

# **What do practitioners need to know about what works?**

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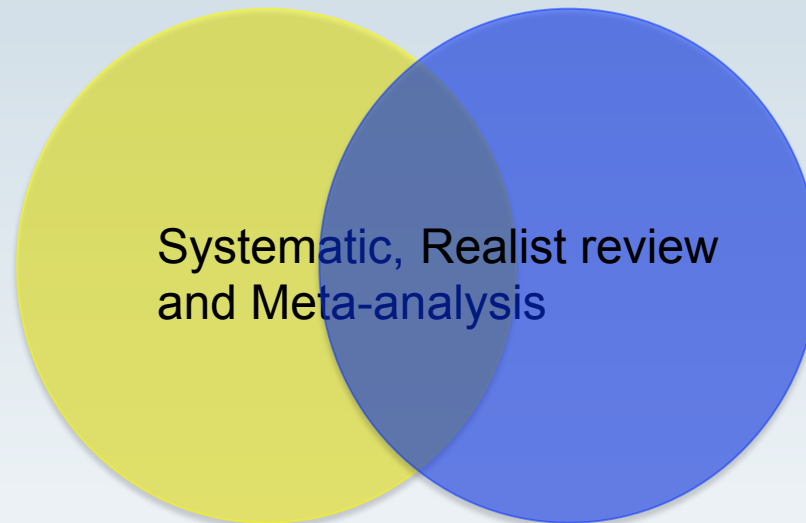
# Agenda

- Briefly describe the Commissioned Partnership Programme which is supporting the UK 'What Works Centre for Crime Reduction'
- Describe what we think practitioners need to know and how that was arrived at
- Raise some point for discussion on what this implies for future research



Work Package	Description	Responsible universities
1	A list of <b>existing systematic reviews</b> on crime reduction topics. This will be mapped by topic area.	UCL
2	<b>12 new systematic reviews</b> on key topics (to be identified) and carried out over the three years of the programme.	UCL, Institute of Education, LSHTM, Surrey, Dundee
3	A labelling scheme, using a consistent evaluation standard, to <b>rate and rank the effectiveness of interventions and cost savings.</b>	UCL
4	<b>Application of the criteria</b> in WP3 to each systematic review.	UCL
5	Developing <b>guidance for practitioners on costing interventions.</b>	UCL
6	Design a police <b>development programme</b> on evidence appraisal for the profession.	Southampton/ Dundee
7	<b>Deliver a pilot</b> of WP6.	Southampton/ Dundee
8	Primary research in light of key gaps and evidence needs.	Cardiff
9	Testing the impact of the What Works Centre.	Birkbeck

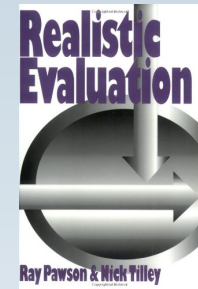
# Mixed methods



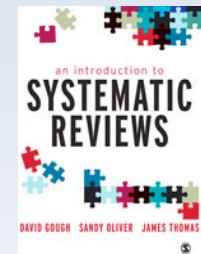
# Examples of evaluation and reviewing expertise



Realistic evaluation, Campbell reviews, primary evaluations, national evaluation of street lighting, .....



Mixed methods reviews, review methodology, review software, .....



Cochrane injuries group, national evaluation of street lighting, information science, ...



## Partnership

- High profile interdisciplinary UK team
- International team of QA experts, including
  - John Eck (US), Graham Farrell (CAN), Johannes Knuttson (NOR), Jacque Mallender (UK), Matt Manning (AUS), Mike Scott (US)
- User group panel
- Academic advisory board (Weisburd, Stanko, Kelly, Gill, Kane et al)

# WPs 1 and 2

## WP1

- 16,000 hits down to approximately 60 initiatives
- Majority related to tertiary prevention
- First published reviews to be on CCTV, lighting and MST

## WP2, Year 1

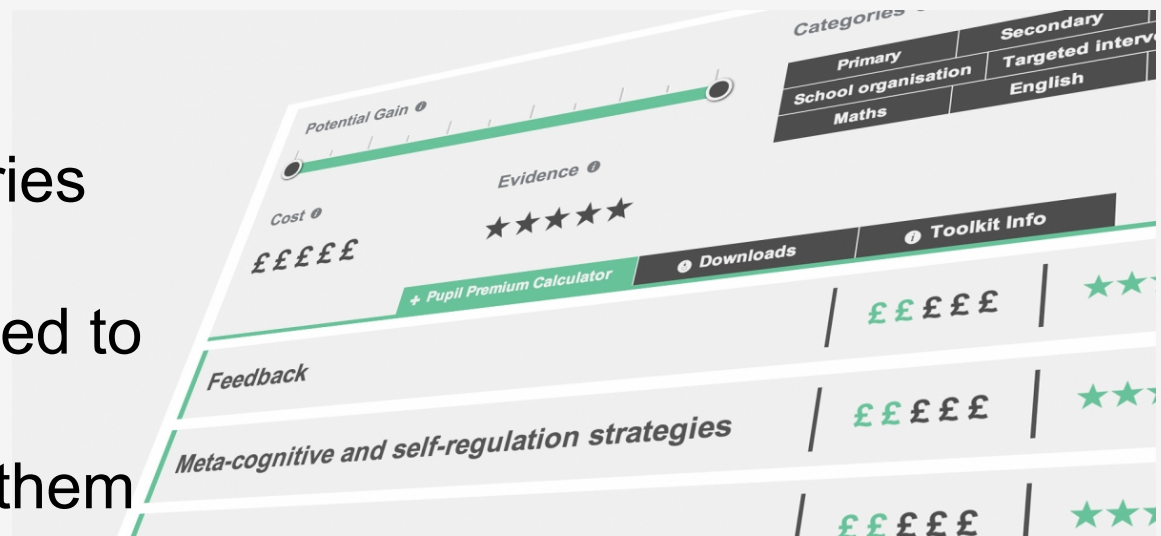
- Access control – UCL\*
- Domestic abuse – IoE\*
- Knife enabled crime – LSHTM\*

\* Institutions leading the reviews



# Education Endowment Foundation: Teaching and Learning Toolkit (seen as good practice)

- The Teaching and Learning Toolkit is an accessible summary of educational research
- Produced in collaboration by the Sutton Trust, the EEF and Durham University.
- Practice focused: tries to give schools the information they need to **make informed decisions**, not tell them what to do.



# Education Endowment Foundation: February 2014

## Toolkit to improve learning: summary overview

<i>Approach</i>	<i>Potential gain <sup>2</sup></i>	<i>Cost</i>	<i>Applicability</i>	<i>Evidence estimate</i>	<i>Overall cost benefit</i>
Effective feedback	+ 9 months	££	Pri, Sec Maths Eng Sci	☆☆☆	Very high impact for low cost
Meta-cognition and self-regulation strategies.	+ 8 months	££	Pri, Sec, Eng Maths Sci	☆☆☆☆	High impact for low cost
Peer tutoring/ peer-assisted learning	+ 6 months	££	Pri, Sec Maths Eng	☆☆☆☆	High impact for low cost
Early intervention	+ 6 months	£££££	Pri, Maths Eng	☆☆☆☆	High impact for very high cost
One-to-one tutoring	+ 5 months	£££££	Pri, Sec Maths Eng	☆☆☆☆	Moderate impact for very high cost
Homework	+ 5 months	£	Pri, Sec Maths Eng Sci	☆☆☆	Moderate impact for very low cost
ICT	+ 4 months	££££	Pri, Sec All subjects	☆☆☆☆	Moderate impact for high cost

# Education Endowment Foundation: February 2014

After school programmes	£££££	★★★★★	+2 months	One to one tuition	£££££	★★★★★	+5 months
Arts participation	£££££	★★★★★	+2 months	Oral language interventions	£££££	★★★★★	+5 months
Aspiration interventions	£££££	★★★★★	0 months	Outdoor adventure learning	£££££	★★★☆☆	+3 months
Behaviour interventions	£££££	★★★★★	+4 months	Parental involvement	£££££	★★★☆☆	+3 months
Block scheduling	£££££	★★★★★	0 months	Peer tutoring	£££££	★★★★★	+6 months
Collaborative learning	£££££	★★★★★	+5 months	Performance pay	£££££	★☆☆☆☆	0 months
Digital technology	£££££	★★★★★	+4 months	Phonics	£££££	★★★★★	+4 months
Early years intervention	£££££	★★★★★	+6 months	Physical environment	£££££	★☆☆☆☆	0 months
Extended school time	£££££	★★★★★	+2 months	Reducing class size	£££££	★★★☆☆	+3 months
Feedback	£££££	★★★★★	+8 months	Repeating a year	£££££	★★★★★	-4 months
Homework (Primary)	£££££	★★★★★	+1 month	School uniform	£££££	★☆☆☆☆	0 months
Homework (Secondary)	£££££	★★★★★	+5 months	Setting or streaming	£££££	★★★☆☆	-1 month
Individualised instruction	£££££	★★★★★	+2 months	Small group tuition	£££££	★★★☆☆	+4 months
Learning styles	£££££	★★★★★	+2 months	Social and emotional learning	£££££	★★★★★	+4 months
Mastery learning	£££££	★★★★★	+5 months	Sports participation	£££££	★★★☆☆	+2 months
Mentoring	£££££	★★★★★	+1 month	Summer schools	£££££	★★★☆☆	+3 months
Meta-cognition and self-regulation	£££££	★★★★★	+8 months	Teaching assistants	£££££	★★★☆☆	+1 month

# Introducing a new friend.. EMMIE



- Gathering evidence and assessing quality on:
- **Effect**
  - Effect direction and size (as stressed in systematic reviews)
- **Mechanism**
  - Mechanism/s or mediator/s activated
- **Moderator**
  - Moderators or contexts for activation of the mechanism/s or mediator/s
- **Implementation**
  - Implementation conditions that support or obstruct delivery
- **Economic**
  - Economic assessment of the cost effectiveness or cost-benefit ratio of what is delivered

# Presenting EMMIE to practitioners:

## Summary screen (mock data)

	Effect	Mechanism	Moderator	Implementation	Economic cost
Closed Circuit Television (CCTV)	+++++ ★★★★★	ⓘ ★★★★★	ⓘ ★★★★★	ⓘ ★★★★★	£££££ ★★★★★
Bicycle theft interventions	+++++ ★★★★★	ⓘ ★★★★★	ⓘ ★★★★★	ⓘ ★★★★★	£££££ ★★★★★

# Detailed page (1)

	Effect	Mechanism	Moderator	Implementation	Economic cost	Crimes
Closed Circuit Television (CCTV)	+++++	i	i	i	£££££	p,v,m
	★★★★★	★★★★★	★★★★★	★★★★★	★★★★★	
					★	

## What is the focus of the review?

Closed circuit television (CCTV) surveillance cameras serve many functions and are used in both public and private settings. CCTV is viewed as a technique of “formal surveillance” and as such it might enhance or take the place of security personnel. Cameras can be used to aid crime prevention, the detection of offenders, and crowd control or public order scenarios, but the prevention of personal and property crime are the focus of this overview.

## Effect- How effective is it overall? (quality rating ★★★★★)

*Pooled* results from review 1\* (based on 41 studies) suggest that in the studies reviewed, CCTV had a modest but significant desirable *overall* effect on property, violent and mixed categories of crime. Overall, for every 100 crimes, and average of 16 crimes were prevented with CCTV. *BUT it is important to note* that in the reviewed studies (review 1\*), it appears that CCTV was most effective when targeted at vehicle crimes (largely a function of successful car park schemes).



## EMMIE issues

- User engagement - senior staff, funders, managers, front line officers, partners, public
- Busy but intelligent consumer of evidence leading to *evidence informed judgment*
- Detail of research c.f. overview for practitioners
- REAL difficulty in populating EMMIE from research
  - need to know how it works, where, who it is best directed at and at what cost. Also need to know how to avoid implementation failure.

# Education Endowment Foundation - The commissioner's perspective: Key principles of communication

## 10 commandments

- Make it simple
- Be your reader
- Just one big message
- First sentence key
- People, people, people
- Killer facts
- No jargon
- Active not passive
- English not Latin
- Concrete not abstract

## What (some) academics do

- Make it complicated
- Concerned only with peers
- Several complex messages
- Conclude at the end
- No people
- Complex findings
- Jargon, jargon, jargon
- Passive not active
- Latin not English
- Abstract not concrete



## OK BUT....

- Academics do not *only* write for practitioners
  - They can legitimately write for each other
  - They may well need to use complex concepts from time to time
  - Statistical results are often difficult to express
- HOWEVER:
  - When carrying out a systematic review intended for practitioners the ‘10 commandments’ may well apply
  - And, more fundamentally, we have found when carrying out WP1 and 2 that there is very little in the literature on mechanisms, contexts, implementation or even cost

# Summary

- WW work is important to both policy and practice
- It is an enormous challenge to summarise the available research in a user friendly manner
- Researchers need guidance for publications to facilitate systematic/realist reviews which require far more information than just effect size and evidence strength