Module Proforma

Approved, 2022.03

Summary Information

Module Code	5305PS
Formal Module Title	Evidence Based Policing and Policing Strategies 2
Owning School	Justice Studies
Career	Undergraduate
Credits	20
Academic level	FHEQ Level 5
Grading Schema	40

Module Contacts

Module Leader

Contact Name	Applies to all offerings	Offerings
Laura Boulton	Yes	N/A

Module Team Member

Contact Name	Applies to all offerings	Offerings

Partner Module Team

Contact Name	Applies to all offerings	Offerings

Teaching Responsibility

LJMU Schools involved in Delivery
Justice Studies

Learning Methods

Learning Method Type	Hours

Lecture	22
Online	11
Workshop	22

Module Offering(s)

Offering Code	Location	Start Month	Duration
JAN-MTP	MTP	January	12 Weeks

Aims and Outcomes

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:

Code	Description
MLO1	Analyse and explain the problem solving approach to policing and the constituents of the various approaches to problem solving.
MLO2	Evaluate the application of the National Decision Model to a given policing problem.
MLO3	Discuss the concept of risk and the associated issues.
MLO4	Discuss how a greater understanding of sociology and criminology, can have a beneficial effect on operational policing and decision making.
MLO5	Evaluate crime prevention theories and strategies and different policing strategies.

Module Content

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

Module Overview

This module will discuss and identify the potential constraints associated with an evidence-based policing approach. You will identify the specialist roles and procedures that can assist in gathering information and intelligence and evaluate the benefits that a greater understanding of sociology and criminology can have.

Additional Information

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

All assessed components on this module must be successfully passed for credit to be released.

Assessments

Assignment Category	Assessment Name	Weight	Exam/Test Length (hours)	Learning Outcome Mapping
Essay	2500 Word Essay	60	0	MLO3, MLO4, MLO1
Presentation	10 Min Presentation	40	0	MLO5, MLO3, MLO2