Evidence Based Policing and Policing Strategies 2

Module Information

2022.02, Approved

Summary Information

Module Code	5308PS
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

Teaching Responsibility

LJMU Schools involved in Delivery
Justice Studies

Learning Methods

Learning Method Type	Hours
Online	55

Module Offering(s)

Display Name	Location	Start Month	Duration Number Duration Unit
APR-MTP	MTP	April	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 isrelevant not only to the matter under consideration but to the tasking and coordinating 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.

After completing the module the student should be able to:

Learning Outcomes

Code	Number	Description
MLO1	1	Analyse and explain the problem solving approach to policing and the constituents of the various approaches to problem solving.
MLO2	2	Evaluate the application of the National Decision Model to a given policing problem.
MLO3	3	Discuss the concept of risk and the associated issues.
MLO4	4	Discuss how a greater understanding of sociology and criminology, can have a beneficial effect on operational policing and decision making.
MLO5	5	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	
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 CurriculumIndicative ContentProblem Solving1.1 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 action1.4 Evidence-based policing examples exploring the impact of evidence-based policing in different areas of policing1.5 Partnership working and co-production in problem solving1.6 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 problems1.8 Outcomes of similar approaches in other comparable forces/organisations2.1 The importance of defining a problem: • Context of the problem • Particularfeatures of the problem (nature, extent and causes) • Multiple sources of data/information to help define and understand the problem • Overcoming barriers to sharing partner data2.2 Enablers to effective problem solving2.3 Barriers to effective problem solving2.4 Tools for effective problem solving: • Problem Analysis Triangle • Routine Activity Theory • Signal Crimes • Techniques of Crime Prevention • 55 Steps to becoming a Problem-Solving Analyst2.5 Impact of short-term targets versus long-term problem solving e.g. priority crimetypes3.1 'Scanning' and Analysis' stages of the SARA model3.2 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 research3.5 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 proposal4.1 'Response' stage of the SARA model 4.2 Reviewing previous interventions designed to tackle the issue/problem4.3 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 options4.5 Selection of the preferred, most likely option to mitigate or resolve problem4.6 Justifying interventions and potential consequences4.7 Preparing a presentation to an appropriate authority4.8 Developing methods to evaluate the intervention, including cost benefit and end user satisfaction4.9 Developing a proposal to assess the effectiveness of the proposed interventionDecision Making and Discretion6.1 Reviewing example case studies6.2 Recording decisions and rationale6.3 Demonstrating flexibility within decisions6.4 Justifying the decisions made6.5 Reflecting upon the decisions made7.1 Principles underpinning decision recording, and rationale7.2 Methods of recording decisions and rationale7.3 Contents of records8.1 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 processes10.1 Mak

Assessments

Assignment Category	Assessment Name	Weight	Exam/Test Length (hours)	Module Learning Outcome Mapping
Essay	2,500 word essay	60	0	MLO1, MLO4, MLO3
Presentation	10 min oral pres	40	0	MLO5, MLO3, MLO2

Module Contacts

Module Leader

Contact Name	Applies to all offerings	Offerings
Emily Hughes	Yes	N/A

Partner Module Team

Contact Name	Applies to all offerings	Offerings