UCL Jill Dando Institute of Security and Crime Science

Crime and ASB Reduction Masterclass: Problem solving, analysis and implementing responses

This one-day masterclass is designed for police, enforcement, and community safety practitioners whose role it is to bring about reductions in crime, disorder, anti-social behaviour and fire incidents. The course addresses the key concepts involved in problem solving, the role that analysis plays in understanding crime (and other incidents), and the principles involved in implementing responses. These principles and concepts are illustrated throughout with examples from practice and research. A key aim of the course is to help meet the challenge of effectively improving policing and community safety, with reduced resources, by ensuring decision-makers can confidently draw from an evidence base that helps them to implement responses that have impact. The course also helps delegates explore how they can make the best use of analysis and intelligence products.

Who should attend? Officers and managers whose role is to either provide support or who are directly responsible for bringing about reductions in crime, disorder and/or anti-social behaviour. The course is also designed for those who do not necessarily do analysis but instead commission or make use of analytical products. Previous course delegates have included Community Safety Partnership officers and managers, middle to senior-level police officers, crime reduction practitioners and policy officers, and those responsible for enforcing compliance (e.g. alcohol licensing, waste management).

Comments from previous courses:
"Excellent, enjoyed all of it. A light bulb has gone on!" Police Officer

"I learned so much from the course but particularly the useful insight into the process of problem solving and being fully aware of the relationship between the analyst and decision-makers" CDRP Manager

"Very informative. I now have an idea as to what a successful strategic assessment should look like, unlike our own!" CDRP Manager

"Excellent quality - well presented and has significantly raised my awareness of problem solving and intelligence-led approach to environmental crime" Environmental Crime Officer

Further details: For course dates, costs and booking details please visit www.ucl.ac.uk/jdi

Course tutors: Professor Nick Tilley or Professor Richard Wortley and Spencer Chainey

Course programme

9.15 – 9.30	**Coffee and tea**
9:30 – 9.45	**i. Welcome: aims of the day and introductions**
9:45 – 10:30	**1. The principles of problem solving: a refresher** • Key principles in problem solving • Group discussion: so what has worked previously and why? • Improving problem solving by thinking scientifically
10:30 – 11:00	**2. Why crime happens** • Using theory to understand problems • The criminologies of everyday life
11:00 – 11:20	**Break**
11.20 – 11.50	**3. The role of analysis** • Scanning and analysis – explaining the difference • Influencing decision-making • The role of the analyst and the role of the decision-maker • The intelligence development process
11.50 – 12.50	**4. Understanding the problem (part 1)** • Proper problem-oriented analysis – moving from the descriptive to the explanatory • Incorporating hypothesis testing into your intelligence production process
12.50 – 13.35	**Lunch**
13.35 – 15.00	**5. Understanding the problem (part 2)** • Exercise: problem-oriented thinking and testing hypotheses • Using analysis to improve performance
15:00 – 15.15	**Break**
15.15 – 16.30	**6. Implementing responses** • Thinking in terms of mechanisms and contexts • Responsibility, competency and levers in crime and ASB control • Thinking about your response: key ingredients, obstacles and problems, thinking strategically, types of response
16.30 – 16.45	**7. Avoiding the problems associated with problem solving** • Tips on doing good problem solving • Summing up

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Course programme details

1. The principles of problem solving and thinking scientifically

In this first session we explore the key principles of problem solving that are applied to crime, disorder and anti-social behaviour. This is designed to serve as a refresher to ensure that everyone is at the same level before we continue with some more advanced and new concepts. We also evaluate these key principles against some of your recent attempts to reduce crime and improve community safety. This includes extending the concept of problem solving by explaining the importance of thinking in a scientific manner when it comes to developing our understanding of crime and ASB problems.

2. Why crime happens

Interpreting and explain problems requires an understanding of certain theories. We call these the *criminologies of everyday life* because they are practical to day-to-day scenarios. In this session we explain these theories and illustrate their application.

3. The role of analysis

Possibly the key principle in solving crime and ASB problems is to begin by ensuring you have a clear understanding of the problem. This is where analysis comes in. In this session we define what we mean by 'analysis' and explain what it should involve. We make the argument that to date, little *analysis* is conducted by those working to prevent and control crime, and instead that most intelligence production starts and stops at the *scanning* stage. We illustrate the differences between the two. We also help to define the role that non-analysts (decision-makers) should play in the intelligence production process, paying particular attention on the need for good and clear commissioning. We then describe a model for the process of intelligence production.

4. Understanding the problem

In this session we describe a new approach to improve the quality of the analysis to assist you in your decision making. We illustrate the concept of using hypothesis testing for improving the explanatory content of analysis, using examples for violent crime and burglary, but discuss this more widely with your current key issues (e.g. ASB, metal theft, crime associated with the NTE). This includes an exercise that is aimed at helping you to devise hypotheses and improve upon the current commissioning process of analysis. We then illustrate how good analysis makes it easier to identify how to respond to problems and who is best placed to implement that response.

5. Implementing responses

In the penultimate session we explore the key principles that are involved in designing and implementing responses. A vital concept we begin with is explaining the importance of thinking in terms of mechanisms – this relates to understanding *how* a particular response may work. We then discuss this concept with examples and illustrate that it is not sufficient to just know 'what works' but instead it is vital to understand how a particular response may work in a given context. We then extend on this by defining responsibility, competency and the use of levers when it comes to crime and ASB control. We then discuss some of the key concepts to think about when deciding on a response by describing what to avoid, what to include, the need to think strategically and the need to balance responses in a manner that are efficient and deliver a sustainable impact. Throughout we use examples and discuss the practicalities of the types of responses that you have previously initiated or plan to implement in the future.

6. Avoiding the problems associated with problem solving

We finish the course by identifying the main problems to avoid when adopting the key principles that have been taught on the course, and answering any outstanding questions. We also provide a list of other useful resources for further reading and consideration.

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