Module Specification

Introduction to Evidence Based Policing

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Contents

Part 1: Information

Module title: Introduction to Evidence Based Policing

Module code: UZSYFU-15-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Field: Sociology and Criminology

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: A foundational module that introduces principles of Evidence Based Policing (EBP) as an area of growing importance for the development of practice and policy within Policing, both in Britain and internationally. As well as providing a broad introduction, the module explores a number of key EBP initiatives, and examines ways in which these initiatives can be applied in local contexts.

Features: Not applicable

Educational aims: This module provides learners with an introduction to the concept of Evidence Based Policing by covering a range of crime prevention theories and strategies.

Models such as 'hot spots' policing, problem-orientated policing approaches, procedural justice and the 'What Works' evidence-based policing concepts enable the review of the inter-relationship of crime prevention with other policing approaches. How technology such as CCTV, mobile phones and video doorbells have an important role in protecting the public and prevention of crime are discussed alongside the evidence base, theories and principles of psychology, human behaviour, and crowd psychology which can be also applied to particular policing contexts.

The module examines specific initiatives relating to crime prevention including the Kirkholt Burglary Prevention Project and the Jill Dando Institute. These and other key initiatives provide a basis to explore how effective crime prevention initiatives can have a positive effect on resources.

Outline syllabus: CoP Curriculum:

Evidence-Based Policing:

1 Explain the professional concept of evidence-based policing

1.1 Definition of evidence-based policing (EBP):

  • Definitions of evidence-based policing

  • College of Policing definition

    - ATLAS approach

  • Sherman definition

  • Realist perspectives

1.2 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'

1.4 Case studies exploring the impact of evidence-based policing in different areas of policing

Crime Prevention:

1 Explore crime prevention theories and strategies

1.1 Principles of crime prevention

1.2 Situational, biological, sociological and psychological theories on crime and their relevance to policing

1.3 Relevant national strategies and tools:

• National Policing Crime Prevention Strategy 2015

• Home Office Modern Crime Prevention Strategy 2016

• National Intelligence Model

2 Assess the strengths and weaknesses of different policing models in relation to crime/victimisation and the public

2.1 Models of policing:

• 'Hot Spots' policing

• Problem-oriented policing

• Intelligence-led policing

• Rapid response and reactive patrol

• Community policing

• Predictive policing

• Procedural justice

2.3 Evidence-based policing and 'what works', including:

• Rational Choice Theory

• Routine Activity Theory

• Situational Crime Prevention

3 Review the inter-relationship of crime prevention with other policing approaches

3.1 How crime prevention is influenced by, and influences policing approaches, including:

• Evidence-based policing

• Policing communities, including partnership working

• Problem solving

4 Explore the role of technology and the public in preventing crime

4.1 How technology and the public can support crime prevention, including:

• Video footage e.g. CCTV, phones, doorbells

• Social media

• Volunteer patrol groups e.g. street watch

5 Review specific initiatives relating to crime prevention

5.1 Kirkholt Burglary Prevention project

5.2 Jill Dando Institute

5.3 Designing out crime - 'Crime Prevention Through Environmental Design' (Newman et al)

5.4 How effective crime prevention initiatives can have a positive effect on resources

Response Policing:

14 Illustrate how theories and principles of psychology and human behaviour can be applied in various

response contexts

14.1 Theories of the psychology of human behaviour

14.2 Crowd psychology

14.3 Negotiating and influencing in complex response situations

14.4 Skills, tactics and tools for exerting emotional influence

Part 3: Teaching and learning methods

Teaching and learning methods: The module will employ a combination of lectures, seminars, and workshops. Our pedagogy is interactive, discussion-based, and student-facing. Students are an active part of the learning process, and will be asked to contribute ideas, questions, and critical standpoints. The learning environment is designed to promote peer-to-peer support and exchange.

While teaching and learning will be predominantly classroom based, appropriate use will be made of online resources and learning environments.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Discuss a range of key crime prevention theories and strategies and assess their strengths and weaknesses.

MO2 Review the evidence relating to crowd psychology and how this would inform policing practice.

MO3 Evaluate how technology and the public can support crime prevention approaches.

MO4 Evaluate the role of the police and key partners/stakeholders within it, and the legislation and processes that support it with reference to Evidence Based Policing.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 112.5 hours

Lectorials = 37.5 hours

Total = 150

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://rl.talis.com/3/uwe/lists/0CE508FB-EA01-97D7-A5A7-8E0A79873671.html?lang=en-GB&login=1

Part 4: Assessment

Assessment strategy: Summative assessment for this module will be based on a written task:

Assessment part A is a 2000 word 'How safe is my house?' Analysis

Learners will produce a crime prevention analysis focused on a particular location which will offer strategies to improve the safety of the location. This will include an outline of the context of the location, current prevention strategies employed, potential threats and areas of improvement to the current crime prevention tools in place. The assessment is both practical and theoretical in nature as it is applied to a particular location, but provides an opportunity for students to delve more deeply into academic research as relevant to the 21st century policing context. As such the topic and format are useful for students as they begin to make links between theory and practice

Formative assessment of learning will take place during scheduled teaching building on content taught and independent study tasks. Methods comprise of group discussions and debates on particular EBP initiatives, in-class knowledge checks, and the production of relevant work products.

Assessment tasks:

Report (First Sit)

Description: 2000 words - 'How safe is my house?' Analysis

Learners will produce a crime prevention analysis focused on a particular location. The location will offer context to enable the learner to offer strategies to improve the safety of the location. This will include an outline of the context of the location, current prevention strategies employed, potential threats and areas of improvement to the current crime prevention tools in place.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Report (Resit)

Description: 2000 words - 'How safe is my house?' Analysis

Learners will produce a crime prevention analysis focused on a particular location.

The location will offer context to enable the learner to offer strategies to improve the safety of the location. This will include an outline of the context of the location, current prevention strategies employed, potential threats and areas of improvement to the current crime prevention tools in place.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Professional Policing [Frenchay] BSc (Hons) 2023-24

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