Module specification

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| Module Code | POL502 |
|---|---|
| Module Title | Evidence Based Policing and Problem Solving |
| Level | 5 |
| Credit value | 20 |
| Faculty | Social and Life Sciences |
| HECoS Code | 100484 |
| Cost Code | GACJ |

## Programmes in which module to be offered

| Programme title | Is the module core or option for this programme |
|---|---|
| BSc (Hons) Professional Policing | Core |

## Pre-requisites

None

## Breakdown of module hours

| Learning and teaching hours | 30 hrs |
|---|---|
| Placement tutor support | 0 hrs |
| Supervised learning e.g. practical classes, workshops | 0 hrs |
| Project supervision (level 6 projects and dissertation modules only) | 0 hrs |
| **Total active learning and teaching hours** | **30** hrs |
| Placement / work based learning | 0 hrs |
| Guided independent study | 170 hrs |
| **Module duration (total hours)** | 200 hrs |

| For office use only | |
|---|---|
| Initial approval date | January 2019 |
| With effect from date | September 2019 |
| Date and details of revision | July 2022 – changes to LO wording, NPC mapping and additional syllabus elements to meet CoP requirements. |

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|---|---|
| | Change to assessment strategy. |
| Version number | 2 |

## Module aims

This module aims to develop students' understanding of the nature and importance of evidence based practice and the possibilities attendant on problem orientated policing.

## Module Learning Outcomes - at the end of this module, students will be able to:

| 1 | Explain the professional concept, understand the potential professional applications, best practice and  the constraints associated with evidence-based policing<br><br>(NPC mapping: Evidence Based Policing 1.1.,1.2,1.3,1.4,2.1,2.2,2.3,3.1,3.2,) |
|---|---|
| 2 | Identify potential sources of evidence that can be used as part of an evidence-based policing approach and know how to systematically review and critically evaluate this evidence<br><br>(NPC mapping: Evidence Based Policing 4.1,4.2,4.3,4.4, 5.1) |
| 3 | Explain how evidence-based policing can be applied in practice and know how to optimise opportunities to obtain the best available evidence, evaluate options and develop the most appropriate solution to a given policing problem<br><br>(NPC mapping: Evidence Based Policing: 6.1,6.2,6.3,6.4,6.5, 7.1,7.2,7.3,7.4,7.5,7.6) |
| 4 | Explain the principles of, and how to engage effectively with, problem-solving techniques for the purposes of crime prevention<br><br>(NPC Mapping: Problem Solving: 1.1, 1.2, 1.3, 1.4, 1.5,1.6,1.7,1.8,2.1,2.2,2.3,2.4,2.5)<br>(NPC mapping crime prevention: 1.1, 1.2, 1.3, 2.1, 2.2) |
| 5 | Carry out research to Identify and understand an emerging issue or problem in a specific operational policing area and formulate an ethically sound research question.<br><br>(NPC Mapping: Problem Solving: 3.1,3.2,.3.3, 3.4) |

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

This module will be assessed by means of an essay

Case study: Students will be given a scenario linked to crime prevention that requires the adoption of an evidence based and problem-solving approach to address (3,000 words)

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Assessment guidance will be provided that directs students towards meeting the relevant learning outcomes

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) |
|---|---|---|---|
| 1 | 1-5 | Written Assignment | 100% |

## Derogations

Compensation/Condonement not allowed on the BSc (Hons) Professional Policing
All elements of assessment must be passed on the BSc (Hons) Professional Policing

## Learning and Teaching Strategies

The learning and teaching strategy used in the module is grounded in the University's commitment to Universal Design for Learning (UDL), the key principle of which holds that students are encouraged to participate in higher education when they are exposed to flexible ways of learning by staff that engage them in different ways using innovative and creative approaches. Accordingly, the module embrace the University's Active Learning Framework (ALF) which supports accessible, flexible learning that creates a sense of belonging for students. Each module is associated, thereby, with face to face and online elements.

## Indicative Syllabus Outline

**LO1: Explain the professional concept, the potential professional applications, best practice and the constraints associated with evidence-based policing**
Definition of evidence-based policing (EBP):
  • Definitions of evidence-based policing
  • College of Policing definition
    - ATLAS approach
  • Sherman definition
  • Realist perspectives
The rationale for evidence-based policing:
  • Cognitive biases and heuristics e.g. Daniel Kahneman
  • Behavioural insights e.g. the concept of 'nudge'
  • High-risk, high-harm, high-cost issues
  • 'Scared straight' and 'backfire'
Importance of differentiating between types of evidence to identify best practice:
  • Types of evidence:
    - Research evidence (types and standards of research)
    - Professional expertise
    - Information and intelligence
    - Lessons learned from success and failure
  • How evidence should be used to inform decisions:

- Systematic analysis
- Identification of best practice

Case studies exploring the impact of evidence-based policing in different areas of policing
Constraints of timescale
Instances when an evidence-based policing approach failed to meet intended targets
Identifying best practice and lessons learned
Professional contexts in which an evidence-based policing approach is appropriate:
  • Organisational
  • Community
Policing-related activities where an evidence-based policing approach is beneficial:
  • Tackling crime and disorder
  • Managing offenders
  • Criminal justice
  • Engaging the public
  • Learning and development
  • Improving work practices/processes
  • Introducing new technology


**LO2: Identify potential sources of evidence that can be used as part of an evidence-based policing approach and know how to systematically review and critically evaluate this evidence**
'What Matters'
What Works' evidence ladder
Maryland Scale of Scientific Methods
Frameworks for assessing the quality of qualitative research


**LO3**: **Explain how evidence-based policing can be applied in practice and know how to optimise opportunities to obtain the best available evidence, evaluate options and develop the most appropriate solution to a given policing problem**
Sources of research and evidence (and support) for evidence-based policing:
  • College of Policing (What Works Centre, POLKA, National Police library, global policing database)
  • Other police forces
  • HMICFRS
  • Campbell Collaboration
  • Academic sources and journals
  • Government (ONS, Home Office)
  • Alliance for Useful Evidence/NESTA
  • Society of Evidence-Based Policing
  • Center for Evidence-Based Crime Policy (US)
  • Center for Problem-Oriented Policing (US)
Development of police standards (e.g. Evidence based Standards
Development of national/local policy (e.g. funding, deployment)
How to use evidence in practice:
  • Professional judgement
  • The reflective practitioner
How to question and challenge using evidence
Ethical concerns with regards to evidence and how these concerns can be addressed

**LO4: Explain the principles of, and how to engage effectively with, problem-solving techniques**

Herman Goldstein's model of problem-oriented policing (POP)

Models used in problem solving and crime prevention:
- SARA (Scanning, Analysis, Response & Assessment) model
- Problem Analysis Triangle
- Routine Activity Theory
- Rational Choice Theory

Principles of problem-solving and crime prevention:
- Principles of crime prevention
- Primary/secondary/tertiary prevention
- Situational crime prevention
- Early intervention and action

Evidence-based policing examples exploring the impact of evidence-based policing in different areas of policing

Partnership working and co-production in problem-solving

Role of the public in community problem-solving (e.g. problem identification and definition, taking action and assessing effectiveness)

Traditional versus non-traditional responses to problems

Outcomes of similar approaches in other comparable forces/organisations

The importance of defining a problem:
- Context of the problem
- Particular features of the problem (nature, extent and causes)
- Multiple sources of data/information to help define and understand the problem
- Overcoming barriers to sharing partner data

Enablers to effective problem solving

Barriers to effective problem solving

Tools for effective problem solving:
- Problem Analysis Triangle
- Routine Activity Theory

Problem Orientated policing

Impact of short-term targets versus long-term problem solving e.g. priority crime types

Principles of crime prevention

Situational, biological, sociological and psychological theories on crime and their relevance to policing

Relevant national strategies and tools:
- National Policing Crime Prevention Strategy 2015
- Home Office Modern Crime Prevention Strategy 2016
- National Intelligence Model

Models of policing:
- 'Hot Spots' policing
- Problem-oriented policing
- Intelligence-led policing
- Rapid response and reactive patrol
- Community policing
- Predictive policing
- Procedural justice

Evidence-based policing and 'what works', including:
- Rational Choice Theory
- Routine Activity Theory
- Situational Crime Prevention

How crime prevention is influenced by, and influences policing approaches, including:
 • Evidence-based policing
 • Policing communities, including partnership working
 • Problem solving
How technology and the public can support crime prevention,
including:
 • Video footage e.g. CCTV, phones, doorbells
 • Social media
 • Volunteer patrol groups e.g. street watch
Kirkholt Burglary Prevention project
Jill Dando Institute
Designing out crime - 'Crime Prevention Through Environmental Design' (Newman et al)
How effective crime prevention initiatives can have a positive effect on resources


**LO5: Carry out research to Identify and understand an emerging issue or problem in a specific policing area and formulate an ethically sound research question.**
'Scanning' and Analysis' stages of the SARA model
Carrying out initial scoping to identify an issue/problem to research further
Reviewing previous literature on the issue or problem:
   • Considering different review approaches
   • Searching for and synthesising available evidence
Creating a sound research question, based on critical reading of appropriate literature and research


## Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.


**Essential Reads**

  • College of Policing. Authorised Professional Practice. See
    https://www.app.college.police.uk/app-content/
  • College Of Policing (2015) What Works in Crime Reduction. Harrogate: College of Policing
  • Lum,C and Koper, C (2017) Evidence-Based Policing Translating Research Into Practice. First edition. Oxford: Oxford University Press,
  • Knutsson, J., and Tompson, L. (2017). Advances in Evidence-Based Policing
  • Mitchell,R and Huey,L (2018) Evidence Based Policing: An introduction. Bristol; Policy Press
  • Bullock.K., and Erol, R (2012) Problem-Oriented Policing and Partnerships. Routledge: London
  • Goldstein, H. (2015). Problem-Oriented Policing. New York: McGraw-Hill.
  • Read T & Tilley N., 2000. Not Rocket Science? : Problem Solving and crime reduction. London. Home Office: Available here:
    http://library.college.police.uk/docs/hocrimereduc/crrs06.pdf

**Other indicative reading**

- Brown, J., Belur, J., Tompson, L., McDowall, A., Hunter, G. and May, T (2018) Extending the remit of evidence-based policing. International Journal of Police Science & Management
- Lum,C. and Koper,C. (2010) The Evidence-Based Policing Matrix
- Journal of Experimental Criminology 7(1):3-26
- Kennedy,L.W and Caplan,J.M (2018) Risk based Policing; Evidence-based Crime prevention with Big Data and Spatial Analytics. California: University of California
- Sherman,L. (2013) The Rise of Evidence-Based Policing: Targeting, Testing,
- and Tracking. Crime and Justice 42(1):377-451
- Bullock, K & Tilley, N. 2012. Crime Reduction and Problem-Oriented Policing. Chapter 3 'Rolling out the National Intelligence Model: Key Challenges' John, T & Maguire, M. Routledge.

# Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

**Core Attributes**
Engaged
Enterprising
Creative
Ethical

**Key Attitudes**
Commitment
Curiosity
Resilience
Confidence
Adaptability

**Practical Skillsets**
Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication