

Module code: MOD005939	Version: 3 Date Amended: 12/Jan/2023
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1. Module Title
Evidence Based Policing

2a. Module Leader
Joanne Traynor

2b. School
School of Humanities and Social Sciences

2c. Faculty
Faculty of Arts, Humanities, Education and Social Sciences

3a. Level
5

3b. Module Type
Standard (fine graded)

4a. Credits
30

4b. Study Hours
300

5. Restrictions			
Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:			

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

Evidence-Based policing (EBP) as a concept is not new; it draws on the same principles as the medical profession where doctors make decisions on how to treat patients based on the most up to date evidence. However, it is widely accepted that policing and police practices as a whole are not based on rigorous evidence. Due to growing demand and financial pressures EBP has become an attractive option for police agencies with its promise of using limited resources more efficiently and effectively by focusing on those strategies and tactics that reduce crime.

This module will give an overview on the 'rise' of evidence-based policing. It will provide a theoretical understanding of EBP by exploring its three key principles; 'Targeting, tracking, and testing'. The module will outline what 'evidence' is by providing an in depth discussion and analysis on recent experiments on 'hotspots' policing and the use of body worn video. It will also explore the steps agencies can take to embed EBP in organisations and the challenges they will face.

The module is taught by weekly lectures and seminars.

6b. Outline Content

The standard model of policing

Introduction to Evidence-based policing: the 3 Ts

The SARA model – scanning, analysis, response and assessment

What is 'evidence'? The debate

How do we know 'What Works'?

EBP in action: Hotspots Policing

EBP in action: Body Worn Video

EBP in action: Crime Harm Index

Embedding EBP in organisations

Challenges to EBP

6c. Key Texts/Literature

The reading list to support this module is available at: <https://readinglists.aru.ac.uk/>

6d. Specialist Learning Resources

N/A

7. Learning Outcomes (threshold standards)		
No.	Type	On successful completion of this module the student will be expected to be able to:
1	Knowledge and Understanding	Recognise the limitations of traditional police practice and the stages of development and implementation of EBP
2	Knowledge and Understanding	Demonstrate robust knowledge of the underlying principles of EBP
3	Knowledge and Understanding	Apply knowledge of EBP to case studies and examples
4	Intellectual, practical, affective and transferrable skills	Critically evaluate research methods, methodologies and strategies
5	Intellectual, practical, affective and transferrable skills	Search for, extract and evaluate information to guide decision-making in policing
6	Intellectual, practical, affective and transferrable skills	Critically analyse crime and other data to produce conclusions and recommendations that can guide policy

8a. Module Occurrence to which this MDF Refers				
Year	Occurrence	Period	Location	Mode of Delivery
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	Hours	Learning Outcomes	Details of Duration, frequency and other comments
Lectures	24	1-6	2x 1 hr lecture x 12 weeks
Other teacher managed learning	24	1-6	2 hr seminar x 12 weeks
Student managed learning	252	1-6	Student managed learning of written, IT, visual and material sources
TOTAL:	300		

9. Assessment for the above Module Occurrence

The assessment for some modules includes a presentation (see below for details on how this particular module is assessed). We recognise that presenting, especially to a large group, can cause significant anxiety or distress for some students. If this may affect you, please contact your Module Leader or the Disability and Neurodiversity Service as early as possible. We will work with you to consider appropriate reasonable adjustments. Depending on your individual needs, these might include, for example, presenting to a smaller group or presenting only to a member of academic staff.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	2-6	30 (%)	Fine Grade	30 (%)

1,000 word proposal

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
011	Coursework	1-6	40 (%)	Fine Grade	30 (%)

1,500 word case study evaluation report

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
012	Coursework	1-6	30 (%)	Fine Grade	30 (%)

2,000 word essay

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:

- (a) achieve the qualifying mark for each element of fine graded assessment as specified above
- (b) pass any pass/fail elements

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]