



Minor
**Applied Research in the
Context of European Policing**

Programme & Content

An introduction

« waakzaam en dienstbaar »



Table of content

Applied Research in the Context of European Policing	3
The 'why' of the programme	3
The introduction	3
Programme & structure	4
European Policing	5
The backbone	5
Terrorism and security dilemmas	6
Terrorism as a local phenomenon	6
Public order, parties and drugs	6
Trafficking in human beings (THB)	6
Organised crime groups (OCG): undermining the system	7
Cybercrime: the daily, invisible threat	7
Crossing the border	7
Research Methods	8
Setting the scene	8
Developing research questions	9
Fixed and flexible research designs	9
Historical research	9
Qualitative and quantitative data analysis	9
Judicial research methods	9

Applied Research in the Context of European Policing

The 'why' of the programme

The Minor in Applied Research in the Context of European Policing (MARCEP) was developed for two main reasons. Asking good questions (research or otherwise) is extremely important for good policing. However, instead of doing so, we too often focus on finding answers. This phenomenon might be explained by the responsive nature of police work. If there is a problem it must be fixed, and this must occur quickly so either peace is restored or order maintained. This problem-solving reflex is reinforced by a predominantly action-oriented culture.

This does not help you find the best answers. Therefore, the first aim of this programme is to broaden and expand your perspectives so that when you are confronted with policing problems or the challenges of good policing you will be able to ask questions from a more multidimensional point of view. As one of our colleagues stated: the focus of this programme has to be on the quality of reasoning rather than the art of arguing. This attitude will help you find new and effective solutions to new challenges or to old problems you have not been able to tackle until now. As well as learning how to formulate good research questions, attention will also be paid to what the Greeks called the 'methodos', the pursuit of knowledge.

The simple fact that good policing cannot stop at the border brings us to the second reason for developing this programme: the need for European cooperation on several important policing issues. In this programme, we examine the European security agenda. We look at terrorism and radicalisation, organised crime groups

and cybercrime. In relation to the conception and articulation of your own research proposal, these same issues will be used as the basis for your exploration of a specific policing topic of your interest. We sincerely hope that your participation in this course contributes to better European policing and to the cooperation that European policing needs.

The introduction

The first week of the programme will be introductory. During this week you will visit several important sites relating to European policing and security in the Netherlands. You will be given a practical oversight by being a participant yourself.

Programme & structure

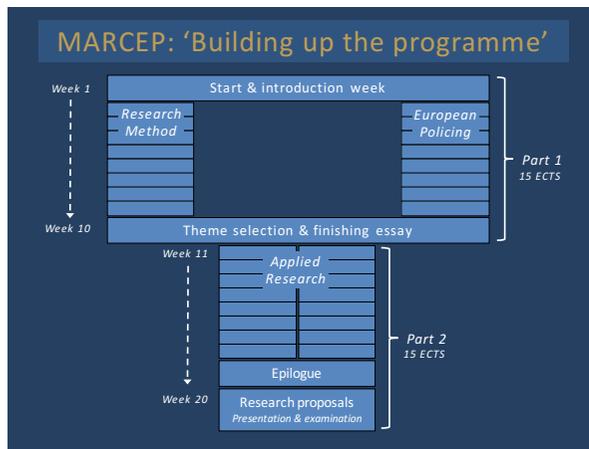
After an introductory week, Part 1 (week 1-10) has two streams: Research Methods and European Policing. Although they are not completely separate and they both aim to sharpen your mind, the focus of the first is on the pursuit of knowledge, while the focus of the second is on specific European policing topics.

In Part 2 (week 11-20) both streams are brought together in what we call Applied Research. Here you will use your insights and knowledge gained from Part 1 to compile your research proposal. During this period, you will be coached and guided by our staff. Through lectures or field trips, you will also learn which research questions are relevant to Dutch policing and how research is done or organised within the police organisation.

Part 1 can be taken on its own, which is equivalent to 15 credits (ECTS). In this case, you will finish the course by writing an essay in which you explore – also in a more personal way – a theme of your interest.

Those who decide to participate in Part 2, which is equivalent to another 15 ECTS, can use the essay task as a warm-up and preparation for the research proposal that must be delivered in Part 2. Please note that this second task concerns a proposal, which means you do not have to conduct the research. Of course, you can do this later, which most of our students do, especially in the context of writing a thesis.

The Minor in Applied Research in the Context of European Policing has the status of a pre-Master's. This means that Dutch students who want to participate in the Master of Science in Policing, which is an academic programme, will be allowed to do so after successfully completing the Minor in Applied Research in the Context of European Policing.



Distribution of credits (Part 1)

	Hours	ECTS
Preparation on programme, culture & language	28	
Introduction programme (first week)	28	
Lectures & sessions 'Research Method'	8 x 6 = 48	
Lectures, sessions & field trips 'European Policing'	8 x 6 = 48	
Peers consultations & social events	8 x 6 = 48	
Readings & assignments 'Research Method'	8 x 10 = 84	5
Readings & assignments 'European Policing'	8 x 10 = 84	5
Essay & presentation	52	5
TOTAL:	420	15

Distribution of credits (Part 2)

	Hours	ECTS
Lectures & sessions 'Applied Research'	16 x 6 = 96	
Peers consults & social moments	8 x 6 = 48	
Readings & assignments 'Applied Research'	16 x 3,5 = 56	5
Presentation research proposal & examination	220	10
TOTAL:	420	15

European Policing

The programme on European Policing gives you several weeks of thinking about and working with themes in European policing that apply to all European countries.

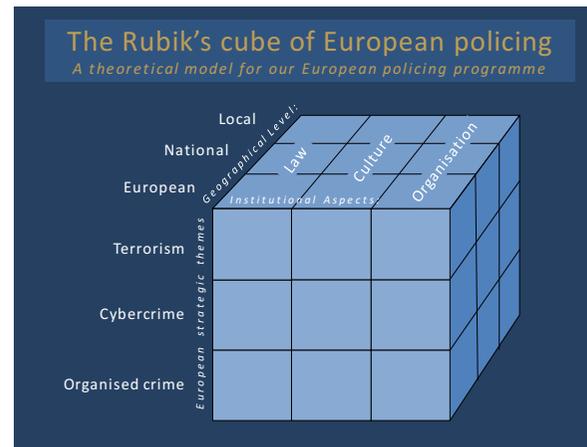
After the introductory programme, we will first establish the framework of European policing. This will structure our thinking in the following weeks, in which every topic will be approached first from a local and practical point of view before we challenge you to broaden your perspective to the national and European levels. At the end, along with the knowledge gained in the methodological programme, you will be equipped to write your research proposal on European policing from a multidimensional perspective.

The backbone

In the second week you will gain conceptual insight into European policing. Starting with common European values, we will focus on human rights and European history. This will provide you with the background to the workings of European institutions. An understanding of these values will provide a layer of theoretical knowledge which will be transferred to the practical level in the following weeks.

During this programme, European policing will be approached within a framework that has three dimensions: geographical (European, national, local), institutional (the legal, cultural and organisational contexts) and European strategic themes (terrorism, cybercrime and organised crime). The model (see below) will be further explained in order to give you a theoretical framework that is helpful in formulating good questions when confronted with European policing issues. This Rubik's cube will be our conceptual toy over the following weeks.

European Policing	
	Lectures, sessions and field trips
1.	The backbone
2.	Terrorism and security dilemmas
3.	Public order, parties and drugs
4.	Cybercrime: the daily, invisible threat
5.	Trafficking in human beings
6.	Organised Crime Groups (OCG): undermining the system
7.	Radicalisation as a local phenomenon
8.	Crossing the border



Terrorism and security dilemmas

This week starts with the issue of terrorism. Several questions are raised. Are there cultural differences in the approach to terrorism? How does this influence the war on terrorism? Do organisational and judicial differences cause problems? Most importantly, your attention will be drawn to dilemmas and paradoxes. In policing, terrorism is above all understood as a security problem. This raises questions about the relationship between control versus freedom, security versus privacy and a variety of other questions. You will consider all of these issues on the basis of the backbone of the previous week.

Terrorism as a local phenomenon

This week is about terrorism in the neighbourhood. Are there early warning signs? And are you able to see them? Who is responsible for the information? Examples of Dutch community policing in this field will set the pace. Are you alert and is your organisation alert? How can you stay connected and at the same time fight terrorism? As you can see, we will return to certain paradoxes and dilemmas that arose in the third week. The security triangle will give you a model for thinking and sometimes offer solutions. However, terrorism, being not only a local phenomenon but also a European and global problem, will definitely lead to uncertainty concerning the solution. Again, your Rubik's cube may be helpful in thinking about practical solutions.

Public order, parties and drugs

The EMPACT (European Multidisciplinary Platform against Criminal Threats) theme of drugs, cocaine, heroin and synthetic drugs is this week's leading topic. Your attention will be focused on their impact on public order. More specifically, what happens when drugs and parties are combined?

You are given practical examples of police approaches to the problem. But you are also challenged to go at least one step further. The backbone raises questions. How is the police organisation equipped for its task? Is there a gap between the morals of the public and the morals of the police? Is the law flexible? Start with your own organisation. What do you do when you are out on the street? How does it compare with other European police forces?

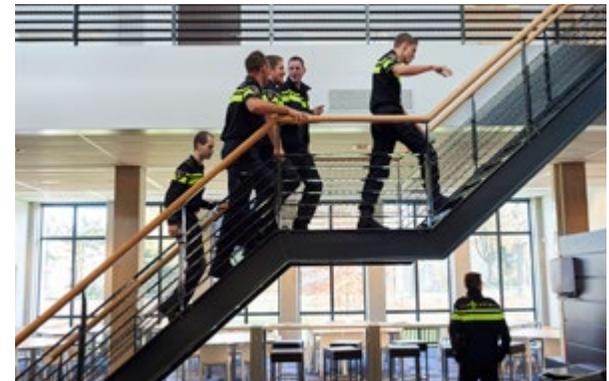
An important aspect of this subject is public-private cooperation: Who is responsible, where and when, and for what kind of control? And what are the values behind the different organisations involved? A multidimensional way of tackling the problem will give you valuable insights.

Finally, you will also look at the relationship between drugs, organised crime and a European approach to the problem.

Trafficking in human beings (THB)

What do we mean by 'trafficking in human beings'? We will think about the definition of THB. What should be included, what is excluded? You will be given examples of THB at the local level. This will raise questions about our mind-set on THB. Can you see signs of THB? How good is your information on THB? Can cooperation with local organisations and/or international organisations (NGOs) be fruitful?

The backbone week gave you the multidimensional framework of the Rubik's cube. Starting from the local point of view, we will move to the national and then the European points of view. Each time we move to a new level, you will be asked to make comparisons and think about solutions to problems that arise.



Organised crime groups (OCG): undermining the system

Organised crime and organised crime groups tend to be fluid. This is one of the main considerations you will have to keep in mind during this week. You will focus on the influence of OCG in the neighbourhoods and then expand the focus to the European level. This means that the influence of OCGs on infrastructure, the environment, the economy and politics will be examined.

Considering the influence, visibility and destabilising capacity of OCGs you will be asked to think about ways to deal with this on the local level. Best practices will be discussed. We will also look at the topic in the European sphere and see how the various institutional differences influence practical cooperation.

Cybercrime: the daily, invisible threat

Cybercrime is one of the main European security topics. However, apart from the fight against the global dimension of cybercrime, such as security breaches of government sites, bank fraud in the millions and terrorist threats, there is also cybercrime at the local level. Your starting point will be an awareness of the possibilities and threats of cybercrime, as the new daily, invisible crime on the local level. How do you deal with cyber-related crimes such as hate crime, stalking crimes and vandalism (DDoS attacks)? Is your organisation



equipped for its task? Is the judicial system up to date? Is there a sense of urgency in the organisation? As the urgency becomes more obvious you will explore the European aspects of cybercrime and how this relates to your local problems.

Crossing the border

The final week. The monitoring of borders on the periphery and the internal borders of the EU is essential to tackling international crime and security problems. This is where it must be addressed. You will do research on elements that are visible in border regions. In addition, information exchange on all kinds of subjects is very important. For example, football vandalism and migration issues.

However, not only is information exchange crucial, there are also different kinds of assistance protocols on the borders. How do we respond to catastrophes or public order problems that have their impact on both sides of the border?

The EMPACT theme you will be examining is organised property crime. This phenomenon involves the rapid crossing of borders and is extremely flexible across the different crimes that are committed. So, starting at the national and local levels, you will be obliged to take the aspects of cultural difference, organisational difference and judicial difference into account one final time at the European level.



Research Methods

'What are the key similarities and dissimilarities of police organisations across European countries?'

'How do police organisations on different sides of the border cooperate in fighting organised crime?'

'To what extent do police organisations share information and what are the obstacles and facilitators in the information-sharing process?'

'What is the role of social media in police communication and investigation? And how do police organisations across Europe differ in their use of social media?'

These are just examples of possible research questions that may arise when thinking about policing in a European context. While the European Policing stream will focus more on different policing topics (e.g. cybercrime, terrorism), the methodological stream will provide you with the tools to research these and other issues. One of the main aims of the methodological stream is to strengthen your analytical and critical thinking skills, and to provide you with different perspectives on how to answer real-life problems that are faced by police organisations across Europe. Thus, you are expected to also bring your own experiences and topics that are of interest to you to the discussion. Each week, we highlight an aspect of the empirical cycle and discuss recent research on different topics. By the end of the course, you will be better able to formulate research questions, make informed choices on research design and interpret research findings, all in relation to policing in Europe.

Research method	
Lectures	Afternoon sessions
Introduction	-----
Epistemology	'Me & research'
Problem statement	Epistemology
Fixed research design	Problem statement
Flexible research design	Fixed research design
Historical research	Flexible research design
Qualitative data analysis	Historical research
Judicial research methods	Qualitative data analysis
Quantitative data analysis	Judicial research methods

Setting the scene

There are many different ways to carry out research. Both across and within disciplines, there are varying views about what research is and how this relates to the kind of knowledge developed. Various paradigms, such as the positivist and constructivist paradigms, guide how we make decisions and carry out research. Take, for example, the topic of cybercrime. You might be interested in testing whether traditional theories on the motives for criminal behaviour apply to cybercriminals through an analysis of the existing data on offenders. You could also take an ethnographic approach to cybercriminals and give them space to explain their own behaviours. Thus, while the aim is to generate more knowledge on cybercrime, research can take different directions, depending on goals and interests. In the first week, you will learn to recognise the different approaches, as well as how they translate into different research strategies.

Developing research questions

Any type of research starts with a question. What is it that you would like to find out? Your question provides a foundation for the rest of the project, which makes it important to get this right. Good research questions, whether in the field of policing or in astrophysics, share a couple of characteristics. For example, they should be clear and unambiguous, have a purpose, and should be answerable. However, given all the different topics and subtopics, directions, goals, etc., this may not always be that simple. You will practise formulating your own questions and will learn to distinguish between good and bad questions.

Fixed and flexible research designs

In the following weeks, you will move on to creating different designs to answer your research questions. In Week 4, we will discuss the characteristics and merits of fixed research designs. This generally refers to quantitative approaches, e.g. surveys and experiments. Week 5 will go into flexible research designs, i.e. the more qualitative approaches. We will approach the same research topics, such as cybercrime, social media use and organisational change, from different perspectives and discuss when and why a certain design may be the most appropriate.



Historical research

Historical research can make a valuable contribution to thinking about policing. Historical thinking and reasoning organises information about the past with the aim of describing, comparing and/or explaining historical phenomena. Historical research allows us to recognise patterns and explain the present. It is, for example, an important means of understanding the development of your own organisation or for determining the causes of more specific problems.

Qualitative and quantitative data analysis

In Week 6 and Week 8, you will learn about the different ways to analyse data. Based on the research design chosen, either quantitative or qualitative information will be obtained. How do you analyse and interpret this information? In Week 6 you will practise quantitative data analysis. To this end, we will use the World Values Survey. In the real world, we are bombarded by figures and statistics, and learning how and why they are generated will also help you to better understand and interpret other material in the future. In Week 8, the focus will shift to qualitative data analysis.

Judicial research methods

In this week, we will discuss whether legal doctrine is a scientific discipline (empirical research). You will learn about the history of the development of legal doctrine and what kind of discipline it entails. The various methodologies used in legal research will also be included.

Minor in Applied Research in the Context of European Policing

Programme schedule (blueprint)

Week 1	Introduction week			
	European Policing - On Tuesdays		Research Methods - On Wednesdays	
	9.00 a.m. - 12.00 p.m.	1.00 p.m. - 4.00 pm	9.00 a.m. - 12.00 p.m.	1.00 p.m. - 4.00 pm
Week 2	The backbone		Setting the scene: approaches	Me & research
Week 3	Public order, parties en drugs		Developing research questions	Setting the scene: approaches
Week 4	Terrorism and security dilemmas		Fixed research design	Developing research questions
Week 5	Radicalisation as a local phenomenon		Flexible research design	Fixed research design
Week 6	Trafficking of human beings		Historical research	Flexible research design
Week 7	Organised crime groups: undermining the system		Qualitative data analysis	Historical research
Week 8	Cybercrime, the invisible threat		Quantitative data analysis	Qualitative data analysis
Week 9	Crossing the border		Judicial research	Quantitative data analysis
Week 10	No Lessons			
Week 11	Start part 2			
Week 20	Presentations of the students			

www.politieacademie.nl/en

« waakzaam en dienstbaar »