What Works Centre for Crime Reduction
Work Package 7 Final Report

‘Evidence-informed Policing: An Introduction to EMMIE and the Crime Reduction Toolkit’

Trainer Guide

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Purpose of this document
This guide has been developed to assist in the delivery of the training programme “Evidence-informed Policing: An Introduction to EMMIE and the Crime Reduction Toolkit”

- **Part 1** provides an introduction to the programme
- **Part 2** provides an outline of the preparation required prior to the training.
- **Part 3** provides a programme schedule
- **Part 4** provides notes on course delivery
- **Part 5** provides the training materials:
  - Training slides
  - Case study
  - Case study tasks
  - Reference guide (trainee take-home materials)
  - Feedback questionnaire

Please read this alongside the following documents:

- What Works in Crime Reduction: Method Statement\(^1\)
- Evidence-informed Policing: Training slides\(^2\)
- Evidence-informed Policing: The Design of a Pilot Training Programme\(^3\)
- Evidence-informed Policing: A Pilot Training Evaluation\(^4\)

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\(^2\) Should be provided in PowerPoint format alongside this Trainer Guide – available from the College of Policing


Part 1: Introduction to the programme

Programme Summary
This programme introduces police officers to Evidence-informed Policing in the context of dealing with local problems of crime and disorder, explaining how to use the Crime Reduction Toolkit and the EMMIE evaluation scale. Through this, the programme will develop officers’ theoretical (EMMIE) and practical (the Crime Reduction Toolkit) understanding of evidence-informed approaches, equip them with the skills required to use evidence to inform their decision-making and enable them to appraise evidence and commission research.

High-level learning outcomes
On completion of this programme, learners will be able to:

- Explain the nature and value of evidence-based approaches to policing
- Understand the origins and development of EMMIE
- Use EMMIE and the Crime Reduction Toolkit to help inform decision-making in relation to tackling a local crime problem
- Assess the use of EMMIE and the Crime Reduction Toolkit after employing it locally
- Use their understanding of EMMIE to appraise evidence and commission research

Target Audience
This training was developed and piloted with Constables, Sergeants, Inspectors, Chief Inspectors, Analysts and other police staff with a responsibility for problem-solving within their force. Whilst individual forces will further identify the appropriate target audience within their force, some examples of roles which may be suitable include:

- Senior officers with responsibility for providing the organisation with clarity around how Evidence-informed Policing is implemented within the force and individual roles.
- Specialist leads for different crime types (who may be located at a sub-divisional, divisional, or force level depending on the specific configuration of responsibilities within the police organisation)
- Local neighbourhood commanders with responsibilities for policing specific geographical areas
- Analysts (e.g. intelligence, business, performance, futures) with responsibility for measuring and assessing performance (at sub-divisional, divisional or force levels)

There are no advised pre-requisites or co-requisites, however individual forces may have preferences around which experience/ training/ education attendees have.
Part 2: Delivery of the Programme

Learning Outcomes

On successful completion of the learning, the learner will be able to:

1. **Describe the origins and value of evidence-based approaches to policing:**
   1.1 Definition of evidence-based policing
   1.2 The evidence-based policing literature
   1.3 Examples of evidence-based approaches
   1.4 The value of evidence-based approaches in the current climate (e.g. funding constraints) and the wider relevant policy visions (e.g. College Five Year Strategy, Leadership Review, Select Committee review etc.)
   1.5 How evidence-based policing fits into other policing paradigms (e.g. POP, SARA, intelligence-led policing, national decision model)

2. **Explain the 5 dimensions of EMMIE:**
   2.1 The What Works Centre for Crime Reduction
   2.2 The development of EMMIE as an evaluation scale
   2.3 Components of EMMIE:
      - Effects found;
      - Mechanisms identified (how a measure works);
      - Moderators identified (conditions needed to activate mechanisms);
      - Implementation (what was found to be need to put the measure in place);
      - Economics (costs/benefits of the measure).

3. **Describe the ways in which EMMIE was used to create the Crime Reduction Toolkit:**
   3.1 The difference between primary research and systematic reviews
   3.2 An introduction to systematic reviews (including directing to the library workshops on scanning literature)
   3.3 Scoring using EMMIE
   3.4 Problems using EMMIE with the available literature (e.g. time consuming, inference required, lack of literature in some areas, coverage of toolkit)

4. **Access and use the Crime Reduction Toolkit:**
   4.1 The Crime Reduction Toolkit (what it is and how to access)
   4.2 Using the Crime Reduction Toolkit
   4.3 The legal terms of the use of the Crime Reduction Toolkit

5. **Describe the barriers to the use of evidence in police decision-making and ways to overcome this:**
   5.1 Barriers (e.g. accessibility, ecological validity, quality assessment skills, organisational culture, time and resources)
   5.2 Need for a more useful form of evaluating/assuring the quality of systematic research (the requirement for EMMIE)
   5.3 Need for tailored forms of delivery and dissemination of research evidence (the requirement for the Crime Reduction Toolkit and training programme)

6. **Explain some of the contexts/scenarios in which it would be appropriate to ‘THINK EMMIE’**
Using evidence from local crime analysis to identify a particular crime problem
Making a business case within the organisation to tackle a crime problem
Approach from partner organisations to contribute to a local crime reduction initiative
Opportunity to bid for crime reduction funding from external bodies
The need to know what works, for whom, in what circumstances and how
The need to know how best to implement it and what it might cost

7. Explain how to ‘APPLY EMMIE’ in the context of addressing a local crime/policing issue:
   7.1 Identifying, accessing and interpreting relevant evidence contained within the Crime Reduction Toolkit
   7.2 Making judgements regarding which intervention(s) would be appropriate to apply in a particular situation
   7.3 Assessing the processes of authorising, targeting and implementing an intervention based on evidence within the Crime Reduction Toolkit

8. Explain the need to ‘REVIEW EMMIE’ following its application:
   8.1 The need to contribute to the evidence base
   8.2 Applying the dimensions of EMMIE to evaluate interventions
   8.3 The need to operate as a learning organisation in which information about success and failure is captured by the force

9. Explain some of the considerations when developing, designing and/or commissioning work which monitors the implementation and outcomes of any intervention:
   9.1 Key factors in designing quality research
   9.2 Evaluation measures - measures of success (monitoring internal data, getting officers to record their activity)
   9.3 Gaining assistance in evaluation (approaching a local university, using internal analysts, evaluation surgeries)

10. Reflect on how to THINK, APPLY and REVIEW EMMIE practically in the workplace
   10.1 The application of evidence-informed policing in individual roles
   10.2 The application of evidence-informed policing within the wider police force
Flexible delivery

Whilst it is advised that the training is delivered in the order suggested in ‘Part 4: Programme Delivery’, it is suggested that the slides and sessions can be adjusted to meet the individual needs of the learner and the individual experience of the trainer. The trainer should decide the appropriate length to cover the learning outcomes associated with each session and should insert appropriate breaks into the schedule.

The training approach can be understood in the context of Kolb’s experiential learning cycle⁵, Anderson’s four stage process model of learning⁶ and Wlodkowski’s integrated levels of adult motivation⁷ approach to enhancing adult motivation to learn.

Kolb’s experiential learning cycle:

- Concrete experience (trainees draw on and recall their past experience as well as having a new experience through, for example, case study tasks)
- Reflective observation (trainees review and reflect on that experience through group discussion and Socratic questioning)
- Abstract conceptualisation (trainees learn from that experience through reflection - lectures, take home materials)
- Active experimentation (trainees apply their learning to a real-world experience – through individual/group projects, action plans)

Anderson’s four-stage process model of learning (CTAT):

- Concepts (trainees establish the ideas – Evidence-informed Policing)
- Techniques (trainees identify techniques to use the new ideas – the CRT)
- Application (trainees apply the ideas through the use of the techniques in a simulated situation – case study tasks)
- Transfer (trainees reflect on how the ideas and techniques can be applied in their own workplace)

Wlodkowski’s integrated levels of adult motivation approach to enhancing adult motivation to learn:

- Establish inclusion (develop an atmosphere for learning – trainees feel respected and connected, learning goals are communicated)
- Developing attitude (of favourability to the learning – trainees understand why the training is relevant to them)
- Enhancing meaning (trainees make connections between previous and new knowledge, through problem solving – case studies)
- Engendering confidence (trainees experience authentic training activities – as close to real life contexts as possible)

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Resources
- What Works in Crime Reduction: Method Statement
- “We can read and write you know!” Selling the idea of research
- Evidence-informed Policing: Training slides
- Evidence-informed Policing: The Design of a Pilot Training Programme
- Evidence-informed Policing: A Pilot Training Evaluation

Module duration
It is advised that the training take place over a 2 day period. The trainer should decide the appropriate length to cover the learning outcomes associated with each session and should insert appropriate breaks into the schedule.

Trainer to learner ratio
It may be easier to have several trainers to assist the groups during case study tasks. It may be helpful from a credibility point of view to have both a police officer with EIP experience, as well as a research/academic expert in this area.

Assessment
At the point of writing, no trainee knowledge assessment materials have been developed, however it is recommended that potential assessment materials are considered.

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10 Should be provided in PowerPoint format alongside this Trainer Guide – available from the College of Policing
Part 3: Pre-course Preparation

General
- Joining instructions distributed to learners and discussed with their direct line manager
- Pre-read (familiarity with the term EIP and its context within wider government strategy and the police professionalisation agenda)

Facilities and Resources
- Classroom with sufficient seating and computers (with consistent and assured internet access) for the learners and trainers
- Computer, projector and screen
- Flipcharts and/or dry wipe boards and pens
- Training materials (reference guide, case study, case study task sheets)
### Part 3: Programme schedule

<table>
<thead>
<tr>
<th>Sub-goal</th>
<th>Session</th>
<th>Content/subject</th>
<th>Learning outcome</th>
<th>Learning approach</th>
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</thead>
<tbody>
<tr>
<td>Why am I here and what will I have to do?</td>
<td>Welcome</td>
<td>Introduction to the day</td>
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<td>Presentation/ whole group discussion</td>
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<td>Health &amp; Safety</td>
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<td>Presentation</td>
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<td>Introduction to the WWCCR</td>
<td>2.1</td>
<td>Presentation</td>
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<td>Focus group findings</td>
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<td>Presentation</td>
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<td>What is it and why do I care? Concepts</td>
<td>1. Evidence-informed Policing</td>
<td>Definition &amp; literature</td>
<td>1.1, 1.2</td>
<td>Presentation</td>
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<td>Examples</td>
<td>1.3</td>
<td>Presentation</td>
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<td>Relation to other policing paradigms</td>
<td>1.5</td>
<td>Presentation /group session</td>
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<td>Value in the current climate</td>
<td>1.4</td>
<td>Presentation</td>
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<td>Overcoming barriers</td>
<td>5.1, 5.2, 5.3</td>
<td>Question &amp; Answer – ask a few members of the audience for examples.</td>
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<tr>
<td>What are the tools? Techniques</td>
<td>2. EMMIE &amp; the Crime Reduction Toolkit</td>
<td>Introduce EMMIE and CRT</td>
<td>2.1</td>
<td>Presentation</td>
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<td></td>
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<td>Background: the difference between primary research and systematic research</td>
<td>3.1, 3.2</td>
<td>Presentation /Question &amp; Answer, ask a few members of the audience their understanding.</td>
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<td>EMMIE: Development and components</td>
<td>2.2, 2.3</td>
<td>Presentation /Question and Answer: (which parts does your role emphasise?)</td>
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<td>Scoring using EMMIE</td>
<td>3.3</td>
<td>Presentation</td>
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<td>The Crime Reduction Toolkit</td>
<td>4.1, 4.2</td>
<td>Demonstration</td>
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<td>When do I use the tools? Application</td>
<td>3. ‘THINK EMMIE’</td>
<td>Knowing what works, for whom, in what circumstances, how, and for how much</td>
<td>6.5, 6.6</td>
<td>Group session/discussion</td>
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<td>Examples of when to THINK EMMIE</td>
<td>6.1, 6.2, 6.4, 6.3 (order)</td>
<td>Group session/discussion</td>
</tr>
</tbody>
</table>

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13 Anderson’s four-stage process model of learning: Concepts, techniques, application, transfer (CTAT) – relates to [Kolb’s learning cycle](#), see page 6 of this document.
<table>
<thead>
<tr>
<th>How do I use the tools?</th>
<th>4. ‘APPLY EMMIE’ Identify, access and interpret evidence</th>
<th>4.1, 4.2, 7.1</th>
<th>Case study/simulation</th>
<th>Make judgements regarding which intervention is appropriate</th>
<th>7.2</th>
<th>Case study/simulation in pairs</th>
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<td></td>
<td>Make judgements regarding which intervention is</td>
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<td>7.2</td>
<td>Case study/simulation in pairs</td>
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<td>Assess how to implement the intervention</td>
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<td>Group presentations (your solutions)</td>
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<td>What do I do after I have used the tools?</td>
<td>5. REVIEW EMMIE’ What is a review? (evaluation principles/definition)</td>
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<td>Presentation</td>
<td>Why review? (contribute to evidence base &amp; organisational learning)</td>
<td>8.1, 8.3</td>
<td>Presentation /Question &amp; Answer – ask for a couple of reasons why.</td>
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<td>Why review? (contribute to evidence base &amp; organisational learning)</td>
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<td>Commissioning quality research: Key principles</td>
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<td>Applying EMMIE to review interventions (and review measures)</td>
<td>8.2, 9.2</td>
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<td>Review help! (university, internal analysts, surgeries)</td>
<td>9.3</td>
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<td>What does this mean for my work?</td>
<td>6. Take home messages Post-course questionnaire</td>
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<td>Individual task &amp; write on flipcharts</td>
<td>Application in individual roles and forces</td>
<td>10.1, 10.2</td>
<td>Group discussion focussed on flipcharts</td>
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Part 4: Course delivery

Session 1: Welcome - “Why am I here and what will I have to do?”

The purpose of this session is to introduce the trainees to the programme and provide a context for the programme content.

- **Introduction to the programme:**
  - Set trainee expectations around the amount which will be covered during the day (we will be working hard!). Emphasise that if we appear to rush forwards during group discussion – it is merely time-based. We have much respect and belief in their professional knowledge – they will know more than we do!
  - Encourage an open, respectful environment, in which participants reflect, engage in dialogue and allow their own experience to provide meaning to how this may be useful to them professionally.°
  - Encourage the trainees to ask any questions at any time.
  - Explain that there is a learning goal for each session and that you will ask at the end of each session if they think they have gotten the answer, examples:
    - For this session it is “Why am I here and what will I have to do?”
    - For the next session it is “What is it and why do I care?”

- **Health & Safety**

- **Introduction to WWCCR**

  This section will effectively provide a quick overview of the ‘context’ section of the ‘Programme Outline’.

  - Describe the WW network and explain its purpose (e.g. knowledge mobilisation – Nutley et al, 2007).
  - Explain the background to the development of this course (e.g. Fleming & Fyfe, 2015; Fleming, Fyfe & Wingrove, 2016a;2016b)

| Knowledge check: Ask learners whether they feel they understand the purpose and content of the training. |

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Session 2: Evidence-informed Policing: “What is it and why do I care?”

It is hoped that this session will situate the relevance of the training to the learners, positively confront any current assumptions and beliefs which might feed negative learning attitudes and connect the training content to their existing knowledge\(^{17}\).

- **Definition:**
  - Address the term ‘evidence’, its connotations within policing and how it is used within the programme.
  - The basic definition we are working with is *‘Using research and scientific processes to INFORM police decisions’*\(^{18}\). There is a further reading list within the take home materials.

- **Examples\(^{19}\) of evidence-informed practice:**
  - The trainer should bear in mind that police (more so than academic researchers) “evaluate the worthiness of an activity based on its effect upon people, relationships and the community”\(^{20}\).
  - Provide the trainees with some real life examples of evidence-informed practice:
    - For instance, Lum et al (2012) provide evidence that US police still hold traditional beliefs about random preventative patrolling versus hot spot policing, and rapid response.
    - ‘Scared Straight’ programmes.
    - Procedural justice suggests that positive police interactions result in positive outcomes (even if the reason for the interaction was negative).
    - Repeat victimisation.
    - Police line-ups.
    - Spatial profiling of missing persons (provides a real concrete example of where knowledge can help to target resources).

- **Relation to other policing paradigms:**
  The aim here (based on the findings of Fleming & Fyfe, 2015) is to situate EIP within other policing paradigms which the audience may have heard of – to assure them that EIP does not work against any of them, but instead they may be examples of EIP, or work alongside it. This will also hopefully assuage any concerns they have around this being another passing fad – it incorporates and can work alongside many existing policies and practices.

  - Intelligence-led policing: Intelligence will nearly always identify the problems which police need to solve. These problems can then be addressed through EIP approaches.
  - National decision model: This remains a central to police decision making. In fact, questioning whether there is any research evidence is explicitly identified as an option during the ‘considering powers and policy’ stage.

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\(^{19}\) Examples may be found in POP, Cartwright & Hardie (2012), Tilley awards

The audience may have heard of Problem Oriented Policing (POP) and SARA – these are examples of EIP rather than completely different approaches.

• **Value in the current climate:**
  The aim here is to situate how an EIP approach is valuable in wider current environment.
  - Explain how EIP has been identified as an aim of each of the following (it is not a passing fad, it is inherent in all aspects of wider national service and policing specifically):
    - College 5 year strategy
    - Leadership Review
    - Chief Constable of the new National Police Chiefs Council speech

• **Overcoming barriers:**
  - What are some of the challenges the group can think of?
  - Explain some of the challenges identified in the literature[^21], mapping them to some of the group’s suggestions.
  - How do the group think we can overcome some of these challenges? (Perhaps choose a specific example they provided and give them a time limit for a whole group discussion).
  - The next session introduces tools that aim to address some of these challenges.

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Knowledge check: Ask learners whether they feel they understand what Evidence-informed Policing is and why they might care?

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Session 3 - EMMIE & the Crime Reduction Toolkit “What are the tools?”

Introduce the take-home materials at this point so that participants have access to instructions rather than feeling they have to write everything down.

- **Introduce EMMIE and CRT**
  - EMMIE is an acronym, and is a scale/measure used to evaluate systematic reviews of research evidence (don’t worry too much about what a systematic review is right now, we will go on to this)
  - The Crime Reduction Toolkit is an online tool which provides access to such reviews of the research in specific areas of crime prevention and intervention.
  - EMMIE can provide a more useful form of reviewing/assuring the quality of systematic research. Not all research is good and it is important to criticise and reflect on it. EMMIE provides a way of reviewing such research which accounts for aspects which are important to you as practitioners (e.g. by accounting for costs)
  - The CRT and the training programme can provide examples of tailoring forms of delivery and dissemination of research evidence to overcome challenges identified in the previous session.

- **Background: the difference between primary research and systematic research:**
  - Provide a basic explanation of each to situate trainee knowledge for the session.
  - The College library hold workshops on scanning literature if trainees are interested in learning more about systematic reviews of research.

- **EMMIE: Development and components:**
  - The development of EMMIE as an evaluation scale
  - Components of EMMIE (run an intervention example through this content):
    - Effects found;
    - Mechanisms identified (how a measure works);
    - Moderators identified (conditions needed to activate mechanisms);
    - Implementation (what was found to be need to put the measure in place);
    - Economics (costs/benefits of the measure).

- **Scoring using EMMIE:**
  - Toolkit Method Statement
  - Basic explanations

- **The Crime Reduction Toolkit:**
  - Provide a demonstration of what The Crime Reduction Toolkit is and how to access and use it (run a problem example through this)

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Knowledge check: Ask learners whether they feel they understand what the tools are?

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22 This content should be basic (not in-depth) and can be informed by [http://whatworks.college.police.uk/toolkit/Documents/CLEAN_method_statement_1115.pdf](http://whatworks.college.police.uk/toolkit/Documents/CLEAN_method_statement_1115.pdf)

23 Ibid
Session 4 - THINK EMMIE “When do I use the tools?”

- **Knowing what works, for whom, in what circumstances, how, and for how much:**
  - Talk through a simple example (from the toolkit) to explain why all of these aspects are important (e.g. CCTV, scared straight, increased patrols)

- **Describe some examples of when to THINK EMMIE:**
  - Provide some examples, but trainees should apply their experience and understanding of their own role to identify when it is most useful to them.
  - Using evidence from local crime analysis to identify a particular crime problem
  - Making a business case within the organisation to tackle a crime problem
  - Opportunity to bid for crime reduction funding from external bodies
  - Approach from partner organisations to contribute to a local crime reduction initiative
  - Can the group think of any more examples at this point?

**Knowledge check: Ask learners whether they feel they understand when they might use the tools?**
Session 5: APPLY EMMIE\textsuperscript{24} “How do I use the tools?”

At this point, introduce the trainees to the case study and worksheets. After introducing the case study and the first task provide trainees adequate time to complete each task in groups (e.g. at least 45 minutes per task). They will prepare one of their chosen interventions for presentation to the rest of the group.

- **Identify, access and interpret evidence:**
  - Using the CRT to approach a problem-based case exercise
- **Make judgements regarding which intervention is appropriate:**
  - Using the CRT to suggest a solution to a problem-based case exercise
- **Assess how to implement the intervention:**
  - Using the CRT to explain and describe what will need to be considered when implementing their solution to a problem-based case exercise
- **Group presentations**

Knowledge check: Ask learners whether they feel they understand how to use the tools?

\textsuperscript{24} Concrete experience/active experimentation (Kolb)
Session 6: REVIEW EMMIE “What do I do after I have used the tools?”

- **What is a review?**
  - Provide a definition of review/evaluation and the principles

- **Why review?**
  - E.g.
    - contribute to evidence base
    - organisational learning
    - National decision model

- **Commissioning quality research: Key principles**
  - ‘How strong is the evidence’ section of the CRT - trainees may have noticed some reoccurring indicators of good or bad research whilst reading through these?

- **Applying EMMIE to review interventions:**
  - Evaluating with consideration for effect, mechanism, moderators, implementation and economic impact (how does the group think they might consider or measure these?)
  - Evaluation measures - measures of success (e.g. monitoring internal data, getting officers to record their activity) and influencing factors (e.g. weather, events)

- **Review help!**
  - E.g.
    - universities,
    - internal analysts
    - surgeries

**Knowledge check:** Ask learners whether they feel they understand what to do, after they have used the tools, to review an intervention?
Session 6: Take Home Messages “What does this mean for my work?”

- **Application in individual roles and forces**25:
  - The application of evidence-informed policing in individual roles (group discussion, how would you apply it in your role)
  - The application of evidence-informed policing within the wider police force (group discussion, how do you think your force could use it)

**Knowledge check:** Ask learners whether they feel they have some understanding of what this all means for their job?

Session 7: Assessment
At the point of writing, no trainee knowledge assessment materials have been developed, however it is recommended that potential assessment materials are considered.

Session 8: Course closure
To gain feedback from learners on the course, trainees should complete a feedback questionnaire. An example is provided in Part 5.

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25 Reflective observation/concrete experience (Kolb)
Part 5: The Training Materials:
Training slides

Overview Learning Goals
On completion of this programme, learners will be able to:

- Explain the nature and value of evidence-informed approaches to policing
- Understand the origins and development of EMME
- Use EMME and the Crime Reduction Toolkit to help inform decision-making in relation to tackling a local crime problem
- Assess the use of EMME and the Crime Reduction Toolkit after employing it locally
- Use their understanding of EMME to appraise evidence and commission research

Format of the Training

What is it and why do I care?

Evidence = Scientific research
Evidence-Informed Policing

How does it fit with other policing paradigms?

- Intelligence-led Policing
- Problem-Oriented Policing (POP) and SARA

A Solution: EMME & the Crime Reduction Toolkit

- What are the Tools?

EMME is an acronym, highlighting the important things to consider when reviewing research evidence:

- Effect the impact on crime
- Mechanism how it works
- Moderators where it works best
- Implementation how to do it
- Economic Considerations what it costs

Introduction to the day:

- Introductions
- Lots to be covered!
- Open, respectful environment
- Use your professional experience
- Lunch and breaks
- Health & Safety
What is it and why do I care?

Evidence = Scientific research

Evidence-Informed Policing
Using research and scientific processes to inform police decisions & practice

How does it fit with other policing paradigms?

- Intelligence-led Policing
- Problem Oriented Policing (POP) and SARA

A Solution: EMMIE & the Crime Reduction Toolkit
What are the Tools?

EMMIE is an acronym, highlighting the important things to consider when reviewing research evidence:

- Effect the impact on crime
- Mechanism how it works
- Moderators where it works best
- Implementation how to do it
- Economic Considerations what it costs

A Solution? EMMIE

The Crime Reduction Toolkit is an online tool which provides access to such reviews of the research in specific areas of crime prevention and intervention.

A Solution? The Crime Reduction Toolkit

Making it easier for practitioners to find, access, understand and share evidence

More effectively disseminating evidence

The CRT and the training programme are ways of tailoring forms of delivery and dissemination of research evidence.

The CRT has reviewed the evidence in certain areas of Crime Prevention and presents it to you in a form which is hopefully more useful than using research reports.

The Crime Reduction Toolkit is available to everyone online to access at anytime.

Background: the difference between primary research and systematic review

Primary Research = New Research

This means carrying out a new study or experiment, often with participants. For instance, today we will be setting in to fill out questionnaires and will be collecting data which we will analyse later. Other examples include holding focus groups, ethnography, observation and experiments in laboratory settings.

Systematic Review = Reusing Research

This means using evaluation analysis and reviews such as EMMIE to identify, appraise and synthesise the research evidence. For instance, the Crime Reduction Toolkit has taken 217 reports and an end of report summary, translated them into a more accessible format (CRT) and then summarises the findings of all of them.
The Development of EMMIE

EMMIE ensures that systematic reviews on the Crime Reduction Toolkit assess previous research for information on:

- Effect: the impact on crime
- Mechanism: how it works
- Moderators: where it works best
- Implementation: how to do it
- Economic Considerations: what it costs

The Components of EMMIE

<table>
<thead>
<tr>
<th>Component of EMMIE</th>
<th>EMMIE</th>
</tr>
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<tbody>
<tr>
<td>Effect</td>
<td>CCTV modestly reduces crime</td>
</tr>
<tr>
<td>Mechanism</td>
<td>How it works: CCTV is thought to reduce crime by increasing the probability of being caught. However, mechanisms have not been tested.</td>
</tr>
<tr>
<td>Moderators</td>
<td>Where it works best: CCTV works best in areas with high crime rates in the UK</td>
</tr>
<tr>
<td>Implementation</td>
<td>How to do it: CCTV is most effective when it is actively monitored and is gradually stepped</td>
</tr>
<tr>
<td>Economic Considerations</td>
<td>What it costs: It is estimated that since the UK police and public security were spent on CCTV between 1992-2015, there is a potential return on investment for a single system. However, deploying CCTV systems may vary across systems.</td>
</tr>
</tbody>
</table>

Which component of EMMIE would provide you with information most useful to your role?

Scoring using EMMIE

For each component of EMMIE, there is a system of scoring. Please refer to the scoring sheet below.

The Crime Reduction Toolkit


THINK EMMIE: When do I use the Tool?

What Works

- What works in reducing holiday crime?
- How do you work for?
- When do you need it?
Some examples of when to THINK EMMIE:

- You are best placed to identify when those tools will be most useful to you, based on your experience and understanding of your own role.
- However, some examples we come up with include:
  - Using evidence from local crime analysis to identify a particular crime problem
  - Making a business case within the organization to tackle a crime problem
  - Opportunity to bid for crime reduction funding from external bodies
  - Approach from partner organizations to contribute to a local crime reduction initiative

APPLY EMMIE: How do I use the tools?

- Case Study Task 1
- Work in pairs
- 5 minutes

APPLY EMMIE: Case Study Task 1

What intervention(s) would you propose and why?

- You might want to consider:
  - What intervention(s) would you propose and why?
  - How does the evidence say the effect of that intervention(s)?
  - What does the evidence suggest with regard to the mechanism through which the effects occur? What impact does this information have on your case to use this intervention in this situation?
  - What moderators might have an impact? What impact does this information have on your case to use this intervention in this situation?
  - What would you need to consider when implementing your intervention? What impact does this information have on your case to use this intervention in this situation?
  - What are the economic resource requirements to implement this intervention?

APPLY EMMIE: How do I use the tools?

- Case Study Task 2
- Work in groups of 4
- 45 minutes
- Prepare to present your solutions and challenges back to the group

APPLY EMMIE: Case Study Task 2

What are some of the challenges you might need to overcome in proposing an intervention?

- For instance, what might some of the challenges be when you are:
  - Identifying an intervention to propose?
  - Linking a case for an intervention, particularly if this is new?
  - Trying to secure resources for the intervention from within your organization and external stakeholders?
  - Implementing the selected intervention?

Present your solution

What intervention did you propose and why?

- How strong was the evidence for the effect of that intervention(s)?
- Why did you think that mechanism was best for the case study situation?
- Were there any moderators which could have impacted on your intervention having an impact?
- What were some of the implementation costs issues you had to consider for this intervention?
- What are some of the challenges you identified and how would you go about solving them?
**Why REVIEW EMMIE?**

- In order to find out if your intervention had an impact
- In order to add to the evidence base
- In order to contribute to police understanding

**REVIEW EMMIE: Key principles**

- What factors would indicate your intervention had the intended effect?
- What factors would indicate what mechanism the effect was achieved by?
- How would you tell if any moderators had an effect?
- How would you tell if the way that you implemented the selected intervention impacted on the outcome?
- How would you tell whether the outcome was worth the resources used to implement the chosen intervention?

**What does ‘good’ or ‘robust’ ‘what works’ evidence look like?**

- External validity is also important; whether the reduction in crime would transfer to other:
  - Locations
  - Victim types
  - Offender types
  - Police officers/staff delivering the intervention
  - Communities

**Review EMMIE: Case Study Task 3**

Develop a strategy for reviewing the intervention.

- How would you know whether your intervention had been successful?
  - What factors would indicate your intervention had the intended effect?
  - What factors would indicate what mechanism the effect was achieved by?
  - How would you tell if the way that you implemented the selected intervention impacted on the outcome?
  - How would you tell whether the outcome was worth the resources used to implement the chosen intervention?

**Review measures**

Some examples of ways of measuring the impact of an intervention include:

- Monitoring internal data:
  - Number of repeat offenders
  - Measures used to implement the intervention
  - Resources used to deal with repeat offenders

- Getting officers to record their daily activity:
  - Time they spent on it

- Local neighbourhood surveys:
  - Unresponsive crime
  - Reductions if police presence over that time period

- What measures did you come up with for:
  - Finding out whether the intervention had the intended effect?
  - Finding out what mechanism the effect was achieved by?
  - Identifying whether any moderators had an effect?
  - Finding out if the way the intervention was implemented impacted on the outcome?
  - How would you tell whether the outcome was worth the resources used to implement the chosen intervention?
Review Help!
- Universities and academic partners
- Internal analysts
- Research surgeries
- Evidence Base Camp
- Evidence-based Master Classes

Take Home Messages: What does this mean for my work?
Please use the next 15 minutes to:
- Complete your post-training questionnaire
- Write on the post-its:
  - The way in which you could apply evidence-informed policing in your own role
  - One way in which evidence-informed policing could be applied more widely across your force

What about when I am back at work?
- Quick Reference Guide
- Research Launches
- Literature Scanning Workshops
- Evidence Base Camp
- Evidence-based Master Classes
- Components of initial Learning, Senior Leadership Programme, Strategic Leadership Course
- Frontline Champions
- The crime reduction toolkit
- The College of Policing WISER
- The College of Policing Research Map
- The College of Policing What Works Database
- POLAR
- The National Police Library

Thank you!
CASE STUDY EXERCISE

Tackling Alcohol-related Crime

Background

“Alcohol is a major public health issue in England” costing £21 billion each year27. Alcohol misuse costs the NHS alone £3.5 billion each year, and in 2013 was as the cause of death in 1.4% of all recorded deaths28. There were an estimated 1,059,210 hospital admissions relating to alcohol consumption in England in 2013/1429. The Crime Survey of England and Wales (2013/14) found that offenders were perceived to be intoxicated in over half of all violent incidents (53%), even more so in violence between strangers (64%)30; the estimated number of drink driving accidents in Great Britain in 2013 was 5,710, resulting in 260 deaths31.

The misuse of alcohol is a priority identified within the police and crime plan by the Police and Crime Commissioner and is a priority for your Chief Constable. In the run up to Christmas, this is particularly key for your District Commander. Your district covers a highly populated town centre, including residential and commercial property, for which the alcohol outlet density has increased significantly since 2013. The town population of 120,000 comprises a mixture of local residents, tourists and students attending the local university. Drinking within the town centre increases across these groups over the Christmas period.

In previous years, the Christmas period has seen:

- Increases in underage drinking, particularly by local residents within the town centre.
- Increases in alcohol related violence within the town centre during the Christmas period in previous years.
- A spike in alcohol-related road traffic accidents both within the town centre and outskirts, and on ‘A roads’ leading out of the town. Such offences are predominantly committed by males, aged between 21 and 30 and result in both casualties and fatalities (Crime records and local crime analysis).

26 Whilst this case study exercise has been designed to be as realistic as possible, it is not a real example. Statistics related to national crime rates are referenced, however the local partnership, force, neighbourhood and related crime information have been developed for the purposes of this training exercise
Such offences have been reported extensively in the local media. Safer Neighbourhood surveys show that town residents report fear of alcohol related violence, vandalism and road accidents. Victim and crime awareness surveys of the wider local population (including town residents, university students) reveal that high proportions of individuals know someone who has:

- Driven whilst they were perceived to be over the limit (20%)
- Been a passenger in a car whilst they perceived the driver to be over the limit (8%)
- Had a physical altercation with either a stranger or someone known to them following alcohol consumption (10%)
- Committed an act of vandalism against local property following alcohol consumption (5%)

Your role
Against this background, your district commander has asked each Neighbourhood Policing Team to identify how they will contribute to tackling alcohol related crime/disorder over the busy Christmas period.

You have been tasked with developing an evidence-based case for your Neighbourhood Policing Team’s contribution to a broader partnership approach.

As part of this you will need to:

- Access and use the Crime Reduction Toolkit to inform your decision around which intervention might be most suitable for this context
- Consider some of the challenges you might encounter in making a case for the selected intervention
- Develop a strategy for reviewing the intervention (we will address this later today)
Case Study Task 1

**What intervention(s) would you propose and why?**

You might want to consider:

- What does the evidence say the potential effect of the selected intervention is (e.g. a reduction in crime, strong quality of evidence)?

- What does the evidence suggest with regard to the mechanism through which the effects occur (e.g. deter the offender by increasing the chance of being caught)? What impact does this information have on your case to use this intervention in this situation?

- What moderators might have an impact (e.g. the location or the age of the offender)? What impact does this information have on your case to use this intervention in this situation?

- What would you need to consider when implementing your intervention (e.g. staff training, delivery, monitoring)? What impact does this information have on your case to use this intervention in this situation?

- What are the economic/resource requirements (e.g. cost, staff, time) to implement this intervention?
Case Study Task 2

What are some of the challenges you might need to overcome in proposing an intervention?

For instance, what might some of the challenges be when you are:

- Identifying an intervention to propose?
- Making a case for an intervention, particularly if this is new?
- Trying to secure resources for the intervention from within your organization and external stakeholders?
- Implementing the selected intervention?
Case Study Task 3

Develop a strategy for reviewing the intervention.

How would you know whether your intervention had been successful?

a) What factors would tell you if your intervention had an impact?
   
   You should consider all of the following:
   
   ➢ What factors would indicate your intervention had the intended effect?
   
   ➢ What factors would indicate what mechanism the effect was achieved by?
   
   ➢ How would you tell if any moderators had an effect?
   
   ➢ How would you tell if the way that you implemented the selected intervention impacted on the outcome?
   
   ➢ How would you tell whether the outcome was worth the resources used to implement the chosen intervention?

b) How would you assess the factors you identified above?
The What Works Centre for Crime Reduction

In March 2013 the Cabinet Office launched the ‘What Works Network’, a nationally co-ordinated initiative aimed at positioning the research evidence on ‘what works’ at the centre of public policy decision-making. Currently there are seven research centres focusing on six key areas of public policy.

For some years now, the College of Policing (the College) and its predecessor the National Policing Improvement Agency (NPIA) have been promoting the importance of research evidence to inform practice in policing and crime reduction. The College’s Five Year Strategy (2014) outlines its aims to promote understanding of ‘what works’ in policing, use this understanding to set standards and enable members to share knowledge and evidence around ‘what works’ (College of Policing, 2014).

As part of achieving these aims, the ‘What Works Centre for Crime Reduction’ (WWCCR) was established in 2013 to develop a strong evidence base for decision-making around crime reduction. It is led by the College and supported by a Commissioned Partnership Programme (CPP).

As part of its remit the CPP developed a series of systematic evidence reviews on crime reduction topics (both the collation of existing reviews and the writing of new reviews on topics identified by stakeholders) and has created a standard system to rate and rank interventions in terms of their effectiveness and cost-savings (EMMIE). Key outcomes of the WWCCR include a Crime Reduction Toolkit available online (http://whatworks.college.police.uk/toolkit/Pages/Toolkit.aspx) which utilises the EMMIE
scale, a coding scheme for evaluating systematic reviews of the evidence for crime reduction interventions (Johnson, Tilley & Bowers, 2015).

A key component of the WWCCR programme is the development and piloting of this Police Development Programme to enable police officers to use evidence to inform their decision-making. This programme will focus on enabling police officers and staff to use the Crime Reduction Toolkit and EMMIE. The intent is for the final programme to be added to the National Policing Curriculum (NPC), which “comprises the national standards for learning, development and assessment within the police service” (Clare, 2015, p. 7).

Further Reading


Evidence-informed Policing (EIP)

The Literature

Evidence-based approaches to professional practice originated in medicine in the 1990s, and went on to be applied to policing, education, social work and management. Sherman (1998) set out evidence-based policing as “the use of the best available research on the outcomes of police work to implement guidelines and evaluate agencies, units and officers” (p.3).

This perspective suggests police decision-making should be informed and supported by scientific research evidence (Lum, Telop, Koper & Grieco, 2012).

In the area of crime prevention, an evidence-based or evidence-informed policing approach seeks to use the best research on ‘what works’ (for instance, what interventions work?) to reduce a particular crime problem, to inform the implementation of interventions whilst paying attention to the local context and environment (Braga, 2009).

Further Reading


Examples of EIP Approaches
<table>
<thead>
<tr>
<th>EIP Approach</th>
<th>Findings</th>
<th>Further reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hot Spot Policing</strong></td>
<td>There is substantial research evidence suggesting that place-based policing is effective in reducing crime. This relates to focusing police resources on areas where crime is concentrated, perhaps due to the presence of motivated offenders, suitable targets and a lack of surveillance. Hot spot patrolling refers to having more police officers in such 'hot spots', rather than a random patrolling approach through the local area.</td>
<td>Weisburd, D. (2008). <em>Place-based Policing</em>. Ideas in American Policing Series. Washington, DC: Police Foundation.</td>
</tr>
</tbody>
</table>
Repeat Victimization
There is consistent scientific evidence for repeat victimisation across many offences and the reduction of this has become a key crime strategy in the UK. The result has been the implementation of a variety of approaches to preventing such repeat victimisation by protecting the victim (target hardening). The further reading can provide an account of the process of moving from research to implementing a broad crime prevention strategy.


Police Lineups
There is extensive research on the procedures involved in eyewitness identification which shows that the way in which the lineup is conducted can impact on a witness’s ability to remember accurately and thus to identify the suspect accurately. For instance, when the police officer/staff fails to instruct the witness that the offender may or may not be present in the lineup, the witness is more likely to falsely identify an offender, when the offender was not present in the lineup.


The Relation of EIP to other Policing Paradigms

**Intelligence-led Policing**
Intelligence will nearly always identify the problems which police need to solve. These problems can then be addressed through evidence-informed approaches.

**Problem Oriented Policing**
You may have heard of Problem Oriented Policing (POP) and SARA (see [http://www.popcenter.org](http://www.popcenter.org)) – these are examples of evidence-informed policing rather than completely different approaches.

The Value of EIP in the Current Climate

In the context of ‘austerity’ and cost effectiveness, Government white papers (e.g. Cabinet Office, 2012; HM Government, 2012) assert government commitment to scrutiny and
transparency across departments, and initiatives are in place to increase and make easier access to government data for the purposes of research and evaluation (Mulgan and Puttick, 2013; UK Administrative Data Research Network, 2012).

This increases the applicability of an EIP approach; if there are less resources available, then knowing ‘what works’, doing ‘what works’, and checking that crime reduction interventions have the desired outcome becomes ever more important and valuable.

**Further Reading**


**EMMIE & the Crime Reduction Toolkit**

We have now set out some of the benefits and value of an EIP approach. However it should be recognized that there are challenges and barriers to overcome in order to implement such an approach.

**Research Background**

**Primary Research = New Research**

This means carrying out a new study or experiment, often with participants.

For instance, as part of this training programme, trainees were asked to fill out questionnaires and which will analysed later in order to consider how effective the training was. Other methods include holding focus groups, ethnography, observation and experiments in laboratory settings.

**Systematic Review = Reviewing Research**

This means using evaluation scales and measures such as EMMIE to identify, appraise and synthesise the research in an area.

For instance, the Crime Reduction Toolkit has taken ‘CCTV’ as an area of research, identified all of the previous systematic reviews of CCTV, evaluated them in terms of EMMIE, and then summarised the findings of all of them.
Note: the College library hold workshops on scanning literature if you are interested in learning more about systematic reviews of research.

EMMIE

EMMIE is a acronym, highlighting the important things to consider when evaluating research evidence

Effect: the impact on crime
Mechanism: how it works
Moderators: where it works best
Implementation: how to do it
Economic Considerations: what it costs

It is hoped that EMMIE can help overcome the challenge of translating the evidence and applying it as a programme or project by:

- Providing a more useful way to assure the quality of systematic research.
- Recognising that not all research is good and that it is important to criticise and reflect on it.
- Providing an approach to reviewing research which accounts for aspects which are important to you as practitioners (police officers/staff) – for instance it tries to account for costs and implementation difficulties of interventions.

Previous approaches to systematic review (reviewing previous literature) concentrate on effect sizes and the quality of the method:

- This ensures the research is high quality
- But does not always consider the context in which interventions might work or how they work. Both of these are very important when you are implementing interventions.

The Components of EMMIE

The table below runs through all of the components of EMMIE, using the literature in the area of CCTV as an example of a crime prevention intervention.

<table>
<thead>
<tr>
<th>Component of EMMIE</th>
<th>CCTV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect</td>
<td>the impact on crime</td>
</tr>
<tr>
<td>Mechanism</td>
<td>how it works</td>
</tr>
</tbody>
</table>
where it works best

CCTV works best within car parks in the UK

how to do it

CCTV is most effective when it is actively monitored and is publically supported

what it costs

It is estimated that more than £250 million of public money was spent on CCTV between 1992-2002. There is no information on the costs of implementation for a single context. However re-deployable CCTV camera may be more cost-effective.

The Crime Reduction Toolkit

The Crime Reduction Toolkit is an online tool which provides access to reviews of the research in specific areas of crime prevention and intervention.

It is hoped that the Crime Reduction Toolkit can help to make it easier for practitioners to find, access, understand and share evidence as:

- The CRT and the training programme are ways of tailoring forms of delivery and dissemination of research evidence

- The CRT has reviewed the evidence in certain areas of Crime Prevention and presents it to you in a form which is hopefully more useful than long research reports

- The Crime Reduction Toolkit is available to everyone online to access at anytime
Apply EMMIE

When applying EMMIE and using the CRT to consider which intervention is most suitable for your situation, you might want to consider:

- What does the evidence say the effect of that intervention is?
- What does the evidence suggest with regard to the mechanism through which the effects occur? What impact does this information have on your case to use this intervention in this situation?
- What moderators might have an impact? What impact does this information have on your case to use this intervention in this situation?
- What would you need to consider when implementing your intervention? What impact does this information have on your case to use this intervention in this situation?
- What are the economic/resource requirements to implement this intervention?

Review EMMIE

Reviewing the implementation of an evidence-informed approach to policing is important
This refers to the process of checking that you are doing what you intended to do, how you intended to do it, and are having the impact you intended to have (Hough & Tilley, 1998).

In short, reviewing or evaluating your intervention means finding out whether the intervention is achieving its objectives (Hough & Tilley, 1998).

**Further Reading**


**Why REVIEW EMMIE?**

- In order to find out if your intervention had an impact
- In order to add to the evidence base
- In order to contribute to police understanding

**Review EMMIE: Key principles**

When you are commissioning or designing a review of a crime prevention intervention you should consider the following factors carefully:

- What factors would indicate your intervention had the intended effect?
- What factors would indicate what mechanism the effect was achieved by?
- How would you tell if any moderators had an effect?
- How would you tell if the way that you implemented the selected intervention impacted on the outcome?
- How would you tell whether the outcome was worth the resources used to implement the chosen intervention?

**Review measures**

Some examples of ways of measuring the impact of an intervention include:

**Monitoring internal data:**

- Number of relevant offences
- Resources used to implement the intervention
- Resources used to deal with relevant offences

**Getting officers to record their activity:**

- What they did and how they did it
- How much time spent on each activity
- Influencing factors (e.g. weather, events)

**Local neighbourhood surveys:**

- Unreported crime
- Perceptions of police presence over that time period
• Perceptions of the risk of being a victim of crime over that time period

You may also choose to design surveys or run focus groups to collect such data.

Resources for When You Are Back at Work

The following are some resources which you may find useful when THINKING, APPLYING AND REVIEWING EMMIE once you are back at work.

• Research Surgeries (http://whatworks.college.police.uk/Involve/Pages/Research-Surgeries.aspx)

• Literature Scanning Workshops (http://www.college.police.uk/What-we-do/Research/Library/Pages/default.aspx)

• Evidence Base Camp (http://whatworks.college.police.uk/Involve/Pages/ebc.aspx)

• Evidence-based Masterclass (https://www.ucl.ac.uk/jdi/short-courses/masterclass)

• Frontline Champions (http://www.college.police.uk/About/What-do-we-offer/What-do-we-offer-our-members/Pages/frontline-champions.aspx)

• The Crime Reduction Toolkit (http://whatworks.college.police.uk/toolkit/Pages/Toolkit.aspx)

• The College of Policing website (http://www.college.police.uk)

• The WWCCR Research Map (http://whatworks.college.police.uk/Research-Map/Pages/Research-Map.aspx)

• The College of Policing published research (http://whatworks.college.police.uk/Research/Pages/Published.aspx)

• The College of Policing ‘What Works Briefings’ (http://whatworks.college.police.uk/Research/Briefings/Pages/default.aspx)

• Police OnLine Knowledge Area (POLKA) (http://www.college.police.uk/What-we-do/Research/polka/Pages/POLKA.aspx)

• The National Police Library (http://www.college.police.uk/What-we-do/Research/Library/Pages/default.aspx)
Feedback Questionnaire

‘Evidence-informed Policing’ Pilot Training Programme

This training was designed to help you consider research and potentially use it to inform your decision-making when addressing local problems of crime and disorder.

It is important that we understand your perceptions of the content and value of the training in order to see how effective the training materials were.

Your responses will be anonymous. In the table below, please tick the box which demonstrates how much you agree with the statements on the left. Please tick ‘don’t know’ if you are unsure.

<table>
<thead>
<tr>
<th>Q</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Training Structure</td>
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</tr>
<tr>
<td>1</td>
<td>The structure/order of the training day was appropriate.</td>
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<td>2</td>
<td>The pace of the training day was appropriate.</td>
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<td></td>
<td>Training Methods</td>
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<td>3</td>
<td>The visual aids (e.g. PowerPoint, handouts) were effective in helping me to learn.</td>
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<td>4</td>
<td>The Case Study task was effective in helping me to learn.</td>
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<td>5</td>
<td>The group discussions were effective in helping me to learn.</td>
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<td>6</td>
<td>The instructor was effective in helping me to learn.</td>
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<td></td>
<td>Facilities</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>The facilities (e.g. the room, the computer access) were satisfactory.</td>
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<tr>
<td></td>
<td>Training Content</td>
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<tr>
<td>8</td>
<td>The training was relevant to my role.</td>
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<tr>
<td>9</td>
<td>Evidence-informed policing is relevant to my role.</td>
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<tr>
<td>10</td>
<td>The training content was interesting to me.</td>
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<td>11</td>
<td>I would like to apply the knowledge/techniques from the training in my role.</td>
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<td></td>
<td>Please identify one component of the training which you felt was most useful in meeting your learning goals today:</td>
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<td>12</td>
<td>The skills I learnt during this course will be valued by my force.</td>
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<td>13</td>
<td>Research can be useful for my role.</td>
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<td>14</td>
<td>Research is important for my role.</td>
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<td>15</td>
<td>Research can be used to inform my day-to-day work.</td>
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<td>16</td>
<td>As a result of this training, I am more able to access research materials.</td>
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<td>17</td>
<td>As a result of this training, I am more able to identify appropriate research materials.</td>
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<tr>
<td>18</td>
<td>As a result of this training, I am more able to interpret research.</td>
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<tr>
<td>19</td>
<td>As a result of this training, I am more able to assist others in using research to make decisions.</td>
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<td></td>
<td>Universities</td>
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<td>20</td>
<td>Working with universities can be useful for my role.</td>
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<td></td>
<td>Evaluation/Review</td>
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<td>21</td>
<td>Formally assessing the effectiveness of crime reduction interventions is important for my role.</td>
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<td>22</td>
<td>As a result of this training, I am more able to assess the effectiveness of a crime reduction intervention.</td>
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<td>23</td>
<td>As a result of this training, I am more likely to get assistance to assess the effectiveness of crime reduction interventions.</td>
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</tbody>
</table>
Please identify one component of the training which you think was less useful in meeting your learning goals today:

__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________

Please identify something you think would improve the training:

__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________

Please identify one component of the training which you feel you will take back to your workplace and use:

__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________

Please identify one component of the training which you do not feel you will take back to your workplace and use:

__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________

Anything else you would like to say about your experience today?

__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________