Liverpool John Moores University

Title: Evidence Informed Policy and Practice
Status: Definitive
Code: **7100PS**   (124503)
Version Start Date: 01-08-2019

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

Team	Leader
Helen Selby-Fell	Y

Academic Level:	FHEQ7	**Credit Value:**	20	**Total Delivered Hours:**	48
Total Learning Hours:	200	**Private Study:**	152		

Delivery Options
Course typically offered: Semester 2

Component	Contact Hours
Lecture	24
Tutorial	12
Workshop	12

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	AS1	Thematic Literature Review 3000 Words	60	
Essay	AS2	Critical Reflection 1500 Words	40	

Aims

The module aims to develop student's critical appreciation and understanding of the capacity of evidence-based research to contribute to practice developments in policing and criminal justice. The module examines the contributions research-informed knowledge has, and continues to make to the development of criminal justice practices and encourages students to think critically about the scope to

extend further the role of evidence based thinking in developing problem solving solutions in policing and criminal justice.

Learning Outcomes

After completing the module the student should be able to:

1   Identify and critically assess the impact of evidence informed policy development within policing and/or wider criminal justice practice
2   Engage with and critically scrutinise contemporary empirical research concerned with evaluating the impact of practice developments within Policing
3   Identify and critically assess the transferability of practitioner authored good and best practice reports in the fields of policing, criminal justice and community safety.
4   Using a variety of data-analytical approaches critically explore the potential of research informed policy developmental work to shape future practice within policing, and/or wider criminal justice service provision

Learning Outcomes of Assessments

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

Thematic Literature Review	1	2	3
Critical Reflection 1500 words	4		

Outline Syllabus

Outline Syllabus:

Setting the scene
- identifying the origins and historical development of evidence-based research/practice in policing
- identify the resources of evidence-based practice (the research outputs and portals for accessing good/best practice)
- outline and understand the role of the College of Policing as user and generator of evidence-based research
- understand the dynamics of police stakeholders locally generating and utilizing evidence-based practice (through inputs from Merseyside Police and the Office of the Police and Crime Commissioner for Merseyside)

Users of Evidence-Based Practice and lessons to draw for policing
- critically examine and engage with the experiences of other criminal justice sectors more well versed in implementing evidence-based thinking/practice. Research informed inputs from the fields of youth justice, probation services and community safety.
- explore the strengths and weaknesses of developing working cultures geared towards evidence-based practice thinking

The Current State of (Research) thinking in Evidence-Based Policing

- a series of sessions will introduce students to some of the key ideas emerging from research outputs concerned with improving knowledge based policing. These sessions help identify some of the most credible and progressive research evidence being generated and help to develop student's appreciation and understanding of contemporary research evidence (and its generation). Showcasing specific research studies/projects, mapping thematic research area development, and (where appropriate) using invited in researcher-led presentations students are actively engaging with academic research evidence.

The Current State of (Practice) thinking in Evidence-Based Policing
- a series of sessions will introduce students to some of the key ideas emerging from good and best practice locally, regionally and nationally. The session identifies some of the most innovative and effective examples of practice and does so to develop student's appreciation and awareness of diversified working practice(s). Showcasing specific projects, partnerships, methods of working and ideas and (where appropriate) using stakeholder-led presentations the session is driven by the ambition to develop student's engagement with wider stakeholder/practice communities.

The Potential of Evidence-Based Practice in Policing
- a series of research-led sessions will thematically explore the potential of research evidence to help shape policing practice. Covering such topics as diverse as the application of Tom Tyler's notion of 'procedural justice' to police engagement with their publics; the enhanced potential of GIS data and mapping to shape policing activity, and the role data analytic approaches from mathematics and forensic computing can play in processing big data and generating efficiencies these sessions are all about challenging students to think differently about the impact of research evidence on practice.
- inspired by the sessions concerned with 'potential' the module moves to identify and think through the challenges and potential blockages to impending evidence-based thinking in policing (whether those challenges be logistical, cultural or practical).

The student as learner and as transformational agent through critical reflection
- the module encourages students to critically reflect on their own working practice, on how their values and judgements in form their practice and to consider how ready and willing they are to develop innovative working practices and to develop new ways of working. Using Mezirow's (2000) transformational learning model of critical reflection the module and assessment encourages students to take personal responsibility for the management of their self-learning, to see learning not just as a direct result of the experience but because the individual takes ownership of their critical reflection and plans and carries out steps to learn from it. Critical learning approached this way is about identifying a dilemma that needs to be addressed, critically assessing individual assessments/judgements, developing plans, acquiring knowledge and skills to implement plans, and developing new competencies.

Learning Activities

Learning Activities : The module utilises in-class lecture and tutorial based teaching

and provides online tutoring, support, and guidance for students.

Notes

This module, designed with 'in-service' student officers in mind, seeks to develop the student's knowledge, understanding and ability to critique available research and good/best practice guidance in respect of evidence informed policy and practice. But more than that it is a module that seeks to give the officers the platform to critically reflect on their working practices, to examine the extent to which they utilise research-informed policing methods, and to critically consider the extent to which new ideas/modules can actually be implemented in practice.