

Liverpool John Moores University

Title: Evidence Based Policing and Policing Strategies 2
Status: Definitive
Code: **5305PS** (126347)
Version Start Date: 01-08-2021

Owning School/Faculty: Justice Studies
Teaching School/Faculty: Justice Studies

| Team | Leader |
|---------------|--------|
| Laura Boulton | Y |

Academic Level: FHEQ5
Credit Value: 20
Total Delivered Hours: 55
Total Learning Hours: 200
Private Study: 145

Delivery Options

Course typically offered: Semester 2

| Component | Contact Hours |
|-----------|---------------|
| Lecture | 22 |
| Online | 11 |
| Workshop | 22 |

Grading Basis: 40 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|--------------|-------------------|-----------------------------|---------------|---------------|
| Essay | Essay | 2,500 essay | 60 | |
| Presentation | Pres | 10 minute oral presentation | 40 | |

Aims

Module will require students to discuss and identify the potential constraints, associated with an evidence-based policing approach. Identifying the specialist roles and procedures that can assist in gathering information and intelligence, which is relevant not only to the matter under consideration but to the tasking and co-ordinating process.

Students critically review the constitutional role of the police, assessing the strengths and weakness of different policing models and strategies in effectively dealing with crime and associated issues. Evaluating the benefits that a greater understanding of sociology and criminology can have, upon operational policing and decision making.

Learning Outcomes

After completing the module the student should be able to:

- 1 Analyse and explain the problem solving approach to policing and the constituents of the various approaches to problem solving.
- 2 Evaluate the application of the National Decision Model to a given policing problem.
- 3 Discuss the concept of risk and the associated issues.
- 4 Discuss how a greater understanding of sociology and criminology, can have a beneficial effect on operational policing and decision making.
- 5 Evaluate crime prevention theories and strategies and different policing strategies.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

| | | | |
|---------------------|---|---|---|
| 2500 Word Essay | 1 | 3 | 4 |
| 10 Min Presentation | 2 | 3 | 5 |

Outline Syllabus

*Constraints and best practice of Evidenced based policing.
Gathering, reviewing and evaluating information.
Information and Intelligence.
Decision-making.
National Decision Making Model.
Tasking and Co-ordination process.
Policing Communities.
Problem solving approach to policing*

Learning Activities

Lectures, Supported online Canvas activities and Workshops.

Notes

Lectures and other activities will provide the students with information to then enable them to practically apply the knowledge acquired, within scenarios and tasks incorporated into the workshops. Facilitated discussion will also feature in the workshops.

National Policing Curriculum

Indicative Content

Problem Solving

- 1.1 Herman Goldstein's model of problem-oriented policing (POP)
- 1.2 Models used in problem solving and crime prevention: • SARA (Scanning, Analysis, Response & Assessment) model • Problem Analysis Triangle • Routine Activity Theory • Rational Choice Theory
- 1.3 Principles of problem solving and crime prevention: • Principles of crime prevention • Primary/secondary/tertiary prevention • Situational crime prevention • Early intervention and action
- 1.4 Evidence-based policing examples exploring the impact of evidence-based policing in different areas of policing
- 1.5 Partnership working and co-production in problem solving
- 1.6 Role of the public in community problem solving (e.g. problem identification and definition, taking action and assessing effectiveness)
- 1.7 Traditional versus non-traditional responses to problems
- 1.8 Outcomes of similar approaches in other comparable forces/organisations
- 2.1 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
- 2.2 Enablers to effective problem solving
- 2.3 Barriers to effective problem solving
- 2.4 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
- 2.5 Impact of short-term targets versus long-term problem solving e.g. priority crime types
- 3.1 'Scanning' and Analysis' stages of the SARA model
- 3.2 Carrying out initial scoping to identify an issue/problem to research further
- 3.3 Reviewing previous literature on the issue or problem: • Considering different review approaches • Searching for and synthesising available evidence
- 3.4 Creating a sound research question, based on critical reading of appropriate literature and research
- 3.5 Developing a proposal for research to explore the nature, extent and causes of the issue/problem, including: • Research aims and questions • Consideration of different research designs • Strengths and weaknesses of different research methods • Project management (e.g. timescales, resources)
- 3.6 Carrying out the research as outlined in the proposal
- 4.1 'Response' stage of the SARA model
- 4.2 Reviewing previous interventions designed to tackle the issue/problem
- 4.3 Developing a proposal for an intervention to tackle the issue/problem, including: • evidence for/against the proposed approach • consideration of alternative approaches • an implementation plan
- 4.4 Developing a range of options

- 4.5 Selection of the preferred, most likely option to mitigate or resolve problem
- 4.6 Justifying interventions and potential consequences
- 4.7 Preparing a presentation to an appropriate authority
- 4.8 Developing methods to evaluate the intervention, including cost benefit and end user satisfaction
- 4.9 Developing a proposal to assess the effectiveness of the proposed intervention

Decision Making and Discretion

- 6.1 Reviewing example case studies
- 6.2 Recording decisions and rationale
- 6.3 Demonstrating flexibility within decisions
- 6.4 Justifying the decisions made
- 6.5 Reflecting upon the decisions made
- 7.1 Principles underpinning decision recording, and rationale
- 7.2 Methods of recording decisions and rationale
- 7.3 Contents of records
- 8.1 Allocation of correct risk to the correct person ('false-positive' and 'false-negative')
- 9.1 Definition of terms 'risk', 'risk assessment', 'risk aversion' and 'risk avoidance'
- 9.2 The concept of 'constabulary independence'
- 9.3 Effect of risk avoidance and risk aversion on decision making processes
- 10.1 Making decisions in 'slow time' and 'quick time'
- 10.2 Making decisions in complex and unpredictable circumstances
- 11.1 Review of relevant policing incidents where critical ethical decisions were made
- 11.2 Rationale behind decisions
- 11.3 Justification of decisions in the context of judicial reviews

Learning Outcomes

Problem Solving

1,2,3,4

Decision Making and Discretion

6,7,8,9,10,11