

MODULE SPECIFICATION

Module Title:	Evidence Based Policing and Problem Solving	Level:	5	Credit Value:	20
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Module code:	POL502	Is this a new module?	new	Code of module being replaced:	N/A
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Cost Centre:	GACJ	JACS3 code:	L311	HECOS code:	100484
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Trimester(s) in which to be offered:	1	With effect from:	September 2019
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Faculty:	Social and Life Sciences	Module Leader:	Andy Jones
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Scheduled learning and teaching hours	30hrs
Guided independent study	170hrs
Placement	0hrs
Module duration (total hours)	200hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Professional Policing	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval January 19

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No

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

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to

Key Skills

1	Explain the professional concept, understand the potential professional applications, best practice and the constraints associated with evidence-based policing (NPC mapping: Evidence Based Policing 1.1,1.2,1.3,1.4,2.1,2.2,2.3,3.1,3.2,)	KS6	KS4
		KS7	KS1
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 (NPC mapping: Evidence Based Policing 4.1,4.2,4.3,4.4, 5.1)	KS1	KS3
		KS6	KS9
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 (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)	KS5	KS6
4	Explain the principles of, and how to engage effectively with, problem-solving techniques (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)	KS1	KS3
		KS4	KS6
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. (NPC Mapping: Problem Solving: 3.1,3.2,3.3, 3.4)	KS1	KS6
		KS8	KS9

Transferable/key skills and other attributes

Problem solving and reasoning

Writing skills

Making decisions
 Assessing evidence
 Independent Working
 Time Management

Derogations

Module cannot be compensated/condoned on BSc (Hons) Professional Policing
 All elements of assessment must be passed on BSc (Hons) Professional Policing

Assessment:

This module will be assessed by means of an essay and a presentation,

The essay requires students to explore the history and nature of EBP, then with reference to a given policing issue, the sources of information that can be used to address the problem (and how they might be assessed, to identify a solution

Study Proposal: Requires students to Identify an emerging issue or problem in a specific policing area and apply the principles/model of problem solving to formulate an ethically sound research question (students can go on to develop a methodology in the module Research Methods and Skills and explore the area in the module Research Project” in which case the focus of this activity should be towards exploring practices with, or the policing services /experiences of, a group or population understood in the literature as being less well served by policing

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 (%)	Duration	Word count (or equivalent if appropriate)
1	1,2,3	Essay	60%		2,000
2	4,5	Study Proposal	40%		1,500

Learning and Teaching Strategies:

The module will use a combination of teaching and learning strategies, including lectures, seminars and role plays. Formative assessments will be used to provide developmental feedback to students and will include role plays, incident analysis and classroom knowledge checks. The range of teaching strategies will allow students to develop their knowledge of evidence based and problem oriented policing.

Syllabus Outline: NPC Indicative Content Mapping

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)

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
- Signal Crimes
- Techniques of Crime Prevention
- 55 Steps to becoming a Problem-Solving Analyst

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

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

Bibliography:

Essential reading

- 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.