



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Evidence Based Policing



V5.0

By the end of the lesson learners will be able to:

1. Explain the professional concept of evidence based policing
2. Evaluate the potential professional applications of an evidence-based policing approach
3. Identify potential sources of evidence that can be used as part of an evidence-based policing approach
4. Apply evidence-based policing in practice

A golden opportunity.....

‘It is in the public interest to show that what the police are doing is working.....’

Home Secretary, Superintendents Conference 2012

‘to identify, share and enable officers and staff to use evidence of what works and best practise’

College of Policing



QTS – why is it in the public interest to show what the police are doing is working?

Evidenced Based Policing provides the police with a golden opportunity to use the best evidence available to them to achieve the best outcomes



What is Evidence Based Policing?



There are many definitions of EBP....

'Informing policing priorities by weighing the harms of criminality together with data from beyond crime & disorder, in order to focus police resources in furtherance of both crime & harm reduction'

(Ratcliffe 2015a:3)



QTS – what is Evidence Based Policing?

Evidence-Based Policing (EBP) can be understood as a problem-solving cycle that involves police officers and staff using and creating the best available research evidence to inform or test policing policies, decisions and practices.

EBP is defined as creating, reviewing and using the best available evidence to inform police policies, practices and decisions.

College of Policing definition

In evidence-based policing approach, police officers & staff, review & use the best available evidence to inform & challenge policies, practices & decisions



As a way of working, it can be supported by collaboration with academics and other partners.

The 'best available' evidence will use appropriate research methods and sources for the question being asked. Research should be carefully conducted, peer reviewed and transparent about its methods, limitations, and how its conclusions were reached. The theoretical basis and context of the research should also be made clear. Where there is little or no formal research, other evidence such as professional consensus and peer review, may be regarded as the 'best available', if gathered and documented in a careful and transparent way.

Research can be used to:

- develop a better understanding of an issue – by describing the nature, extent and possible causes of a problem or looking at how a change was implemented; or
- assess the effect of a policing intervention – by testing the impact of a new initiative in a specific context or exploring the possible consequences of a change in policing.

Officers and staff will reflect on their practice, consider how the 'best available' evidence applies to their day to day work, and learn from their successes and failures. The approach should mean officers and staff can ask questions, challenge accepted practices and innovate in the public interest.

The concept of evidence based policing was developed by Professor Lawrence Sherman in 1998 (Sherman, L. (1998) Evidence-Based Policing. Ideas in American Policing Series. Washington, DC: Police Foundation).

Evidence Based Policing



*"Of all the ideas in policing, one stands as the most powerful force for change:
Police practices should be based on scientific evidence about what works best"*

Professor Lawrence Sherman 1998



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

The concept of evidence based policing was developed by Professor Lawrence Sherman in 1998 – 'Ideas in American Policing Series'.

In a 1998 Police Foundation lecture, Sherman sketched out the concept of "evidence-based policing modelled on the ideas of evidence-based medicine. His core idea was that police practice can be made far more effective if all of its complex but repeated elements were tested by repeated controlled field experiments.

In 2010, a group of UK police officers founded the Society of Evidence-Based Policing and elected Sherman its first Honorary President, along with Sir Peter Fahy, Chief Constable of the UK's Greater Manchester Police

In 2013, UK Home Secretary Theresa May appointed Sherman an independent non-executive director of the new College of Policing, which develops and promotes evidence of what works in policing.

Why does it matter?

The Police Service is expected to continue to reduce crime with 20% budget cuts

How does the Police know what interventions they take is effective?

If the Police don't have robust evidence about what works & what doesn't during their problem solving approach, what risks might be involved?

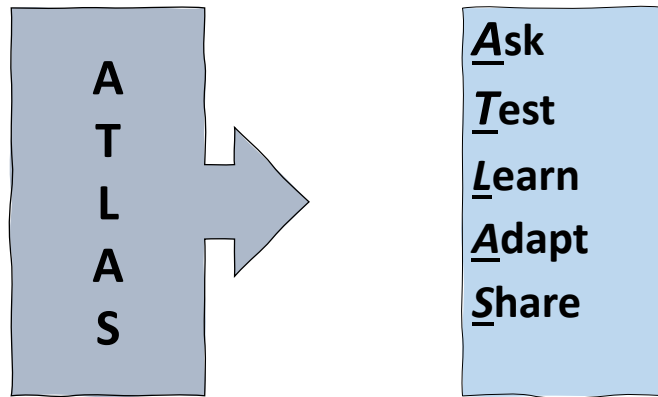
Some well-meaning interventions may have zero impact or worse, they may cause further harm



QTS – Why do you think EBP matters in today's society? Boardblast answers

The Police Service is expected to continue to reduce crime with 20% budget cuts. – Discuss (topical discussion)

Introduction to ATLAS



But what does all this really mean?

Using the 'best evidence' to inform decisions about practises and policies'

Ask

The start of the problem-solving cycle involves asking questions that will help to understand a particular problem or area of policing better & then using this understanding to develop a theory (or hypothesis) about the effect of doing things differently



Ask - The start of the problem-solving cycle involves asking questions that will help to understand a particular problem or area of policing better and then using this understanding to develop a theory (or hypothesis) about the effect of doing things differently.

For example, force data might suggest that levels of ASB are increasing in an area over the past six months, so you will want to ask a series of questions to help you to understand why this is happening, e.g. are there particular days or times of day where the problem is occurring? Are there particular locations?

Analysing data and information to answer these questions will help you to be specific about the nature and extent of your problem and allow the development of an appropriate, targeted response.

Existing research evidence can help in identifying an appropriate response as others may have already tested ways of dealing with the problem you have identified, which you can then use or adapt for your problem. If there is no existing evidence, or the evidence is not applicable to your context, then you should always try to test your response to make sure it is having the effect you want.

Ethical concerns with regards to evidence and how these concerns can be addressed

So what has ethics to do with evidence? Ethics contributes to evidence in several ways.

1. A commitment to using the best evidence to support decision-making in any field is an ethical commitment. Ethics is about doing the right thing for people and promoting what is best for them. Well-intentioned interventions have been criticised when their outcomes are not beneficial, or they have unintended adverse effects.

An evidence-based approach is an important way to improve the chance that interventions and policies are effective and safe. Evidence-based approaches help in accurately identifying the needs of those to be helped. The alternatives to evidence are methods based on tradition, authority or power, and those more easily slip into unjust approaches.

2. Where ethics engages with evidence is in the generation of evidence. Evidence-based decision-making requires good evidence which generates a need for high-quality research studies. The best way to show whether one intervention is more effective than another is to conduct a controlled study comparing the two interventions. Ethics should be infused throughout the design of such studies.

For example, a study to determine the effectiveness of a new Ebola vaccine raises different ethical issues compared to one seeking to explore the best ways to stop ASB in a local park. While different methodological and ethical issues will arise, some sorts of ethical issues will always exist. Some may be so significant that the study ought not to be conducted in a particular way, in a particular place, or at a particular time. For reasons such as this, ethics must be considered as soon as the research is being conceptualised.

When research is being conducted across different cultures and demographics, the local community should be consulted right away so that ethical issues are identified and addressed appropriately. Some evidence-generating projects may need to be ethically approved by a research ethics committee. Even if not, the way the project is conducted raises on-going ethical issues that require attention from both researchers and those overseeing the projects. Projects will be carried out to the highest ethical standards only if those carrying them out are personally committed to ethical virtues like honesty (to the data), compassion (to the participants), and justice. The current emphasis on research integrity highlights the need for researchers to be ethical in all phases of research.

3. Ethics engages with evidence relates to the motivational basis for action. Modern ethics has become very much a branch of philosophy and a purely rational enterprise. Criticisms have been raised that ethical analysis leads to opposing conclusions that leave people with the sense that any option is legitimate.

Another criticism is that people might know the right thing to do and yet not do it. For example, news reports might show the terrible conditions people experience after disasters or protracted conflict. Viewers may say to themselves that the right thing is to help those people, maybe by donating to a reputable charity. Yet five minutes later they have forgotten

about the people they saw, and spend their extra cash on a night's entertainment.

Ethics is about thinking through the ethical dilemmas we face. It includes the rational analysis of ethical arguments. Ethics also includes the emotional and motivational aspects of decision-making. This is where ethics becomes very personal. Ethics is about our hearts as well as our heads. If we believe that telling the truth is right, ethics includes having the courage to speak the truth when fudging a few facts would be more convenient.

It means defending the rights of those participating in research or receiving aid, even when that is more difficult or time-consuming. It means upholding the dignity of all people, even if ignoring a "little" violation would be easier. In this way, ethics infuses all of our decisions and needs to be given careful consideration and heartfelt attention at all times.

(Derived from [Dr Donal O'Mathuna](#) a Senior Lecturer in Ethics, Decision-Making & Evidence at Dublin City University,)

Test

This stage helps you to understand whether your response will achieve the effect that you wanted e.g. reduce antisocial behaviour



Test - This stage helps you to understand whether your response will achieve the effect that you wanted e.g. reduce antisocial behaviour.

When testing a new response you need to be clear about what you did (how the response was implemented) and what change you are expecting to see and how this will be measured (the outcome).

In the example of antisocial behaviour you could measure the number of ASB incidents recorded or number of calls for service.

Learn

Once you have introduced your intervention then you need to measure your outcomes



Learn - Once you have introduced your intervention then you need to measure your outcomes.

The timing of your measurement will depend on how quickly you think your response will work and this will vary depending on the intervention.

If your response to the ASB problem is to target patrol officers in areas with high numbers of ASB incidents, then you might expect to see a quicker effect than if your intervention is about setting up activities for those causing the ASB to move them away from the area.

Adapt

Once you have measured your outcome you should adapt your response to reflect what you found



Adapt - Once you have measured your outcome you should adapt your response to reflect what you found. If you find that your intervention isn't having any effect then you should stop using the resources in this way and use the findings to adapt your understanding of the problem. If you find that it is working then you might want to suggest trying it in areas which are experiencing similar problems.

Share

At all points in the process you should share, for example, your questions, your plans, your findings, your lessons, your experiences of change - & your new questions!

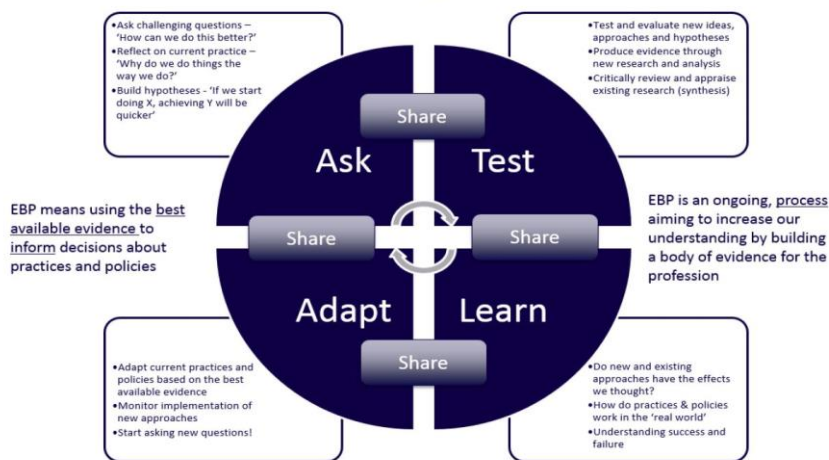


Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Share - At all points in the process you should share, for example, your questions, your plans, your findings, your lessons, your experiences of change – and your new questions!

By sharing your questions and findings you might identify others trying to tackle similar problems or you can stop somebody using their resources on something you have found doesn't work.

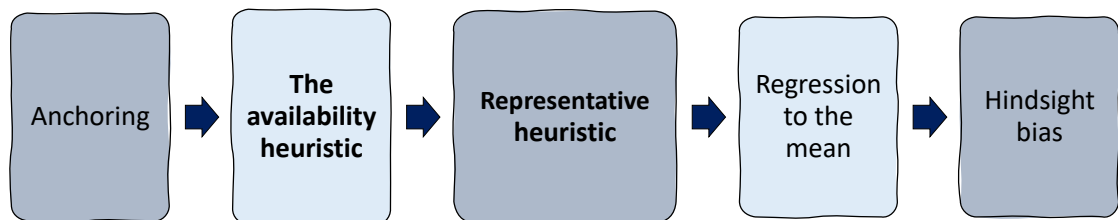
What is EBP? Introducing “ATLAS”...



How the model ‘Atlas’ works...

The Rationale for EBP - Cognitive biases

Daniel Kahneman **5 Cognitive Biases** that affect your Decision-Making



Don't Trust Your Intuition - Kahneman's work on cognitive biases carries a message with a strong warning: left to its own devices, the human mind tends to make systematic errors that lead to costly mistakes and bad decisions.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

In 1969, Amos Tversky and Daniel Kahneman—two rising stars in the psychology department at the Hebrew University of Jerusalem—formed a formidable friendship that would change how we think about how we think.

Together, the pair would create the field of behavioural economics and revolutionize large parts of cognitive psychology. After Tversky died in 1996, Kahneman carried the mantle and in 2002, was awarded the Nobel Memorial Prize in Economic Sciences.

Central to Kahneman's revolutionary work was the discovery of cognitive biases that affect our decision-making.

Daniel Kahneman 5 Cognitive Biases That Affect Your Decision-Making

1. Anchoring.

Anchoring refers to the idea that we are easily swayed by irrelevant information presented to us prior to making a decision.

For example, you're more likely to buy a "special deal" sandwich for £5, if you previously saw another sandwich that cost £20.

Even though the price of the more expensive sandwich is irrelevant to your buying decision, the cognitive bias of anchoring will lead you to perceive the lower priced sandwich as a

cheap bargain, when it may not be.

2. The availability heuristic.

The availability heuristic refers to our tendency to make judgments based on information that can be easily recalled from memory.

For example, let's say you're driving on a highway at 70 mph like everyone else, but then you see a catastrophic accident and the other motorists slow down to 50 mph.

Because the possibility of an accident is more 'available' in your mind, you're more likely to slow down to 50 mph as well, even though the probability of an accident occurring remains unchanged.

The availability heuristic also explains why certain catastrophic events occur, like divorce. As noted by Kahneman:

"In judging the likelihood that a particular couple will be divorced, for example, one may scan one's memory for similar couples which this question brings to mind. Divorces will appear probable if divorces are prevalent among the instances that are retrieved in this manner."

In short, the availability heuristic leads to bad decision-making because misleading information tends to come to mind more easily than accurate ones.

3. Representative heuristic

The representative heuristic is a cognitive bias that leads us to make judgments based on comparisons to something else in mind.

A classic example of this cognitive bias in action, is the recruitment process of the majority of organisations around the globe.

Whilst interviewing and assessing job applicants, hiring managers are more likely to hire a person who fits the stereotype of what someone who typically holds that job looks like, even though another applicant with a different gender or race, is better suited for the role.

Smart people are the most susceptible to falling into the trap of the representative heuristic: for example, statisticians tend to leap to conclusions that any given sample of a large population was more representative of that population than it actually was.

4. Regression to the mean

Within the context of psychology, regression to the mean describes our tendency to make biased predictions about the future, because we fail to take into account the power of regression.

5. Hindsight bias

Hindsight bias refers to our tendency to look back at past events, adjust our worldview to accommodate the surprise and hold the position that "I-knew-it-all-along."

This cognitive bias is especially pervasive amongst experts, who tend to look back at surprising

Within organisations, hindsight bias rewards and promotes reckless risk seekers, who tend to take crazy gambles that work. Kahneman explains this phenomenon in *Thinking Fast and Slow*:

“Leaders who have been lucky are never punished for having taken too much risk. Instead, they are believed to have had the flair and foresight to anticipate success, and the sensible people who doubted them are seen in hindsight as mediocre, timid, and weak. A few lucky gambles can crown a reckless leader with a halo of prescience and boldness.”

Don't Trust Your Intuition

We'd like to think that our expertise and intuition are enough to make smart decisions, but Kahneman's work on cognitive biases carries a message with a strong warning: left to its own devices, the human mind tends to make systematic errors that lead to costly mistakes and bad decisions.

It's a humble reminder that even the smartest person in a room can make the worst decision, if they rely on intuition alone.

Ultimately, the ability to identify and manage these cognitive biases will shape our decision-making and quality of our lives.

The Rationale for EBP – Why does it matter?

Scared Straight Programmes

What is Scared Straight?

Scared Straight originated in America as an initiative which organised visits to prison facilities by juvenile delinquents or children at risk of becoming delinquent.



QTS – has anyone ever heard of the ‘Scare Straight Programme?’

The rationale for Evidence Based Policing

What is Scared Straight?

Scared Straight originated in America as an initiative which organised visits to prison facilities by juvenile delinquents or children at risk of becoming delinquent. The aim was to deter the young people from a future life of crime by showing the reality of prison. Interventions included sessions in which adult inmates shared graphic stories about prison life. Other less confrontational methods and more educational sessions included inmates sharing life stories and describing the choices they made that led to imprisonment.

Following media accounts of the success of the programme it was soon replicated across America and similar programmes have since been used in other countries including in the UK.

Beyond Scared Straight

<https://youtu.be/bfyBsRR6b1o>



Video:- Beyond Scared Straight Ethan's Prison Experience S9, E2
(<https://youtu.be/bfyBsRR6b1o>)

'Beyond Scared Straight!' shows young offender intervention programs in America, which have evolved since 'scaring teens is no longer as easy of a task.'

The series follows a group of at-risk teens and preteens going through a prison program and mixing with actual convicts.

The programme then catches up with the teens one month later, to evaluate its successfulness and impact it has had on the teens life.

Trainer to link into the indicative content i.e learning from success and failures which EBP will help to identify both

To link into the indicative content :-

- Lessons learned from success and failure
- How evidence should be used to inform decisions
- Case studies exploring the impact of evidence-based policing in different areas of policing
- Backfire effect

- High Risk, High Harm & High Cost Issues (Scared Straight is prim example of this, and why EBP if used could avoid this program)

Notes:-

Focus of the intervention

Scared Straight programmes involve organised visits to prison facilities by juvenile delinquents or children at risk of becoming delinquent. Programmes include confrontational rap sessions, where adult inmates share graphic stories about prison life with the juveniles.

Other less confrontational methods and more educational sessions include inmates sharing life stories and describing the choices they made that led to imprisonment.

The aim of these is to deter those at risk by showing them the reality of incarceration.

Effect – how effective is it?

Overall, the evidence suggests that the intervention has increased crime.

After accounting for bias, Review one estimated that reoffending was 68% higher among those juveniles who participated in the programme compared to those who did not. Participant reoffending was higher compared to offenders who did not receive the intervention in seven of the nine studies.

How strong is the evidence?

The overall evidence is taken from Review one (covering nine studies). The review was sufficiently systematic that most forms of bias that could influence the study outcomes could be ruled out.

The review did not quantify an overall effect for unanticipated outcomes caused by the intervention.

Mechanism – how does it work?

The reviews provide a general statement of the assumed theory of the possible mechanisms through which Scared Straight programmes might reduce crime.

Both reviews state that Scared Straight programmes might reduce crime by giving participants realistic depictions of life in prison and access to offenders' experiences. This may deter juvenile offenders or children at risk of becoming delinquent from further involvement with crime.

This is based on deterrence theory and the hypothesis is that if punishment is swift, severe and certain, it will deter criminal or delinquent behaviour.

Moderators – in which contexts does it work best?

There was no subgroup moderator analysis. Both reviews noted that there was insufficient data in the primary evaluations to examine under what conditions or for what populations Scared Straight programmes might work best.

Economic considerations – how much might it cost?

The cost of participating in the programme was estimated to be \$50 per person (in 2006). However, after adding the estimated costs to society associated with the additional crimes committed by juveniles involved in the programme, the net cost to the tax-payer was estimated to be \$14,667 per participant (again in 2006).

Summary

Overall, the evidence suggests that the intervention has increased juvenile offending.

In most studies reviewed, on average, more juveniles who participated in the program were found to commit offences, compared to juveniles who did not participate. This evidence suggests a **backfire effect of the programme**.

It is not clear why or how the programme encourages offending behaviour in juveniles.

QTS.

Q. What is a Backfire Effect?

A. The backfire effect is when a person hardens an opinion after encountering evidence that suggests the **opinion is wrong**. It is associated with cognitive dissonance, a sense of stress that can occur when dealing with inconsistencies.

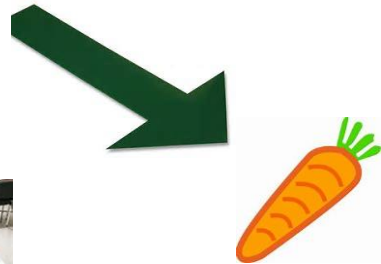
Simply the backfire effect is a cognitive bias that causes people to have increased conviction in their beliefs when faced with opposing evidence. In other words, disconfirming facts only strengthen their stance.

Following the video Trainer to put students into pairs to discuss:-

QTS - What are your thoughts regarding the programme?

QTS – What are the pro's and con's to this programme?

The concept of 'Nudge'



QTS – How can we change the behaviour of an individual? Boardblast answers

Please see additional trainer notes on 'The Nudge Concept'

How can we change the behaviour of an individual?

Watching a father coaxing his daughter to jump into the pool. She was adamantly refusing to leap. He was frustrated. And then something happened. He sweetened the offer with a promise of an ice-cream. Splash! She was in the water!
That little incentive was a **nudge**. Motivation at its best!!

'Nudge Theory is an idea grounded in behaviour science and both economic and political theory. It suggests that **positive reinforcement** and indirect suggestion can influence peoples decisions and actions, without them even realising!

Examples of nudge;

1. An American grocery store placed green arrows on the floor leading them to the fruit and veg aisles. They found shoppers followed the arrows 9/10 and the sale of their produce increased
2. In the UK a scheme where each home is given two separate bins for their garbage. One is for regular waste and one is for recyclables. The recycle bin is a third bigger, however

by limiting the size of the general waste, people recycle more

3. School canteens carefully laid healthy food options out on display as students queue up to buy their food. In an experiment, students made better food choices as they picked up fruit and other healthy options whilst they waited in the queue to buy their lunch.

How does this relate to EBP?

Evidenced Based Policing

One goal of modern policing structures is to ensure that strategic & tactical plans & actions are **evidence based**



Research is the foundation of *evidence based policing* & projects & police operations are often evaluated by external agencies such as Universities



'Best Available' Evidence

Another part of using an evidence-based approach is to use the '**best available**' evidence.



'best available' means evidence based on research which is **carefully conducted & peer reviewed, relevant & appropriate** to the question being asked, & **transparent** about how it has reached its conclusions, & about its limitations



What do we mean by 'best available' evidence?

- Why a particular piece of research was conducted,
- Why the particular method was chosen,
- What challenges were faced when conducting the research and how these might have affected the findings,
- What analysis was undertaken and why and on what basis the conclusions were made.

The Evidence for Policy and Practice Information and co-ordinating (EPPI) Centre, who are specialists in reviewing research, have identified the following five criteria that can help you to assess the quality of the reporting of a study's aims, context, rationale, methods and findings:

1. Were the aims and objectives clearly reported?
2. Was there an adequate description of the context in which the research was carried out (including a rationale for why the study was undertaken)?
3. Was there an adequate description of the sample used and the methods for how the sample was identified and recruited?
4. Was there an adequate description of the methods used to collect data?
5. Was there an adequate description of the methods used to analyse data?

Functions of EBP



Research used to target places where police are needed most

Evidence tested when deciding on policing 'tactics'



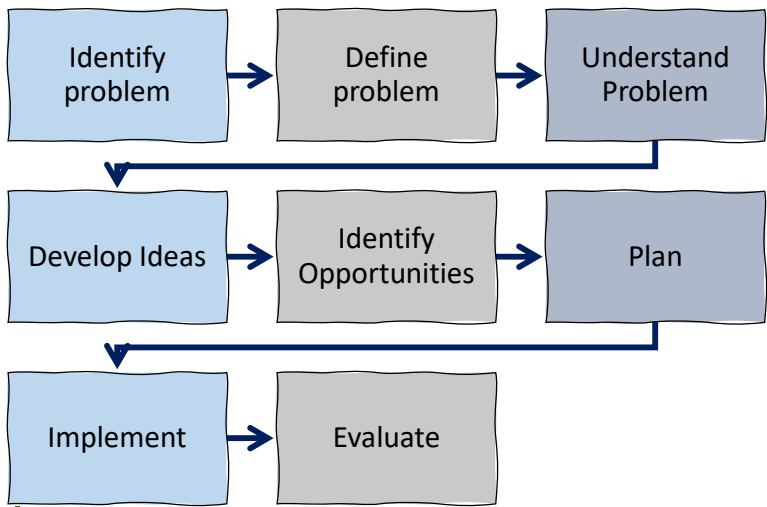
Recognition that policing is not just about crime fighting

To improve the safety & well being of the people by promoting measures to prevent crime, harm & disorder

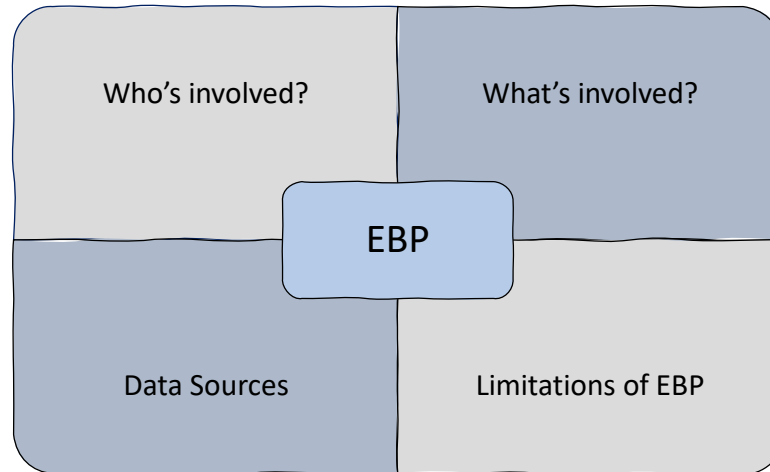


Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Stages of EBP



Considerations when applying EBP



QTS – who else can be involved in problem solving a policing problem? Boardblast answers

Who's involved?

In developing your approach to a specific problem it is important to consider who else within a force (e.g. analysts, specialist staff, senior officers etc) will need to support the work and which other partner agencies or organisations might be involved in implementing the strategy. Your options may be limited by the resources (time and money) available to you through the force and local partners. Early collaboration can help ensure that the aims and objectives of the intervention are realistic and meet the needs of all partners involved in the work.

Collaborative Working plays an important part in EBP. Working together to achieve the best evidence to solve a problem

- Local authorities
- Emergency Services
- Community Groups
- Local Businesses
- Colleagues
- Public Surveys
- Other forces
- Other agencies

- Universities (research)

What's involved?

When working on new approaches or interventions, either just within your force or with partners, it's important to think carefully about the roles and responsibilities each organisation or individual will have in implementing a new approach. Developing an action plan or project plan outlining the problem being addressed, the aims of the strategy or intervention, the role of each of the other interested parties, timescales for the project, and agreed outcome measures is generally good practice.

Data Sources

To identify or understand a problem, or to measure the impact of a particular intervention you are introducing, you may need to review data collected by others (known as secondary data). Typical examples include existing surveys, census data, or information collected by government departments or agencies. There may also be a wealth of data collected locally by your force and local partners. If you are working to reduce violence in the Night Time Economy, you may be interested in accident and emergency admissions from local hospitals, for example.

Limitations of EBP

Evidence-based policing does not provide definitive answers that officers and staff should apply uncritically.

Consideration should be given that any policies and procedures will only be as good as the research itself. In some cases, researchers may not be sufficiently thorough with their hypotheses, data collection, methods and testing procedures. If anyone of these areas is faulty, the conclusions derived from that research may be unreliable. Additionally, many police officers may not be sufficiently versed in research methods to properly implement these strategies. Lastly, simply attaching the term "evidence-based" to policy decisions may give the community a false sense of security that current policies are indeed the best and most effective.

Sources of research and support for EBP

- College of Policing (What Works Centre, College of Policing Knowledge Hub, National Police Library, Global Policing Database)
- Other Police Forces
- HMICFRS
- Campbell Collaboration
- Academic sources and journals
- Government (ONS, Home Office)
- Alliance for Useful Evidence/NESTA
- Society of Evidence-Based Policing
- Center for Evidence-Based Crime Policy (US)
- Center for Problem-Orientated Policing (US)



College of Policing:

What Works Centre:

The What Works Centre for Crime reduction was established in 2013 and is part of the College of Policing. The focus of the What Works Centre for Crime reduction is on:

Reviewing research on practices and interventions to reduce crime;

Labelling the best available evidence on interventions in terms of impact on crime reduction, how they work, where they work, how to do it and economic cost.

Providing Police and crime Commissioners and other crime reduction stakeholders with the knowledge, tools and guidance to help them target their resources more effectively.

The What Works Centre for Crime Reduction is part of a network of What Works centres created to provide robust and comprehensive evidence that will guide decision making on public spending.

Knowledge Hub:

Knowledge Hub (Formally known as POLKA: the Police OnLine Knowledge Area) is a secure online collaboration tool for the policing community to network, ask questions, share insights, discuss ideas and suggest new ways of working.

National Police Library:

The National Police Library holds a unique national collection including significant volumes of policing grey literature unavailable anywhere else. They also provide College of Policing members access to over 10,000 journals as well as books and eBooks.

Global Policing Database:

Sixty-five years of policing research from around the world is to be brought together in one ground-breaking new resource, announced today by the Mayor's Office for Policing And Crime (MOPAC) and the College of Policing. The world's first Global Policing Database is a searchable online bank of information for practitioners and academics. The available research covers the entire spectrum of policing and community safety analysis. The database will eventually hold up to 5,000 case studies. Among the studies is analysis of the links between working structures and use of force by police officers.

Other Police Forces:

As with POLKA – officers and staff may liaise with other Forces who have experienced the interventions or changes before so that it can be researched of what works and not.

HMICFRS:

Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS) independently assesses the effectiveness and efficiency of police forces and fire & rescue services – in the public interest.

Campbell Collaboration:

The Campbell Collaboration promotes positive social and economic change through the production and use of systematic reviews and other evidence synthesis for evidence-based policy and practice.

The Campbell Collaboration grew out of a meeting in London in 1999. Many of the members would produce systematic reviews of research evidence on the effectiveness of social interventions. The Campbell Collaboration has staff around the world with a small secretariat in Oslo, Norway.

Academic sources and journals:

Evidence based practice are commonly found in academic journals and may be referred to as primary research

Government (ONS, Home Office):

Figures on crime levels and trends for England and Wales based primarily on two sets of statistics: the Crime Survey for England and Wales (CSEW) and police recorded crime data. This data can be used to identify trends. The main responsibility of the Office for National Statistics are collecting, analysing and disseminating statistics about the UK's economy, society and population.

Alliance for Useful Evidence / NESTA:

An open network and forum to champion the use of evidence in decision making for social policy and practice.

This is achieved through three core activities:

Research and ideas

Training and Skills

Advice and advocacy.

Society of Evidence Based Policing:

The Society of Evidence Based Policing is made up of police officers, police staff, and research professionals who want to transform policing through understanding what works.

The goals of the society are as follows:

Aim One: Increased use of best available research evidence to solve policing problems

We will:

- Raise awareness of the value of evidence-based practice.
- Provide access to research tools and guidance.
- Advocate evidence-based practice across all policing bodies.
- Provide a forum for police professional researchers.

Aim Two: The production of new research evidence by police practitioners and researchers

We will:

- Support police practitioners to undertake research projects.
- Support police practitioners to access research expertise.
- Support researchers to access police data.
- Facilitate awareness of ongoing police research projects.

Aim Three: Communication of research evidence to police practitioners and the public

We will:

- Disseminate police-based research to different audiences.
- Present the implication of research findings for policing practice.

Membership of the society is open to any member of police staff or researcher who is committed to making a positive impact in the community through using the best available research evidence.

Membership is free and gives access to: reduced price conferences, reduced subscription to the journal of experimental criminology, and the ability to network & learn from other practitioners.

Center for Evidence Based Crime Policy (US):

The Center for Evidence-Based Crime Policy (CEBCP), housed within the Department of Criminology, Law and Society at George Mason University, seeks to make scientific research a key component in decisions about crime and justice policies.

Center for Problem-Orientated Policing (US):

The mission of the Center for Problem-Oriented Policing is to advance the concept and practice of problem-oriented policing in open and democratic societies.

What are we trying to achieve - Police doing it for themselves?

Surveys show officers rely on & prefer professional experience rather than research **BUT**



The more they know about research, the less they believe the Police alone have enough information about crime & what to do about it **&**



The more they are exposed to research, the more likely they are willing to do experiments SO



When research is part of their professional experience, they will be much more likely to use it



A sum up of EBP – Remember....

Barack Obama's **BRILLIANT** answer on gun law restrictions in the United States

Empirically



**Why then do you and Hillary
want to control and restrict and**

A great Evidenced based answer given by Barack Obama... (5 mins 38 seconds)



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

EVIDENCE- BASED POLICING

Evidence Based Policing Group Exercise



Trainer to split the class into small groups and provide each group with the Evidenced Based Policing Exercise.

The problem reads: There has been a recent increase in Anti-Social Behaviour related incidents in the Sandford estate. These incidents are taking place in and around the newly refurbished play area.

You have been tasked by the Local Policing Inspector to deal with the issue.

On examining NICHE you have found the following occurrences which have all occurred over the past month;

Please read the information carefully and prepare your response.

Be prepared to discuss your findings with your trainer and the rest of the class.

Trainer to discuss and de-brief.