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## **WP N° 6 Deliverable N° 6.4, 6.5**

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## **1. Testing the pilot course in the Countries partners. Introductory notes.**

One of the results achieved by the Urbis Project in Work Packages 5 and 6 has been the development of a new training curriculum: **the Professional Doctorate in Urban Security Management (USMPD)**.

As it was explained in the previous work packages, the new curriculum is designed on the basis of the awareness that the policy-making agencies and professions have seen enormous change in recent years particularly in the structures of service planning, delivery and practice, involving statutory, private and voluntary sectors (and increasingly with more recent reforms, the informal sector).

The 'new public management' and the related advance of the 'evidence-based' problem-solving movement have profound implications for training and educational requirements amongst public policy actors.

The proposal seeks therefore to provide the opportunity to explore key processes (the vocations of administration, science and politics in public policy etc.) and realities of the modern context (new problems of urban insecurity, policy responses based on partnerships and multi-agency working etc.).

It also responds to specific areas of knowledge – equal opportunities and diversity, human rights etc - that workers in this area will need to negotiate regardless of their responsibilities and location in their employing organisation.

In order to achieve the above mentioned objectives, the course has been organized around 8 teaching modules.

### **Four compulsory specialist modules:**

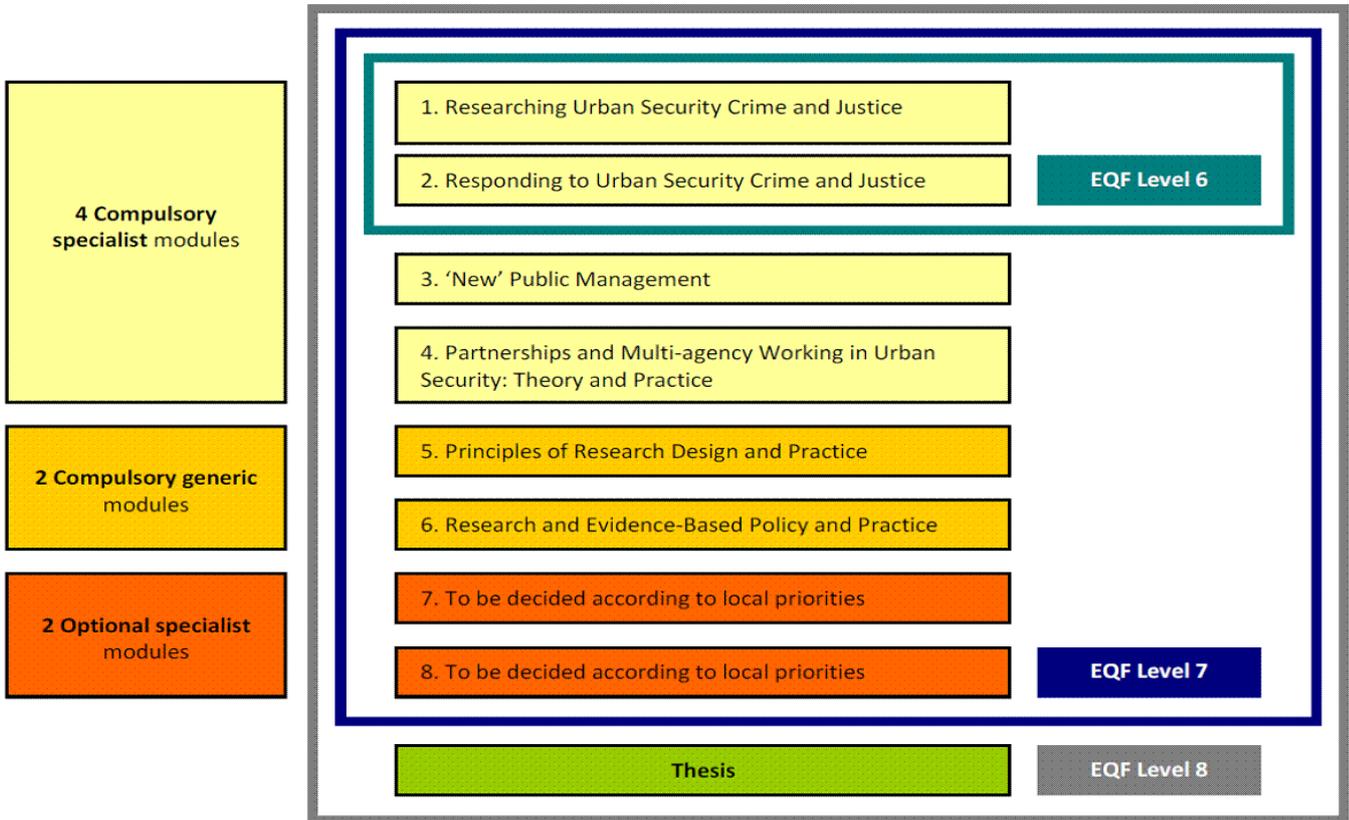
- Researching Urban Security, Crime and Justice
- Responding to Urban Security, Crime and Justice
- Public Management
- Partnerships and Multi-agency Working: Theory and Practice

### **Two compulsory generic modules** (potentially shared with other professional doctorate students):

- Principles of Research Design and Practice
- Research & Evidence-Based Policy & Practice

### **Two optional specialist modules**

(to be decided on by the specific country/region/city in terms of its specific contextual issues and challenges)



As described in details in the 'Urbis Curriculum' all the modules have been organised in Units of Learning Outcomes by the coordination organisation Sinergie.

Starting from an initial description of contents provided by the academic partners, the structure of the Units have been developed by Sinergie according to the structure adopted by the VET system in place in Regione Emilia-Romagna as far as it concern the Regional Framework of Qualifications.

The structure of qualification in force in the Region is inspired to the EQF standards and makes use of the following descriptors that have been included for each of the Learning Unit developed:

- Knowledge
- Competences
- Skills

A clear referentiation to the EU credit standards have been also provided within the 'Urbis curriculum' including both the ECVET and ECTS systems in order for the curriculum to have a greater impact, also on higher education institutions.

However, due to the weak implementation of the ECVET systems by the majority of EU countries it was not possible to receive validation from competent authorities at this stage of development.



**2. General results**

Work Package 6 was specifically concerned with the ‘testing of training modules’. The main activity within this WP has been therefore the implementation of a Pilot Course in each of the partner Country.

Italy, UK and Slovenia chose to implement a Pilot Course based on Module 1 and, partially, 2 (*Researching Urban Security, Crime and Justice* and *Responding to Urban Security, Crime and Justice*) giving particular attention to the problem solving technique and in particular on the S.A.R.A. method.

Turkey chose instead to implement a Pilot Course based on module 4 (*Partnerships and Multi-agency Working: Theory and Practice*) since in the Country this kind of collaboration is still poorly developed.

As it is possible to see in table 1, In Italy and Turkey the Pilot Course had as target group practitioners; in UK the Pilot Course was tested on students (PHD, master and undergraduate students) while in Slovenia it was tested both on master students and practitioners. In total the courses was tested on 79 people.

The choice to provide the pilot course both to students and to practitioners was based on different reasons.

First of all on the will to give continuity to the experiences (and findings) of the focus groups carried out in WP5, which already had as target group students and practitioners; then on the interest of obtaining feedbacks and comments by the actual (already equipped with experience) and the future (with no experience) urban security manager; finally on the different nature of the project partners that make themselves usually relate to different target groups (indeed students and practitioners)

In all the partner Country the Pilot Course had a duration of 20-25 hours and the lesson were divided between theoretical and practical.

Table 1- Pilot Course Target groups

<b>Country</b>	<b>Number of participants</b>	<b>Target Groups</b>
Italy	18	Practitioners: Local Police Officers or Municipal officers of Urban security departments
Turkey	20	20 practitioners representing different local authorities
UK	7	Two masters students Two postgraduate doctoral students Three undergraduate students
Slovenia	34	29 M.A. students 5 City wardens of the Municipality of Ljubljana

In all the partner Country the Pilot Course gave a very positive result, with participants showing their high interest for the subjects and satisfaction about the course. In general there was a very good level of participants attention and participation to the discussions about the topics of the course. The course has been evaluated as a ‘worthy offer’ and as a ‘beautiful intuition’ that should be carry on in the future.



Practitioners in Italy, Turkey and Slovenia think that the pilot course has been a very useful training activity where theory and practice was well combined in the training due to the experience of participants in different levels of urban security.

In particular: Italian participants have appreciated the course capability to connect practical experiences with a theoretical model and therefore to teach a new analytical interpretation of experiences and problems, leading back what they are used to do during their daily job into a theoretical framework and teaching them how to move within this perimeter. Slovenian practitioners have affirmed that participation (together with students) in the project was mutually beneficial, as it was for connecting and interacting theory with practice and vice versa, where students get an insight of problem solving process in practice. In Turkey the pilot training course was then estimated also as a good opportunity for practitioners to come together, learn more and exchange knowledge.

Regarding students: students in the UK rated the module as a very stimulating and 'real-life' relevant module. Although they found the problem-solving focus of the module quite a challenge initially, they were impressed by the generic as well as criminological problem-solving and data analysis skills the module and its assessment provided them with.

The deployment of a problem-solving approach to studying and understanding problems of urban security and their management appeared to them 'fit for purpose'.

In Slovenia the satisfaction average grade on a seven-point scale consisting all measured aspects of the course regarding student opinions was: 5.76.

The project has been considered by students as a good way to integrate theory with practice since the advantage of the course is the field work. Students believe in fact there is a lack of practical work in curriculum implementation and that this kind of method beside preventing monotony allow them to apply and demonstrate their theoretical knowledge in practice. Since working in large groups is challenging the course also helped them to adapt and better cooperate with their colleagues.

Detailed feedbacks from each Pilot Course could be found in the following documents.



### 3. Report Italy

#### PILOT COURSE

**Location: Reggio Emilia (Italy)**

**Responsible partner: Sinergie Soc. Cons. a r. l.**

General information	
Title of the course:	'Researching and responding to Urban Security Problems. Problem Solving and SARA method'
Tested module/s:	Researching and responding to Urban Security Problems. Modules 1 and 2
Teacher/s:	PHD Stefania Crocitti, Prof. Gian Guido Nobili; Prof. Rossella Selmini
Number of participants:	18
Target groups (students, practitioners...):	Target group of the course were practitioners coming from different municipalities of Italy. Most of them were Local Police Officers or Municipal officers of Urban security departments. The majority of participants had already a relevant experience background in the field of urban security management but they were interested in learning a theoretical framework that could help them in their daily job.
Number of lessons provided:	The Pilot Course was organized around 4 different days for a total of 20 hours lesson.
Teaching Methodology	
The course has been divided in two parties: the first, consisting in frontal lessons aimed at improving the knowledge of participants about the theoretical aspects of the topic (SARA Model and socio-criminological theories on urban security and crime prevention); the second, based on the methodology of working groups and open discussion in the class, oriented to apply the aforementioned theories and model to case studies concerning, in particular, anti-social behaviours of youth in public spaces and the evaluation of the impact, efficiency and effectiveness of crime reduction programmes.	
Teaching Materials	
Teaching materials included power point presentation, articles and book chapters on the topic of the course.	



Some of the teaching materials have been uploaded and made available for participants' use at the following e-learning platform: <http://fad.sinergie-italia.com/>

Participants have been assigned personal log-in data for the platform.

**Traineeship/Practical activities**

Participants have been required to apply the SARA Model, and the underlying criminological theories, to practical cases concerning urban security and deviant behaviours, in order to plan an intervention to reduce and/or prevent crime and to safeguard security in urban spaces.

**Pilot course assessment**

Purposes of the course:	To acquire and/or improve knowledge on the the 'SARA' model ('Scanning, Analysis, Response, Assessment') which is familiar in policing and crime prevention practice as well as in the academy, in applied as well as in basic criminological research and the socio-criminological theories concerning urban security and crime prevention.
Have these purposes been achieved?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially  Please explain: All the topics included in the programme have been analysed and discussed
Skills and knowledge expected to be developed by participants through the course:	Knowledge on the criminological theories concerning crime prevention in urban spaces and on all the SARA Model phases
Have these skills and knowledge been developed?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially  Please explain: Participants, during the working groups and the discussion in the classroom, demonstrated a high level of skills as to the application of the SARA Model to issues linked to urban security and crime prevention.
Strengths of the tested module/s:	The course has been planned in order to include both the theoretical and the practical aspects of the SARA Model. In this way, an in-depth knowledge on the topic has been granted. Participants have different skills and competences on the topic of urban security,



	and they come from different cities. These factors allowed a good exchange of experiences and a very interesting discussion.
Weak points of the tested module/s:	By virtue of the richness of the topics, maybe, it should be needed to increase the duration of the course (e.g. 4 modules instead of 2).
Aspects of the module/s to be improved:	<ul style="list-style-type: none"> <li>- Length of the course</li> <li>- Time spent to apply the theoretical model to practical cases (not only through case studies selected by the trainers, but also giving participants the possibility to choose and discuss experiences derived from their professional activities).</li> </ul>

**Participants assessment**

Used evaluation tools:	<p>Questionnaire to evaluate the level of satisfaction.</p> <p>Focus group at the end of the course.</p>
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Teachers recognize a very good level of participants' attention and interest as well as of participation to the discussion on the topic of the course.

Participants were then provided with the possibility to give their opinion on the course, its topic and lessons, utility, interest and effectiveness through a focus group.

**a) Utility and effectiveness of the pilot course**

All the participants think that the pilot course has been a very useful training activity that allowed them to lead back what they are used to do during their daily job into a theoretical framework, teaching them how to move within this perimeter. In particular, participants appreciate the course capability to connect practical experiences with a theoretical model and therefore to teach a new analytical interpretation of experiences and problems.

The course has been evaluated as a 'worthy offer' and as a 'beautiful intuition' that should be carry on in the future.

A participant stresses how using European funds for the realization of training moments on urban security issues is a strategic and important choice. He also thinks that European funds should be used precisely for offering training opportunities (as the one under examination) capable to create expertise, knowledge and 'intellectual capital'.

The presence of valuable teachers made very understandable the theoretical part of the course. The possibility to have moments of comparison with practitioners coming from different local realities (especially people doing the same job but in different geographical contexts) made the pilot course a very strong and rich experience. In particular it has been recognized as an opportunity to learn from other experiences and therefore also to better evaluate problems faced during the daily job, realizing that sometime they have been giving more seriousness than what they really have.

Participants appreciated the SARA method and it was stressed that it can become something really useful if it is not used only by small group of technicians but if it is also shared with stakeholders and citizens as a model to be used when taking part to the public debate or when looking for a solution to problems.



## 2) Lessons organization

Participants think that it should be advantageous to add a day more for the practical part of the course. (The part time course should be therefore made of 6 half days, 2 theoretical and 4 practical).

Some of them think that the lesson should be organized on full days and not on half days.

Everybody considers optimal to have lessons every two weeks and not to have more than 20 participants.

Regarding the division of the lessons between theory and practice, the need to analyze more case studies and to practice in applying the SARA method to real cases has been raised. Participants would also like to have more time at disposal for public debate.

It is considered really important that the theoretical teaching would be punctually led back to daily life experiences otherwise can be difficult to memorize them. It is therefore important to keep connected the 'framework' with the practical application of theory in the reality of life.

Case studies should be chosen among real experiences lived by participants, in order to better allow an exchange of knowledge and solutions.

## Further comments

Participants during the focus group gave also their suggestions for future improvements of the course.

### Further suggestions

- Participants wish there could be more frequent opportunities for discussion and debate among practitioners in the future.
- Someone suggests to organize similar event but targeted specifically to executives or supervisors.
- Since the opportunity to talk informally with other colleagues is seen as a very effective way to exchange best practices and to create stronger relationships, participants suggest that beside the lessons also informal moment (lunches, dinners...) should be organized during the days of the course.
- Events like the one under evaluation should be given more visibility

## 4. Report Turkey

### PILOT COURSE

Location: Izmir (Turkey)

Responsible partner: T.C. Konak Kaymakamlığı

General information	
Title of the course:	EN: Partnerships and Multi-agency Cooperation in Urban Security: Theory and Practice TR: Kent Güvenliğinde Bütünleşik Yönetim: Kuram ve Uygulama
Tested module/s:	Module 4: Partnerships and Multi-agency Working in Urban Security: Theory and Practice
Teacher/s:	Prof.Dr. Zerrin Toprak KARAMAN Prof.Dr.Ömür Timurcanday ÖZMEN Doç.Dr. Özlem ÇAKIR Doç.Dr.Yunus Emre ÖZER Yrd.Doç.Dr.Gökhan TENİKLER Yrd.Doç.Dr.Güven ŞEKER
Number of participants:	20 practitioners
Target groups (students, practitioners...):	Practitioners
Number of lessons provided:	6 blocks of lessons Total Hours: 24 hours, 3 full days training
Teaching Methodology	
Please describe the teaching methodology used: <ul style="list-style-type: none"><li>- Active learning methodologies,</li><li>- Powepoint presentations and lectures by trainers,</li><li>- Statistical data discussion and evaluation among participants and trainers,</li><li>- Real life experience,</li><li>- Discussion groups conducted by selected participants,</li><li>- Case study and reading assignment,</li><li>- Experiential exercises and simulations,</li><li>- Group self-evaluation.</li></ul>	
Teaching Materials	
Please indicate the teaching materials provided during or before the course:	



- Training programme and project brochure sent to all participants 2 weeks prior to the training,
- Project dissemination materials (3 newsletters) distributed among participants,
- Laptop computer and projector,
- Ppt presentations presented during the training,
- Printed teaching materials distributed among participants,
- Case study material distributed among participants,
- Group work teaching materials ( postits in different colors, three flip chard boards and papers, markers in 4 colors, pens, pencils, papers, etc)

Some of the teaching materials have been uploaded and made available for participants' use at the following e-learning platform: <http://fad.sinergie-italia.com/>

Participants have been assigned personal log-in data for the platform.

**Traineeship/Practical activities**

Please describe what kind of traineeship or practical activities has been provided/required to participants:

- The training was divided in two main parts. In the first part, after a short introduction of the project and outcomes, lessons and presentations were conducted according to the structure defined in Module 4: "Partnerships and Multi-agency Cooperation in Urban Security: Theory and Practice".
- The second part of the training was conducted as a case study and simulation group work. Participants were divided in three groups. An introduction material to a case study was distributed among participants prior to the session. Participants defined the main problem areas on local urban security and safety. Each group defined a problem that had to be solved in cooperation with local and national authorities/organizations/institutions in specific time with specific budget.

**Pilot course assessment**

Purposes of the course:	To test Module 4: "Partnerships and Multi-agency Cooperation in Urban Security: Theory and Practice" which was defined as one of the modules in URBIS post graduate doctorate programme.
Have these purposes been achieved?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially  Please explain: Practitioners from 10 local public organizations contributed also with their experience. Theory and practice was well combined in the training due to the experience of practitioners in different levels of urban security and crisis management.
	- Better understanding of multi agency



<p>Skills and knowledge expected to be developed by participants through the course:</p>	<p>cooperation on urban security and safety, crisis management.</p> <ul style="list-style-type: none"> <li>- Learning how to scan, analyse and make research on urban security problems and finding solutions by cooperation with relevant actors.</li> <li>- Exploring the complex, dynamic and challenging nature of policy making, implementation, analysis and evaluation in partnership and multi-agency contexts,</li> <li>- Develop a solid understanding, on the basis of the best available evidence, of the most appropriate models of partnership and multi-agency working,</li> <li>- Be able to recognise and negotiate barriers that might hamper partnership working in their own or a similar organisation</li> <li>- Understand the leadership and management models applicable to complex settings and be able to apply them as appropriate</li> <li>- Develop an awareness of the opportunities and threats of community and user participation in complex multi-agency settings.</li> <li>- Have a sound understanding of the history and development of partnership and multiagency working with particular reference to crime prevention and urban security,</li> </ul>
<p>Have these skills and knowledge been developed?</p>	<p>X Yes  <input type="checkbox"/> No  <input type="checkbox"/> Partially</p> <p>Please explain:</p>
<p>Strengths of the tested module/s:</p>	<p>20 practitioners representing different local authorities (Izmir Police , Crisis Management Directorate, Izmir Municipality, Izmir Fire Department, Directorate of Social Policies and Family, Izmir Social research and studies Directorate, Izmir Governorship EU Coordination Center, Konak Public Health Directorate) were present in the training. Due to their great experience in their areas great contribution was given on multi agency cooperation in case of urban security and safety problems and on crisis management.</p>
<p>Weak points of the tested module/s:</p>	<ul style="list-style-type: none"> <li>- Less importance was given on multi agency cooperation in crisis</li> </ul>



	<p>management.</p> <ul style="list-style-type: none"> <li>- Module needs to be revised and readapted according to local needs and local regulations.</li> </ul>
Aspects of the module/s to be improved:	<ul style="list-style-type: none"> <li>- New modules can be developed according to local and national needs.</li> <li>- Communication is one of the most important topics that needs to be studied and taught in such a training programme. A new and specific module needs to be added on ways of communication during crisis management and urban security management.</li> </ul>

**Participants assessment**

Used evaluation tools:	Training evaluation questionnaire was spread among participants, 18 questionnaires were filled in.
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Please provide your personal evaluation about participants interest, attention, level of participation and satisfaction showed during lessons.

Participants represented 10 different public authorities responsible for different stages and aspects of urban security and safety, crisis management and crime prevention in Izmir. All of them (except one participant for health reason the last day of the training) were present in all sessions of the training. It is not very common that all these public organizations/institutions are working in collaboration at local level. The pilot training of project URBIS was estimated as a good opportunity for practitioners to come together and learn more about urban security management, EU supported projects, multiagency cooperation. Practitioners were also interested to follow on with the project and all of them will be present in the Final Conference of project URBIS on 17<sup>th</sup> of April in Izmir.

**Further comments**



## 5. Report Slovenia

### PILOT COURSE

**Location: Ljubljana (Slovenia)**

**Responsible partner: Faculty of Criminal Justice and Security, University of Maribor**

General information	
Title of the course:	Researching Urban Security, Crime and Justice
Tested module/s:	Using the SARA model for the purpose of crime prevention/provision of security/safety in Ljubljana
Teacher/s:	Professor: Professor Gorazd Meško Assistant: Assistant Professor Katja Eman
Number of participants:	34
Target groups (students, practitioners...):	M.A. students (29) City wardens of the Municipality of Ljubljana (5)
Number of lessons provided:	10 lessons and tutored field work (32 hours)
Teaching Methodology	
Please describe the teaching methodology used:	
<ul style="list-style-type: none"> <li>- lectures,</li> <li>- group discussions,</li> <li>- case studies,</li> <li>- group projects,</li> <li>- field work.</li> </ul>	
Teaching Materials	
Please indicate the teaching materials provided during or before the course:	
<ul style="list-style-type: none"> <li>- list of textbooks and literature,</li> <li>- PowerPoint presentations,</li> <li>- copies of articles,</li> <li>- materials about SARA process,</li> <li>- materials for the case studies.</li> </ul>	
Some of the teaching materials have been uploaded and made available for participants' use at the following e-learning platform: <a href="http://fad.sinergie-italia.com/">http://fad.sinergie-italia.com/</a>	
Participants have been assigned personal log-in data for the platform.	
Traineeship/Practical activities	
Please describe what kind of traineeship or practical activities has been provided/required to	
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participants:  
 - problem solving with the use of 4 stages of SARA process,  
 - crime mapping with ArcGIS tool,  
 - field work,  
 - discussion with experts/practitioners (city wardens).

Pilot course assessment	
Purposes of the course:	To enable participants to understand the meaning of the security/safety management in the urban environment. Therefore, to identify and understand the need for organised and planned provision of safety and security and crime prevention and to teach them to apply the appropriate measures to certain social context.
Have these purposes been achieved?	<p><input checked="" type="checkbox"/> <b>Yes</b>  <input type="checkbox"/> No  <input type="checkbox"/> Partially</p> <p>Please explain:            Participants used their knowledge to identify security/safety issues, conducted field work and wrote research report.</p>
Skills and knowledge expected to be developed by participants through the course:	Using case studies and field work the students identified safety/security issues in the Municipality of Ljubljana (public disorder, begging, graphite, crime, traffic, the Tivoli park). All these problems were analysed with the purpose for a better provision of safety & security and crime prevention (definition of problem, scanning, analysis, response, assessment) in the city Ljubljana.
Have these skills and knowledge been developed?	<p><input checked="" type="checkbox"/> <b>Yes</b>  <input type="checkbox"/> No  <input type="checkbox"/> Partially</p> <p>Please explain:            Participants used SARA process by solving of 6 security/safety issues in the city Ljubljana and prepared research reports.</p>
Strengths of the tested module/s:	- coproduction of new findings (by students and practitioners) and seeking for practical and effective solutions using a literature review and examples of good practice of local security.
Weak points of the tested module/s:	- too short period of time (more time needed for a profound scanning and analysis, response and assessment phases were just discussed) - limited availability of official data on crime,



	public disorder, other forms of deviance, and local crime surveys which need to be conducted in the future.
Aspects of the module/s to be improved:	- As this is the first 'exercise' of this kind, all aspects of the module can be improved.

**Participants assessment**

Used evaluation tools:	- Evaluation questionnaire
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Please provide your personal evaluation about participants' interest, attention, level of participation and satisfaction showed during lessons.

The evaluation of the course was conducted by analysis of the questionnaire completed by participants (students and practitioners) of the pilot course.

The analysis of the students' responses show that:

- 1) Students (n = 25) were in general very satisfied with the pilot course organization (M= 5.73) (1= strongly disagree and 7 = strongly agree):
  - Information about the pilot course provided in advance were precise and exhaustive (M = 5.56).
  - The lessons calendar was well planned (M = 6.0).
  - The programme of the lessons was clear (M = 5.64).
- 2) Students were even more satisfied with location and logistics (M= 6.16):
  - The classroom was comfortable (M = 6.04).
  - The classroom was equipped with all the necessary for the lesson (M = 6.28).
  - The working environment was satisfactory (M = 6.16).
- 3) Students' satisfaction with lessons, contents and teaching materials (M= 5.34)
  - Lessons were effective (M = 5.28).
  - Lessons were interesting and easy to follow (M = 5.36).
  - Contents of the lessons were innovative (M = 5.0).
  - The time dedicated to each topic was adequate (M = 5.12).
  - The lessons programme adhered to the agenda (M = 5.36).
  - The teaching materials were useful and exhaustive (M = 5.12).
  - Participant was given the opportunity to be actively involved in the lessons (M = 6.16).
  - Questions have always been answered in an exhaustive way (M = 5.28).
  - The training was equally divided between theory and practice (M = 5.4).
- 4) Students also answered 4 questions on self-satisfaction (M = 5.81):
  - I am happy to have attended to this course (M = 6.08).
  - I feel I have learnt something new (M = 6.04).
  - I am satisfied with the level of the course (M = 5.76).
  - I will suggest this course to other people (M = 5.36).

The average grade on a seven-point scale consisting all measured aspects of the course regarding student opinions is M = 5.76.



Students also gave the following statements on their opinion about the course:

“First positive experience was working with city wardens on the field, although we expected more, especially longer lasting, cooperation with them. Our project was based on knowledge we already had and working atmosphere in groups between students was great.”

“The project has given us many different experiences. We have learnt how to approach to safety/security issues, how to obtain information from different sources and work together with them (e.g. Police and City Wardens). We also have learnt how better connect theory with practice and how to do the crime mapping with the Geographic Information Systems. We found the project very educational for us.”

“We have found this project interesting, although we had relatively limited time. Such similar projects in the future would have been gladly undertaken on condition that the other participants will have a great interest. The project is also a good way for students to integrate theory with practice. That is why we were so motivated for this project.”

“We enjoyed our work together, especially because we could cooperate with city wardens and worked with new equipment - GIS. We also have an opportunity to present our project on an international level of conference in Sarajevo. We faced the challenge head on and benefited from it.”

“The advantage of the project is the field work. We believe there is a lack of practical work in curriculum implementation. This kind of method prevented monotony and allowed us to apply and demonstrate our theoretical knowledge in practice. Since working in large groups is challenging it helped us adapt and better cooperate with our colleagues.”

The analysis of the responses of the city wardens revealed that:

1) City wardens (n = 5) were really satisfied with the pilot course organization (M = 6) (1= strongly disagree and 7 = strongly agree):

- Information about the pilot course provided in advance were precise and exhaustive (M = 5.6).
- The lessons calendar was well planned (M = 6.4).
- The registration to the course was easy (M = 5.6).
- The programme of the lessons was clear (M = 6.4).

2) City wardens' satisfaction with location and logistic was similar to the course organisation above (M = 5.7):

- The location was easy to reach (M = 6.0).
- Indication provided to reach the location were clear (M = 5.8).
- The classroom was comfortable (M = 5.2).
- The classroom was equipped with all the necessary for the lesson (M = 5.4).
- The classroom was big enough to host the course (M = 5.8).
- The working environment was satisfactory (M = 6.0).

3) City wardens were extremely satisfied with lessons, contents and teaching materials (M = 6.36):

- Lessons were effective (M = 6.6).
- Lessons were interesting and easy to follow (M = 6.6).
- Contents of the lessons were innovative (M = 6.6).



- The time dedicated to each topic was adequate (M = 6.0).
  - The lessons programme adhered to the agenda (M = 6.2).
  - The teaching materials were useful and exhaustive (M = 5.8).
  - Participant was given the opportunity to be actively involved in the lessons (M = 6.4).
  - Questions have always been answered in an exhaustive way (M = 6.2).
  - The training was equally divided between theory and practice (M = 6.8).
- 4) City wardens also answered 4 questions on self-satisfaction (M = 6.5):
- I am happy to have attended to this course (M = 6.8).
  - I feel I have learnt something new (M = 6.6).
  - I am satisfied with the level of the course (M = 6.6).
  - I will suggest this course to other people (M = 6.0).

The average grade on a seven-point scale consisting all measured aspects of the course is M = 6.14.

City wardens gave the following statement about the course:

“The purpose of the project was to demonstrate and apply an analytical approach for ensuring the security/safety of the local community with an emphasis on the use of (crime)-prevention methods. The goal and our expectation of the participation was mainly in direct insight into the theoretical part of the planned research work - a comparison of best practices and exchange of operational and technical experience with theory.

We expect that the results of students field work and research reports will show certain trends in the movement of individual problems in the area of Municipality of Ljubljana. We will try to implement their analyses and solution proposals in the practice. They will serve as the basis for improvement of our work, especially higher level of security/safety in the city and more satisfied citizens of Ljubljana.

It can be concluded that participation in the project is mutually beneficial, as it is for connecting and interacting theory with practice and vice versa, where students get an insight of problem solving process in practice. What is more, the students, on the basis of the analysis of the selected safety/security problem from the perspective of citizens, prepared concrete and effective solution proposals.”

A total grade of the course consisting grades (opinions) of the students and wardens is 5.95.

### **Further comments**

Please leave any comment useful for a better development of the future USM training programme:

- We are willing to participate in such courses to to gain more practical experiences.
- This was an excellent experiment as a part of the MA programme in Criminal Justice and Security including students. Therefore, we would like to have more similar educational projects in the future to learn about theory and practice of local security problems and possible solutions.
- Student research reports of their field work were so well written that we decided to present the project (6 papers) on a regional international conference “Urban security” at the Faculty for Criminal Justice, Criminology and Security Studies of University of Sarajevo (<http://www.fknbih.edu/konferencija2014>) on May 16th, 2014 and at a National conference on criminal justice and security (<http://www.fvv.uni-mb.si/dv2014>) in Ljubljana on 4-5 June, 2014.
- The results of the pilot project will be published as a research report in Slovene and English.



## 6. Report UK

### PILOT COURSE

**Location: Cardiff University (UK)**

**Responsible partner: Cardiff University**

General information	
Title of the course:	Researching Crime and Urban Security
Tested module/s:	Module 1
Teacher/s:	Gordon Hughes Adam Edwards
Number of participants:	7
Target groups (students, practitioners...):	Students in social sciences (specializing in Criminology) at taught Masters, postgraduate research and undergraduate levels. In particular: <ul style="list-style-type: none"> <li>- Two masters students</li> <li>- Two postgraduate doctoral students</li> <li>- Three undergraduate students</li> <li>-</li> </ul>
Number of lessons provided:	10 weeks, 2 hours per week
Teaching Methodology	
<p>Please describe the teaching methodology used:</p> <p>The two masters students undertook a specialist 10 week module (2 hours per week) on 'Researching Crime and Urban Security' and were assessed via a two part assignment. The two postgraduate doctoral students, specializing in urban security problems and their management, also undertook the SARA problem-solving exercise associated with the above module alongside undertaking 'internships' with Cardiff City Council to support the municipality in its intelligence-led problem-solving research. The three undergraduate students were also given 'real-life', work-based experience acting as apprentice research assistants on a programme of community engagement and urban security research led by Adam Edwards and in partnership with Cardiff City Council.</p>	
Teaching Materials	



Please indicate the teaching materials provided during or before the course:

Reading and Resources on SARA and problem solving:

Clarke, R and Eck, J. (2003) *Become a Problem-solving Crime Analyst*, London, Jill Dando Institute of Crime Science.

Cope, N (2003) 'Crime analysis: principles and practice' in T. Newburn (ed) *Handbook of Policing*, Cullompton, Willan Publishing.

Edwards, A and Hughes, G (unpublished) *Problem-solving and youth crime prevention* (available from tutor).

Edwards, A (2010) *Evaluation of the Cardiff Night-time Economy Co-ordinator Post*, Cardiff Centre for Crime, Law and Justice, Cardiff University (see SOCSI working paper no.133).

Edwards, A and Hughes, G (2008) *The role of the community safety officer in Wales*, Cardiff, WACSO (see SOCSI working paper no. 104).

Goldstein, H (1990) *Problem-oriented Policing*, New York, McGraw-Hill.

Hughes, G et.al (2009) *Evaluation of the Effectiveness of the Safer Communities Fund 2006-9 (Final Report and Executive Summary)*, Cardiff Welsh Assembly Government (see SOCSI working paper no.128).

Leigh, A, Read, T and Tilley, N (1996) 'Problem-oriented Policing: Brit Pop', London, Home Office (available from tutor).

Read, T and Tilley, N (2000) 'Not Rocket Science: Problem-solving and Crime Reduction', London, Home Office (available from tutor).

Smith, M and Tilley, N (eds) (2005) *Crime Science*, Cullompton, Willan Publishing.

Tilley, N (2003) 'Community Policing, Problem-Oriented Policing and Intelligence-led Policing', in T. Newburn (ed) *Handbook of Policing*, Cullompton, Willan Publishing.

Website of Problem-Oriented Policing (POP)

Some of the teaching materials have been uploaded and made available for participants' use at the following e-learning platform: <http://fad.sinergie-italia.com/>

Participants have been assigned personal log-in data for the platform.

### **Traineeship/Practical activities**

The two masters students were assessed via a two part assignment. The two postgraduate doctoral students undertook the SARA problem-solving exercise associated with the above module alongside undertaking 'internships' with Cardiff City Council to support the municipality in its intelligence-led problem-solving research.



The three undergraduate students were also given 'real-life', work-based experience acting as apprentice research assistants on a programme of community engagement and urban security research led by Adam Edwards and in partnership with Cardiff City Council.

**Pilot course assessment**

<p>Purposes of the course:</p>	<p>This course was premised on the overall aim of provide students with the capability of social research-based 'problem-solving'. It was therefore structured around the 'SARA' mnemonic ('Scanning, Analysis, Response, Assessment'). The course aimed to equip students with an understanding of what sources of data are available to social researchers from secondary and primary sources and what analytical approaches can be used to interpret these sources.</p>
<p>Have these purposes been achieved?</p>	<p>X Yes  <input type="checkbox"/> No  <input type="checkbox"/> Partially</p> <p>Please explain:</p>
<p>Skills and knowledge expected to be developed by participants through the course:</p>	<ul style="list-style-type: none"> <li>• Critical analysis and evaluation of theoretical concepts;</li> <li>• Critical analysis, evaluation and discussion of empirical research;</li> <li>• Written and verbal communication;</li> <li>• Construction of argument;</li> <li>• Independent and team working;</li> <li>• ICT and presentation skills.</li> </ul>
<p>Have these skills and knowledge been developed?</p>	<p>X Yes  <input type="checkbox"/> No  <input type="checkbox"/> Partially</p> <p>Please explain:</p>
<p>Strengths of the tested module/s:</p>	<p>/</p>
<p>Weak points of the tested module/s:</p>	<p>/</p>
<p>Aspects of the module/s to be improved:</p>	



**Participants assessment**

Used evaluation tools:	Discussion with students
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- The Masters students (who are currently undertaking a year-long social research methods programme of training) rated the module as the most stimulating and ‘real-life’ relevant module of the 8 specialist modules they had undertaken on the Masters programme. Although they found the problem-solving focus of the module quite a challenge initially, they were impressed by the generic as well as criminological problem-solving and data analysis skills the module and its assessment provided them with. Both students expressed a keen interest in the possibility of taking up more training and a future career as a intelligence-led, problem-solving urban security team member/manager. The content and learning outcomes of the module were delivered with both students gaining passes with merit grades.
- The Postgraduate students also successfully completed the assignment and offered valuable critical feedback on the process.
- Across both the Masters and Postgraduate Research student groups, there was a clear recognition of limitations of much existing police- and criminal justice system-based data for both understanding the complex nature of violence and adequately responding to it. In particular the Masters students drew successfully on the alternative sources of social data and their analytical implications from the teaching undertaken in the teaching sessions 3-9 of the module (see Appendix 1). Although the more advanced doctoral students had not undertaken the pilot module, they were able to draw on their deeper and broader knowledge of theory and method in the social sciences to critique what one student termed ‘time and place-bound’ conceptions and measures of violence and what another termed notions of violence as ‘a static act’. Alongside what is popularly termed ‘hot-spot analysis’ the students pointed out the importance of data bases which could unveil ‘the distal factors’ and ‘antecedent conditions of criminal behavior, and the ‘genesis of urban security problems’
- Three undergraduate dissertation students also undertook research into how Cardiff Council and the Cardiff Partnership Board (CPB) engage under 25 year olds and over 50 year olds in policies to promote safer and cohesive communities in this City. They conducted focus groups with members of the 50+ consultative forms and with youth groups across the City’s six neighbourhood management areas. There was an ‘action research’ element to this research as the undergraduates worked with civil servants in Cardiff Council to achieve ‘CLEAR-er’ public engagement in which people ‘Can’ engage, ‘Like’ to engage, are ‘Enabled’ to engage, are directly ‘Asked’ to engage and finally are ‘Responded’ to having taken the trouble to engage. A key finding of this research is that CLEAR-er public engagement must occur at the convenience of those different social groups that are being engaged rather than at the convenience of the local authorities.

**Further comments**

Please leave any comment useful for a better development of the future USM training programme:

1. The deployment of a problem-solving approach to studying and understanding problems



of urban security and their management as developed in the Urbis pilot module 'Researching Crime and Urban Security' appears 'fit for purpose'. It is a technique that makes sense to the students and offers them a means of thinking creatively as well as systematically about the plethora of issues covered by the term urban security. In this module it was restricted to the urban security problem of inter-personal violence but we are confident it can be applied across the core urban security problems identified in WP3.

2. In the context of the 'information-rich' city of Cardiff and more generally the great range and depth of social science data sets in the UK, we drew on data sets and analysis already provided by the local municipality, police and health service as well as independent academic research data sets and their analysis in order to develop the problem-solving skills of the students. We suggest, nonetheless, that the testing of SARA problem-solving skills can be scaled downwards or upwards relative to the nature of available information, data and expert knowledge in the social sciences in the very varied localities of cities and regions across Europe. It is the quality of the questions that the SARA technique can generate and the evidence-based answers and 'solutions' it can stimulate which makes this a viable model for training USMs across Europe.
3. This noted, there are limits to a narrow criminological focus on questions of urban security and its management (from which the Cardiff module did not fully break away). Although this module did move successfully beyond the very narrow Problem-Oriented Policing (POP) and Crime Science focus of much existing literature on SARA in the established published 'canon' of work (e.g. of Clarke and Eck etc.), the development of a new template for thinking through the potential of SARA *clearly beyond POP* will be required on future problem-solving USM training courses. There thus needs to be investment in more innovative work and associated supporting learning resources (ideally published, see Edwards et al, forthcoming) to 'unshackle the technique of SARA from the narrowly conceived theory and implemented policing models of problem solving which has been exported from North American police and crime 'sciences' (see for a beginning of such 'rethinking', for example, Appendix 2 and paragraph 4 below). There is thus the exciting prospect of strategic, intelligence-based problem-solving expertise based not solely on imported US thinking and practice but also on the traditions of European social science and political thought. It is a moot point as to whether the mnemonic 'SARA' requires a new translation for European purposes, should its North American 'baggage' prove to be a distraction and obstacle to the analytically and practically valuable work which the evidence-based problem solving process offers students and practitioners alike.
4. It is important to reflect on the implementation and theory failures of SARA as previously used (see Appendix 2 ). Despite this history of limited success to date, we argue that the SARA approach has sufficient advantages to warrant keeping (e.g. its familiarity with practitioners, its scalability, its practical adequacy and utility for aiding communication between researchers, analysts and practitioners) but needs adapting, not least in response to findings from the pilot module, to accommodate scanning and analysis of antecedent conditions and distal factors and the assessment of response to these conditions and factors. It is a moot point whether previous users of SARA, including Tilley and Goldstein himself (see reading list in Appendix 1) would accept this adaptation and the broader political-economic concept of the context of problem-solving. That noted, this does not mean there is anything *intrinsic* to the technique of SARA that stops it being used to scan and analyse antecedent conditions and distal causes.



5. As clearly evidenced in the student work undertaken on the pilot module, the SARA framework and technique, suitably developed on from narrow POP usage, does open up the 'scanning and analysis' of urban security problems (and by implication, 'response and assessment') to much more imaginative, innovative and scientifically rigorous forms of problem-solving than is currently available to urban security managers and cognate actors in crime prevention and crisis management across Europe.