Training course: Crime Analysis

This 4 day training course is for police and CSP analysts, researchers and information officers. The course provides a robust grounding and development of problem-solving and intelligence-led analytical methods and processes.

The course is designed to improve an analyst's awareness of data that can be used for analysis, and extend their skills in analytical techniques, problem solving and how their analytical products can (and should) influence decision-making. The course is very interactive, and places great emphasis on helping analysts to develop good quality analytical and intelligence products, particularly problem profiles and strategic assessments. In particular we focus on helping analysts to develop intelligence products that not only provide a description of a problem, but a real understanding of that problem, and how it can be tackled. We illustrate these principles, the use of data, analytical techniques and methods for confidently influencing decision-making with examples from practice and research. The course is applicable to all types of crime, disorder and ASB, and explores concepts of offending behaviour, victim vulnerability, and place-based criminal activity.

The course draws from our award winning 'Become a Problem-Solving Crime Analyst' manual, and adds to it with practical research and lessons learnt that we and others have developed over the last 10 years.

Our course tutors have either previously been analysts and/or work very closely with analysts in many police forces and CSPs in the UK. They also have extensive international knowledge of intelligence-led policing and problem solving.

Comments from previous courses:
"Excellent. Really good balance between interaction, lectures and exercises" CDRP Analyst

"I have been a police analyst for 6 years. I never really learn anything on the courses my Force send me on. If I'm honest, they are a bit of a waste of time. But this course ... Wow! I learned so much, particularly about different types of data and techniques" Police senior intelligence analyst

"All analysts should go on this course!" CDRP Information Officer

"Very informative, exceeded expectations, enjoyable. It was so practical" Police intelligence analyst

"I'm trying to improve analysis and problem solving in my CDRP and will use so much of what I have learnt over the last few days" CDRP Analyst

"I thought the way we were looked after was brilliant" CDRP Analyst

Course tutors: Spencer Chainey, Lisa Tompson, Lucia Summers, Aiden Sidebottom

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

Crime analysis training course: timetable

	Day 1 Principles, concepts and theory	**Day 2** Crime analysis techniques	**Day 3** CA techniques/ Influencing decision-makers	**Day 4** Influencing decision-makers
9.30 - 10.00		***Place – geography and time*** S7: Exercise - what do we know about place? (SC)	***Victims and targets*** S12: Exercise - what do we know about victims and targets? (AS and SC)	S18: Context and mechanisms (AS and SC)
10.00 - 10.45				
BREAK				
11.10 - 11.55	**Day 1 Start is 11.50** S1: Introductions and course aims (SC)	S8: Analysing place: data, techniques and resources (SC and LT)	S13: Analysing victims and targets: data, techniques and resources (AS and SC)	S19: The role of deterrence in crime prevention (SC)
12:05 - 12.50	S2: Problem solving and thinking scientifically (SC)			S20: Design and crime (AS)
LUNCH				
13.35 - 14.20	S3: The purpose of analysis and the problem analysis triangle (LT)	***Offenders and offender management*** S9: Exercise - what do we know about offenders? (AS and SC)	S14: Key principles in influencing decision-makers (SC)	***Assessment and monitoring*** S21: Exercise – Monitor this: domestic burglary; street violence and the NTE; Criminal damage; TFMV; domestic violence (AS and LT)
14.30 - 15.15	S4: The intelligence production process (SC)		S15: Using hypothesis testing to improve the explanatory content of analysis products (SC)	
BREAK				
15.45 - 16.30	S5: Using theory to understand and interpret data and information (SC)	S10: Analysing offenders: data, techniques and resources (AS and SC)	S15: Analysing performance: data and techniques (SC)	S22: Overcoming the problems of problem solving and being able to do good analysis (SC)
16.30 - 16.45	S6: Summary of day 1 (SC)	S11: Summary of day 2 and setting of exercise (SC)	S17: Summary of day 3 (SC)	S23: Course review (SC) **Last day finish: 16.00**

SC: Spencer Chainey; LT: Lisa Tompson; AS: Aiden Sidebottom.

Course programme details

A. Principles, concepts and theory that are relevant to crime analysis

In this first part of the course we cement the principles of problem solving and thinking scientifically, and illustrate the differences between good and bad analysis. We explore the practicalities of doing analysis (within the processes and structures of policing and community safety partnerships) and identify what a good analysis product should consist of. Many students may already be familiar with problem-solving principles and certain theories. On this part of the course, we take this to a new level by critiquing its application and relevance to the current production of intelligence in police forces and Partnerships.

- **Problem solving and thinking scientifically:** In this first session we re-visit the key principles of problem solving that are applied to crime, disorder and anti-social behaviour and how they apply to intelligence-led policing and the principles of the National Intelligence Model. We then extend 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.

- **The purpose of analysis:** 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 explore the utility of the problem analysis triangle, recognising the role that offenders, victims and place play in influencing crime problem, and illustrate the importance in thinking about problem solving as an iterative process that requires exchanges and refinements in analysis as we progress through the SARA process.

- **The intelligence production process:** An intelligence production process may result in the production of strategic assessments, problem profiles and tactical assessments that merely 'tick the box' to record they have been completed, rather than offer something that is highly useable in deciding upon what responses to implement. In this session we critique the existing intelligence production process and illustrate how the process can work to generate good quality analytical products. We explore the key ingredients that go into generating effective intelligence products. We explore this in detail by critiquing what should go into a strategic assessment.

- **Using theory to understand and interpret data and information:** Interpreting and explaining problems, patterns and trends requires an understanding of certain theories. We call these the *criminologies of everyday life* because they are practical to day-to-day scenarios and are based on years of research that has observed criminal behaviour. In this session we explain these theories and illustrate their application.

B. Crime analysis techniques

A core part of the course involves exploring the diverse range of data that can be used for helping to understand crime (and ASB), and the applicability of a wide range of analytical techniques. We structure this by exploring, in turn, data and analytical techniques that help to understand places, offenders and offender management/treatment, and victim/target vulnerability. In these three sessions, analysts find out about data that they were not previously aware of, how it can be used, and analytical techniques that can be applied. We also illustrate to them, analytical techniques that most have never heard of, but yet are simple to apply and in many cases offer significantly more than some of the routine techniques they currently apply. In addition, we practically critique the role that hypotheses testing can play in assisting in the production of good quality analysis, taking the analyst through how this can be applied in practice.

These sessions are all about developing an analyst's awareness and knowledge on how they can go about analysing crime problems by adding several new tools to their

toolkit. The sessions are also about activating that imaginative and creative spark that all analysts have, but which has become clogged by some of the day-to-day routine they experience in the workplace. We spark them back into life! Or, for those who are already firing, we add a few more cylinders to their engine ...

C. Influencing decision-makers

Producing good quality analysis that provides an in-depth understanding of the problem is all well and good, but unless it influences the decision-making on implementing effective responses, it is redundant. In these sessions we focus on helping the analyst to build their confidence in how they can ensure their analysis is used. This includes providing them with tips on how to style the content of analytical products, develop their knowledge on what types of responses work (and what doesn't), and techniques they should use for monitoring, assessing and evaluating the impact of responses.

- **Key principles in influencing decision-makers:** in this session we draw from a wealth of experience and research to provide the key tips on how to influence decision-makers with the analytical products that are generated

- **Analysing performance: data and techniques:** we place this module in this section of the training because we illustrate to delegates the importance of framing certain analytical content in relation to the indicators by which their agencies are measured. This then helps to ensure that intelligence products are written in a 'language' and context that is suitable to decision-makers. We use examples of strategic priorities and problem profiles for illustrating these points, and follow it up with an exercise that considers a number of different approaches for helping to decide on priorities.

- **Context and mechanisms:** many responses are often poorly thought through and fail to question the mechanism of the response (i.e. how it will work), and its applicability to the local context. This session helps analysts to critique the 'recommendations' they provide to their colleagues on how to tackle a problem, and critique the responses that colleagues suggest.

- **The role of deterrence in crime prevention:** deterrence plays a complex role in any crime-control strategy. In this session we challenge many of the assumptions of deterrence and illustrate the ineffectiveness of several firm held beliefs that continue to be used in policing and community safety. We provide a rethink on how deterrence can be used, and in particular illustrate the role of minor sanctions, the power of information and how communities rather than legal authorities can be more effective in reducing crime and ASB.

- **Design and crime:** design is playing a bigger role in reducing crime. We illustrate how practical design principles can be implemented locally to help tackle crime.

- **Monitor this:** the final session in this part explores how one may go about evaluating responses to a particular problem. This exercise explores useful analytical techniques that can be applied for assessing and monitoring the impact of initiatives, and highlights the need for these to be considered at the pre-implementation stage in order to identify the data requirements for conducting a results analysis.

D. Overcoming the problems of problem solving and being able to do good analysis

We conclude the course by reviewing the common problems associated with being able to conduct good analysis, and provide tips on how these can be overcome. We do this because we recognise that it may be hard for an analyst to apply everything they learn when they return to their workplace. We provide them with advice on how to make the best use of what they learnt on the course.