

# The use of Hydra to examine misogyny in policing in England and Wales

Investigating the way technology-enabled training such as Hydra impacts the concept of misogyny among police in England and Wales.

## Key details

<b>Lead institution</b>	<a href="#">University of South Wales</a>
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<b>Police region</b>	Wales
<b>Level of research</b>	PhD
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## Research context

Educating police officers about the constantly changing and dynamic nature of their profession presents an ongoing challenge. As the adoption of technology for enhancing learning opportunities for police officers gains momentum, research on the effectiveness of this approach is struggling to keep up.

While there have been valuable contributions in the field of simulation for educational purposes (for example, Beck, Nichols and Verrilli, 2008; Herrington, Reeves and Oliver, 2007; Nygaard, Courtney and Leigh, 2012), it is widely acknowledged that this area remains underexplored.

This knowledge gap is particularly evident when it comes to using simulations to train professionals for high-risk, high-stakes and critical decision-making roles. There is limited literature that offers insights into how simulation-based learning exercises influence the training of these professionals,

especially when considering their real-world application.

## Aims

The aims of this research are to:

- identify the role of training on gender equality among police officers in England and Wales
- understand the impact of technology-based training programmes on the performance of women police officers within England and Wales
- understand the way technology-based training helps police forces in England and Wales to solve the issue of misogyny

## Research methodology

### Phase 1 – systematic literature review

Systematic literature reviews (SLRs) offer a structured and unbiased approach to synthesising existing research, providing a comprehensive overview of the current state of knowledge, which has also been used in similar research (Gill and others, 2014; Herd, 2015).

SLRs minimise selection bias by following rigorous inclusion criteria, enhancing the credibility of findings (Kitchenham and others, 2009; Xiao and Watson, 2019).

### Phase 2 – in-depth qualitative interviews

In this phase, in-depth qualitative interviews will be conducted with police officers before and after undergoing Hydra training modules. This phase aims to explore individual experiences, attitudes and perceptions in a more nuanced and personal manner.

The following samples will ensure that various perspectives and issues are highlighted.

- six to eight interviews with male and female senior police officers before Hydra training.
- six to eight interviews with male and female junior police officers before Hydra training.
- six to eight interviews with male and female senior police officers after Hydra training.
- six to eight interviews with male and female junior police officers after Hydra training.
- four to five interviews with subject-matter experts.

## Phase 3 – focus group discussions

This phase involves engaging both individuals who have undergone Hydra training and those who have not. The focus group approach has been used by Pino (2001) as part of research and community policing. Focus group discussions will provide a platform for group interactions, contrasting perspectives and deeper insights (Walker, 1997), highlighting the issue of police complaints.

Focus groups facilitate dynamic group interactions, encouraging participants to share diverse perspectives on misogyny (Mullany and Trickett, 2020) and technology-driven training programmes. They promote social interaction, enabling participants to build on each others' ideas, fostering a deeper exploration of complex topics, as also used by Mason-Bish and Zempi (2019) focusing on street harassment and misogyny.

## References

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## Tags

- [Violence against women and girls](#)