section 1.2). They apply these skills by working with an academic supervisor on a mini project in the host academic partner. The theme of the studies will be agreed across the <i>Offender Innovate</i> consortium. For example, KO-KRUS have indicated particular interest in learning about the Dutch MS/CS context: One of the research experiences specified for practice partners therefore will be a comparative study conducted by a researcher seconded from FPC in Netherlands to HIM in Norway. He will follow a similar protocol to that outlined in WP2. He will be given the support and qualitative methods training he requires in his secondment to HIM, that will enable him to conduct this study. Findings of all the mini projects will feed into the ethnographic findings collected in WP2. <p>Secondees will produce clear tangible products for offenders or professionals involved in interagency working (e.g. a literature review leading to guidance on multiple perspectives on confidentiality and information sharing) that will be posted to the <i>Offender Innovate</i> website. At the end of the secondment, practice partners will present their product to an audience of academic and local practitioners at their host institution and again on their return their home country.</p> <ul style="list-style-type: none"> Task 3.5: Outputs of training programme are synthesised into framework summarising characteristics of CLM and other models 								
Deliverable	Deliverable 3.1: Training workshop delivered in UK and Norway M12,24 Deliverable 3.2: Research experience for practitioners in HIM, UIS and BU M36								

² UiS and HIM contribute to training in Norway but are not on secondment when they do so, therefore their contribution is not featured here

	Deliverable 3.3: Reintegration seminars for non-academic partner in FPC, Footprints and KRUS M40 Deliverable 3.4. Framework describing theory of change laboratory and other models of collaboration and innovation M36
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WP number	4:								
WP title	Synthesising a new change Laboratory model for the MHS/CS context								
Activity type	Validation, Knowledge Exchange								
Participants	UCZ	HiM	CRADLE	UiS	BU	FIOH	KRUS	FP	FPC
Person months	1	2	1	1	2 ³	1	0	0	1
Objectives	<p>Aim: to validate the Change laboratory model in light of current practice in the MHS /CJS context</p> <p>Objective 4.1: To build knowledge of practical application of Change Laboratory Model in <i>Offender Innovate</i> members</p> <p>Objective 4.2: To develop the innovation and relational aspects of the Change Laboratory Model</p> <p>Objective 4.3: To establish contextual vs generic dimensions of the Change Laboratory Model in the MHS/CS context.</p> <p>Objective 4.4: To establish potential strengths and weaknesses in the model</p> <p>Objective 4.5. To synthesise a valid Change Laboratory Model ready for pilot in interagency working between MHS and CS.</p>								
Descriptives of Work	<ul style="list-style-type: none"> Task 4.1: Demonstration of Change Laboratory Model Task 4.2: Presentation of alternate models and discussion of contribution to Change Laboratory Model Task 4.3: Presentation of finding of WP2 and discussion of context specific vs generic constraints <p>The workshop will revisit the framework describing current front line practices in the MHS and CS delivered in WP2, and the synthesis of CLM and other models of collaboration in WP3.</p> <ul style="list-style-type: none"> Task 4.4. Discussion of offenders and other marginalized groups as service users <p>A dimension of the workshop will also be dedicated to sharing expertise on services user involvement when working with offenders and other marginalized groups</p> <ul style="list-style-type: none"> Task 4.5: Synthesis and development of validated model <p>Workshop participants will compare and contrast findings across sites and explore context specific vs generic constraints facing the CLM. Differences in legal systems and classifications of mental illness are likely to rise to the fore during this phase and will need to be accounted for in the design of the transferrable versus bespoke components of the model.</p> <ul style="list-style-type: none"> Task 4.6. SWOT analysis of feasibility of new model <p>Attendees will then perform an analysis of the strengths, weaknesses, outcomes and threats that will face the future implementation of the CLM in short term pilots as well as in the long term as an embedded means of managing interagency working. This conclude with a synthesis of the above discussions to create guidelines for the use of the validated CLM for the MHS-CS environment</p>								
Deliverable (what and month of delivery)	<p>Deliverable 4.1: A user-informed prototype of a CLM ready for pilot in the MHS CS environment.M48</p> <p>Deliverable 4.2: Open access guidelines to serve practitioners, management and developers in the MHS and CS field M48</p> <p>Deliverable 4.3: Guidelines on the potential of this model as a means of promoting innovation and collaboration in other interagency collaborations where marginalized groups are participants in the redesign process.M48</p> <p>Deliverable 4.4 Guidelines on how intersectoral and international RISE consortia can be managed in the future M48</p>								

WP number	5								
WP title	Continuation funding to pilot, evaluate and implement change laboratory across ERA								
Activity type	Research, planning product implementation, securing continuation funding								
Participants	UCZ	HiM	CRADLE	UiS	BU	FIOH	KO-KRUS	FP	FPC
	0	0	0	0	0	0	0	0	0

³ the validation workshop is held in UK. BU and FP contribute but are not on secondment when they do so.

Objectives	<p>Aim: to secure continuation funding for piloting an evaluation of the change lab in MHS/CS interagency practice and maximise the impact of the CO-LAB project.</p> <p>Objective 5.1: To submit for continuation funding to support the pilot and evaluation of Change Laboratories in the collaborative practice between mental health and correctional services</p>
Descriptives of Work	<p>Submission of funding applications to Horizon2020 ERC, UK ESRC research council, Norwegian Research Council, Nordic Research Council and Finnish correctional services funding stream-CSA will therefore be a central activity of the Offender Innovate consortium. As the long term aim is that these models of interagency working have sustainability in the system, an economic evaluation of the model will be included in the proposals. Investment will be sought from both national and European funders to ensure national and European commitment to the proposed project.</p> <p>Task 5.1: Submission of bid is submitted to Horizon2020 ERC funding: Lead by UiS</p> <p>Task 5.2: Submission of bid is submitted to CSA Finland: Lead by FIOH and CRADLE</p> <p>Task 5.3: Submission of bid to ESRC, UK: Lead by BU</p> <p>Task 5.4 Submission of bid to Nordic Research Council: Lead by UCZ</p> <p>Task 5.5: Submission of bid to Norwegian Research Council Lead by HIM</p>
Deliverable	Deliverable 5.1 Proposals submitted to funding Horizon 2020 ERC, Nordic research Council, CSA Finland, ESRC UK, Norwegian Research Council Norway; M48

3.1.3. Gender aspects in planning

People with families have limited freedom when they can be seconded away from their home countries for extended periods of time. The management group negotiate with individual secondees how the secondment periods can be managed such that they are seconded during vacation periods or fly back regularly to home country to maintain contact with home. Alternatively, the host will explore how each host institution can support the seconded if they choose to bring their children with them. The way that finances are distributed will take this into account, directing extra funding at organisations where the ESR and ER have family commitments. We also extend the project over a 48 period so that secondees on multiple placement are not over extended. Longer secondment periods are given to younger ESRs, because of career development opportunity, but also as they may have fewer family commitments. The management of the secondments will also follow guideline on providing flexible working environments. The consortium MM1 explore the options of working at home and communicating remotely through skype and social media during particular phases of the research: when data is being analysed for example.

Table B3a: Deliverables List

<i>Scientific Deliverables</i>						
Deliverable No.	Deliverable Title	WP No.	Lead	Type	Level	Due Date
Deliverable 2.1	Framework describing current collaborative practices between the MHS & CS and constraints	2	CRADLE	R	PU	36
Deliverable 4.1	Validation workshop	4	BU	OTHER	CO	Year 4 (37)
Deliverable 4.2:	A user-informed prototype of a CLM ready for pilot in the MHS CS environment.	4	UCZ	R	PU	48
Deliverable 4.3:	Open access guidelines to serve practitioners, management and developers in the MHS and CS field	4	FIOH	R	PU	48
Deliverable 4.4:	Guidelines: use of model with other marginalized groups	4	BU	R	PU	48
Deliverable 4.5	Guidelines on how intersectoral and international RISE consortia can be managed in the future	4	BU	R	PU	48
Deliverable 5.1	Proposals submitted to funding Horizon 2020 ERC, Nordic research Council, CSA Finland, ESRC UK, Norwegian Research Council Norway;	5	UiS/BU/UCZ/CRADLE/FIOH/HIM	R	PU	48

<i>Management, Training, and Dissemination Deliverables</i>						
Deliverable	Deliverable Title	WP No.	Lead	Type	Level	Due Date
Deliverable 1.1	Strategic plan for <i>Offender –Innovate</i>	1	UiS	R	PU	12
Deliverable 1.2	Action plan for Offender-Innovate	1	UiS	R	PU	12
Deliverable 1.3	Offender-Innovate Web presence	1	BU	PDE	PU	12
Deliverable 1.4	Audit trail of Offender innovate activity	1	BU	R	PU	12,24,37, 48
Deliverable 1.5	Mid term and final report	1	UiS	ADM	PU	24, 48
Deliverable 1.6:	Framework of secondment schedule, engagement in activity and roles and responsibilities of Offender –Innovate	1	UiS	ADM	CO	1
Deliverable 1.7	Management meetings	1	UiS	ADM	CO	6,24,36,48
Deliverable 1.8	Familiarisation event	1	BU	OTHER	CO	6
Deliverable 2.2:	Study tour of practice partner	2	Footprints/KR US	OTHER	CO	24,36
Deliverable 2.3:	Shadowing experience	2	KRUS/Footprints	OTHER	CO	24, 36
Deliverable 2.4:	Reintegration seminar for Ers/ ESRs	2	BU/UIS/HIM/CRADLE/UCZ/FIOH	PDE	PU	40
Deliverable 3.1	Training workshop for non-academic workforce in UK and Norway	3	HIM/UIS	OTHER	PU	12, 24
Deliverable 3.2:	Research experience for practitioners	3	HIM/UIS/BU	OTHER	CO	36
Deliverable 3.3:	Reintegration seminars for non-academic partner	3	FPC, FP, KRUS	PDE	PU	40
Deliverable 3.4	Framework describing theory of change lab and other models		UiS/HIM	R	PU	36
Deliverable 6	Dissemination Strategy		UiS	PDE/R	CO	45
Deliverable 7.1	Outreach Event 3 Festival of learning		BU	PDE	PU	Planned delivery in place End year 4
Deliverable 8.1	Outreach Event 4 University Open Day		BU	PDE	PU	Planned delivery in place End year 4

Fundamental to this success of COLAB are a set of well-defined milestones (Table B3b). Key milestones are embedded within the agendas of each project management meeting, so that the progress of the CO-LAB project can be monitored, enabling discussion of any issues that may be inhibiting project progress. By ensuring that these key milestones are reached regularly throughout the project, the ability of the project to remain to its work plan and demonstrate completion is feasible and credible within the timeframes of the project.

Time has been scheduled into the work plan to achieve: individual project objectives and deliverables of each work package, ethical clearance for the project, mid term and final report writing to EU, dissemination through submission to high impact academic and practitioner journals. A dissemination strategy agreeing target journals and authorship is scheduled into the plan and the outreach events.

Table B3b Milestones List

No.	Key Milestone	WP	Lead	Date Month 1-48	Means of Verification
1	Finalisation of Consortium agreement	1	UiS	1	Signed consortium agreement
2	Delivery of Strategic and Action plan	1	UiS	12	Strategic and action plan approved by MM1 and published on website; secondment schedule and responsibilities agreed
3	Management meeting (MM)1			6	Project progress approved

4	Framework describing current collaborative practices and constraints within the Norway and the UK context	2	CRADLE	36	Framework (Deliverable 2.1) presented to Aation workshop into WP4
5	Training module	3	HIM	12, 24	Curriculum content agreed between 6 university partners, materials prepared, event scheduled and delivered in UK and Norway Theoretical comparison of different models fed into WP4 (Deliverable 3.4)
6	MM2	1	UiS	24	Project progress approved. Mid term report approved.
7	CLM validation workshop	4	BU	37	A user-informed validated CLM delivered to MM3 (Deliverable 4.1).
8	MM3	1	UiS	37	Progress approved. Dissemination strategy approved (Deliverable 7).
9	Research bid submitted Nordic, Norwegian, CSA and ESRC research Councils	5	All	Ongoing	Submit. If successful progress to pilot and evaluation of model. If fail, review and resubmit.
10	MM4	1	UiS	48	Final report approved and submitted to EU commission

3.2 Appropriateness of the management structures and procedures, including quality management and risk management

3.2.1 Project organisation and Management and Structure:

Each work package within the project will have a designated lead responsible for all the deliverables within that package. As the teams delivering tasks within each work package may be drawn from more than one participating organisation (See Table B5), clarity of responsibility and clear communication systems are key to the successful delivery of the work packages. The project coordinator and work package leads will form a management group to ensure effective communication systems are in place and to review progress, monitor achievement of key milestones (Table B4) and outcomes of each work package.

A regular update and reflection of members' activities will be presented at management meetings and during the submission of the mid and final report to the EU Commission. A record is kept of common publications, bidding activity, secondments, interorganisational visits, conference attendance and measures of professional esteem related to project and published regularly on *Offender-Innovate's* website.

The value of a community of practice will be measured in terms of the social capital it provides members. The key variables will be agreed in MM1 and will reflect both practice and academic relevant performance indicators (e.g., publications, conference presentations, measures of peer esteem, increased numbers of interagency meetings regionally etc.) This will be entered by each member into a publically held database of achievements and published on the projects' website. It is reviewed at each MM.

A convening group comprising the management group and external stakeholder organisations will also be created to monitor achievement of key milestones and outcomes of the project as a whole. Members of each institution leadership (e.g. Departmental heads in each academic institution) will be invited to serve on this group to ensure alignment between the consortium and individual organisational goals. Other members will be drawn from related stakeholder organisations. For example, Dr Hean has begun negotiating stakeholder group membership with the following candidates: Sue Staddon - Head of Offender Health commissioning - NHS England South, Ida Hydle, Senior Researcher, Centre for Welfare and Labour Research, Oslo and Akershus College, Oslo, Sissel Sverdrup, Professor Diakon Hogskolen Norway, Chris Green Senior lecturer in interprofessional education, University of Essex, UK., Jan Olav Johansen, Stavanger University Hospital, Norway.

Other members of *Offender-Innovate* will be made up of the ERs and ESRs participating in the project throughout secondments and outreach events. The key people and groups are shown in Figure 4. This distributed and collaborative leadership model will build ownership, commitment and external accountability in the consortium to achieve its goals.

Four convening group meetings (MM1-4) and 8 meetings of management group meetings will be held at regular intervals through the duration of the project). The wider community meet at the knowledge transfer events and outreach events planned throughout the project. These meetings will be supplemented with meetings of the whole community scheduled

at conferences commonly attended on an annual basis by members such as those hosted by the European Group of Organisational Studies (EGOS), Conference. Meetings are face-to-face where possible, or through Skype or phone where this is not possible. Logistically convening and management groups and knowledge transfer events will be scheduled together as far as possible.

The project will follow National Occupational Standards for management and leadership guidance on managing secondments (<http://www.thefreelibrary.com/Managing+a+secondment.-a0151090755>). For each secondment a specified job spec of the skills needed by secondees (e.g. interpersonal skills, communication abilities, international experiences) will be agreed between the host and sending organisation. The host will also provide a named person to identify the resources their institution offers to support secondees, to manage the secondnee when in the host organisation including the induction, to provide a clear list of the roles and responsibilities they require for each secondnee if these are over and above the generic requirements spelt out in this application (e.g. UiS will ask secondnee from Footprints to give a seminar on reoffending and the role of the health/welfare professional to nurse and social worker trainees).

The sender organisation is also required to provide a named contact who will keep contact with and support the secondnee should there be a conflict of interest when in the host organisation, who takes responsibility for the recruitment and selection process with the support of the convening group and who will confirm the HR secondment policy of each organisation and any visa issues that may arise. They will be responsible for explaining the aims of the secondment to the candidate, negotiate when they will be available to take up the secondment and then negotiate the re-entry and reintegration seminar with the secondnee returns. Finally the named individual will be required to meet regularly, through Skype, with the secondnee, the named individual in the sending organisation and the secondnee to monitor performance and progress during the secondment.

The research tasks and secondnee months needed to perform these tasks are divided across the research institutions. This is largely done by logistical reasons to ensure that ERs and ESRs with families still have the possibility to participate in these opportunities although for lesser periods of time. Longer secondment periods are given to institutions where ERs and ESRs have already been identified that are able to go for longer periods of time. All the ERs in the project are highly experienced qualitative researchers and able to support ESRs participating in this phase.

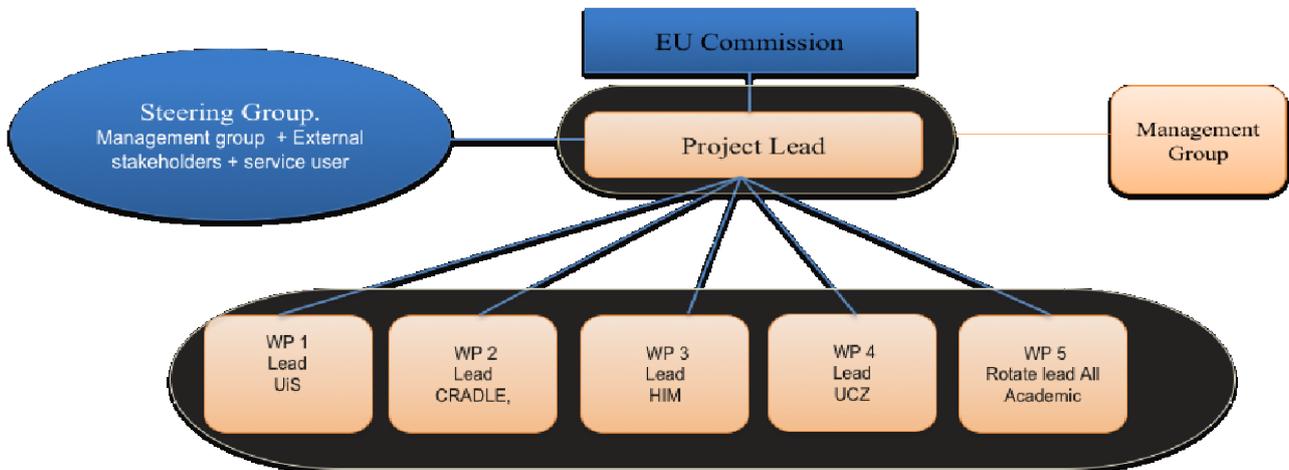


Figure 4: Management structure

A draft consortium agreement has been produced. The content of this is revisited in MM1. This includes the estimated provisional clauses on the financial distribution between partners. This will be finalised and signed by partner organisations after the final list of ERs and ESR and their circumstances have been agreed in MM1. At this point the distribution of finances across partners will be agreed, commensurate with their input into the project and the circumstances of the ERs and ESRs they are sending. UIS and the research support office take the position of financial coordinator and liaison with the EU Commission, working in collaboration with the project coordinator and management group.

3.2.2 Risk and Contingency plans

Six risk factors have been identified related to the membership of the partnership itself, the management of secondment and the conduct of the research. Efforts to minimise these risks and contingency plans should these occur are summarised in Table B3c.

Table B3c Risks to the project and proposed mitigation measures

No	Risk	WP	Proposed mitigation measures
R 1	Delay in planned secondments	WP 1-4	<u>Medium risk: low impact:</u> The plan for secondments will be updated before signing the grant agreement. We anticipate, that dependent on personal circumstances, some secondments will be earlier and others later, so that overall the progress of the project will not be affected negatively and the objectives of the project and each WP attained by the end of the project
R 2	Not being able to identify ERs and ERs to come out on secondment	WP 1-4	<u>Low risk: high impact</u> Each academic partners market these opportunities internally and externally stressing the career development potential of the secondment. Family commitments of the E(S)Rs are managed through promoting flexible working and scheduling of secondment periods (cf 3.1 gender aspects) that are compatible with personal commitments of secondees. Doctoral students are recruited to these secondments as opportunities for international data collection and experience in practice and in line with Doctoral level descriptors of current PHD programmes across the ERA.
R 3	Language barriers	WP 1-2	Medium risk: low impact: <u>The research is conducted in English where possible,</u> However <u>secondees will be paired with a native speaker to help them</u> if English is not their first language or if research participants wish to conduct interviews and observations in a language other than English, E(S)Rs are paired with practitioners in the host partner organisation; In this pairing, the E(S)R supports the practitioner learn about the research skill and methods involved in ethnography, the practitioner, familiar with the cultural and language of the study site, leads the interviews in their home language and the home language of the professionals and offenders being studied. Transcripts are translated into English where necessary..
R 4	Ethical approval is not granted for observation and interviews of mentally ill offenders due to their vulnerability	WP 2	Medium risk: medium impact: As the offender is a vulnerable population group, there is a medium risk that there will be constraints placed on the observations and interviews with offenders imposed by both ethics committees as well as key gatekeepers in the MHS and CS. This would have a medium impact on the project and would mean that wp2 would be compromised. <u>To overcome this, emphasis will be made in ethical application of the ethical importance of including the MIO voice in research.</u> Reviews of previous research including the offender as participant in both the UK ⁴¹ and Norwegian ⁴² have highlighted key issues and practical solutions to addressing these concerns. These have been detailed in Section 6. Further, <u>we have chosen to conduct our study in open/low security prisons and probation environments</u> where access to prisoners is less time and resource intensive for the correctional services. Offenders are deemed sufficiently stabilised at this time of their contact with the correctional services to be free in the community, and therefore deemed less vulnerable as participants in this research. If ethics approval is still not forthcoming, WP2 will be rewritten to take the form of anonymous questionnaires to catch some form of the offender voice, although not of the same depth as would be captured by interviews and observation.
R 5	Partners choose to withdraw from consortium	WP 1-5	Low risk: High impact: Although meetings held between consortium members to develop this proposal have indicated high commitment to the theme and objectives of the work, <u>logistical and resource issues related to both sending and hosting researchers poses risk to the study.</u> To mitigate against this, the project coordinator has met individually with <u>each partner to stress the benefit to the organisation of either receiving or sending a secondment in terms of building competences in both the sending and receiving organisations, networking opportunities, and as and evaluation of current interagency practice.</u> Further, the inclusion of work package 5 (bidding for large scale funding) is highlighted as the long term payback for the initial investment in this RISE project. <u>Writing of bids (WP5) were moved to the beginning of the work plan in order that institutions have a guarantee of staffing costs being recuperated in the shorter term.</u> Research in in WP2 targets open access and low security prisons to limit the resources required by non-academic partners in monitoring the access to secure prison environments by researchers. <u>To foster continued commitment after submission of the proposal, conversations between partners will continue until the beginning of the study period in January 2017.</u> During this period (April 2016- January 2017), consortium members will have further opportunity to cocreate solutions to the logistical constraints facing a project of this size in this forensic environment, .

			Finally, if a partner still chose to withdraw efforts to look for a substitute partner (including correctional services in Denmark, Finland and the Netherlands). The consortium agreement will be amended accordingly.
R 6	Access to sites denied because of security clearance	WP 2	Because of security issues, researchers may be denied access to prisons because of the resources required to manage their visit. Although previous research in the area has shown prisons to facilitate research access well, we minimise this risk through targeting open and low security prisons as well as spreading secondments of researchers over an extended period so that partners are not over extended when hosting researchers.

3.3 Appropriateness of the institutional environment (hosting arrangements, infrastructure)

The organisations hosting secondees have the human resource and necessary infrastructure to support the stay of the secondee and support knowledge exchange between the secondee and host staff:

Human resource:

All ERs from Universities are highly experienced educators with extensive experience of supervising doctoral students supervision. They are therefore well placed to support ESRs research during their secondment (WP2) as well as supervise the research experience of practice partners seconded to the universities in WP3. At an organisational level, FPC, FP and the 6 universities regularly engage in cross European research and recruit students internationally. They therefore are supportive of the need to send and receive international secondments. The universities offer language courses and support services for international students and staff. Administrative support for the project is provided by UiS Faculty of Social work and Research support offices.

Recruitment of unnamed ESRs

In UiS and HiM ESRs are drawn from established doctoral students at Cross-Disciplinary Research School in the fields of Health, Welfare and Education - PROFRES, in Norway. It is also offered as a postdoctoral opportunity to staff at the Centre of Innovation Research, and the Faculties of Health and Social Work. ESRs in BU will be recruited from Masters students in Public Health and Social Work programmes wishing to continue with doctoral programmes of research and applications made to internal VC studentships and matched funding PHD opportunities. Secondees will also be drawn from members of Centre for Leadership, Impact and Management and the Centre for Qualitative Research in Bournemouth. At CRADLE and FIOH, students will be selected from those who are admitted to the Finnish Graduate School in Education and Learning FIGSEL. Applications will be made for internally funded scholarships at each university and the secondment is viewed as coinciding with the students' field work phase of study. All PhD researchers will have been engaged at their sending institution for the 6 month minimum and a suitable contract for the duration of their secondment will be put in place.

Infrastructure

- Secondments to academic partners (HiM, UiS and BU)

Each host organisation has agreed to make available desk space for the secondees and to grant access to seminar, research training opportunities and other research, innovation and development opportunities being conducted within their organisation including relevant research group activities. Each university will put at the disposal of the project access to its Grant writing and Research support facilities so practice secondees can fully participate in bid writing process and bring their practice perspective to these. They will also be able to access International student/staff support services. Prior to the MM1, each receiving organisation will be required to provide guidance of support resources including accessing accommodation, wifi, and library facilities, guidance with health and child care if required, office space and access to research sites.

- Secondments to non-academic partners (FP and KO-KRUS).

FP, FPC and KO-KRUS have strong practice networks including to regional prisons, mental health and other welfare services. This is essential for ESRs to gain access to research sites (WP2) and recruit frontline professionals to attend the training programme pilot (WP3)

Both partners are able to offer meeting rooms and secondees office space where they will be collocated with the SW regional staff in Bournemouth Offices and in the Oslo Offices of KO-Krus respectively.. BU is geographically collocated in the same city to Footprints and the academic partner will make available to FP access to their IT, library facilities and

larger meeting rooms when required. KO-KRUS is the central resource centre for the correctional services in Norway and will be able to offer secondees full access to their educational, research and IT resources.

3.4 Competences, experience and complementarity of the participating organisations and their commitment to the project

Commitment to project is demonstrated by sign off from each institution leadership to submit this bid. Commitment will be confirmed when the consortium agreement is signed at the beginning of the project. Commitment has also been shown by each organization providing 17 named ERs and 3 named ESRs upfront before the study has begun.

Individual competences

The consortium brings together researchers and practice professionals with common goals in improving offender mental health, offender rehabilitation and the reduction of reoffending rates. Table B3d illustrates the complementarity and overlap in competence between the partners,

For example researchers in HiM, UiS and BU have a shared interest in service user involvement and marginalized groups and UCZ and FIOH have experience of including the offenders voice in research^{32,46} This complements CRADLE's leadership in the development and implementation of Change Laboratories internationally. Similarly, CRADLE experience of Change Labs is complemented also by expertise in alternative participatory models held by UCZ (Innovative Learning spaces), BU (competency frameworks and Practice development units) and UiS and HiM (theoretical models of social innovation and collaborative practice).

All ERs from academic partners in the consortium are highly experienced qualitative researchers with experience of exploring collaborative practices in health and welfare settings using observational and interview methods. KO KRUS, FIOH, CRADLE and BU all have extensive experience in ethnographic methods in particular. Academic and non-academic partners have experience of working across national borders in international projects and working internationally: FP (Jo Well's experience of working in the Congo), FPC (Dr Flattert expiree in Norway and Romania), and KO-KRUS (Dr Johnsen's experience in an EU COST cooperation)(See Section 5). (Dr Hean experience of working in Spain, Norway, Chile, Botswana) and Prof Parker and Crabtree's experience of working in Malaysia) They will be able to engage effectively in these international and support other ERs and ESRs with this cross national experience. A summary of individual competences for each ER and ESR participating are described in Section 5.

Organisational competences

At an organisational level academic partners have thriving research cultures, represented by research centres (e.g. Centre for Innovation Research , UiS), research seminars, public engagement events (e.g. Festival of Learning BU) and research training programmes (e.g. PROFRES programme at UiS and HiM; FIGEL at CRADLE). Grant writing and project dissemination is supported by all academic partners through Grants academies, proposal writing consultants, writing retreats, research support offices and regular interaction with regional research councils.

A summary of organizational capacity to host and send/support researchers for each individual partner is summarised in Section 5.

Table B3d Interdisciplinary knowledge and partner organisation holding this knowledge

Competence / Organisation	Practical knowledge of Correctional services	Clinical and practical knowledge of Forensic Mental Health context	CLIM	Organisational change, Service redesign	Innovation learning spaces	Theoretical models of social innovation	Collaborative practice	Interprofessional education, competency frameworks	Service user involvement,	Management of large networks	Ethnographic methods
FPC											
KRUS-KO											
FP											
BU											
UCZ											
CRADLE,											
FIOH											
UiS											
HiM											
Offender											