SARA model

Problem-solving policing uses the scanning, analysis, response, assessment (SARA) model of problem solving.

11 mins read

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Overview

Video Transcript

What is the SARA model?

The SARA model helps to apply problem-solving ideas to police practice.

It's part of an approach to policing that encourages working creatively and collaboratively with partners and communities experiencing problems.

Problem solving provides a process – a tried and tested series of steps to guide and structure efforts to reduce crime and disorder.

Scanning involves identifying persistent problems that cause harm and call for police attention.

Analysis involves systematic study into the causes or conditions that lead to a problem or enable it to persist.

Response is the development or implementation of measures to try to reduce or eliminate the problem.

Assessment is evaluation to determine whether the response has worked out as intended and whether the problem has been removed, reduced or unintentionally aggravated.

The SARA model has four stages.

1. **Scanning** – identifying and prioritising potential crime and disorder problems.
2. **Analysis** – analysis of potential problems by gathering information and intelligence to identify underlying causes.

3. **Response** – development and implementation of tailored activities to address the causes of the problem identified in the analysis phase.
4. **Assessment** – measurement of the impact of the response, to test if it had the desired effect and to make changes to the response if required.

There is a logical sequence to the SARA process. But in practice, good problem solving is often not linear. Analysis may lead to redefinitions of the problem and a return to scanning. Responses may need changes that call for further analysis. Assessments may indicate that a problem remains, suggesting that the process needs to start again.

So when working through the SARA model, treat the different elements as fluid. Be willing to revisit earlier stages as new information emerges and modifications are required. That said, there are general requirements that should be met before moving through the different stages of SARA. These can be seen in our checklists.

Scanning

Problem solving begins with scanning. Scanning involves identifying persistent problems that:

- cause harm
- call for police attention

The purpose of scanning is to home in on a specific problem that affects the community and that the police can do something to address.

Video Transcript

Problem solving begins with scanning. Scanning involves identifying persistent problems that cause harm and call for police attention.

The purpose of scanning is to identify a specific problem that affects the community and that the police can do something to address.

Precisely defining your problem is a key purpose of scanning and is crucial to effective problem solving.

Catch-all categories such as youth crime, serious violence and knife crime are too broad for the purpose of problem solving.

This is because broad categories of crime often mask the existence of several different problems, which may arise for different reasons, display different patterns, require different responses and involve different partners.

Crime problems are usually easier to solve the more precisely defined they are.

Defining your problem precisely is a key part of scanning and is crucial to effective problem solving.

Catch-all categories such as youth crime or serious violence are too broad for the purposes of problem solving. This is because broad categories of crime often mask the existence of several different problems. These may arise for different reasons, display different patterns, require different responses and involve different partners. In general, crime problems are easier to solve when they are defined more precisely.

Scanning typically involves three steps.

1. Select a broad category of crime or public safety issue that you would like to focus on.
2. Identify data and information relevant to the identified crime or public safety issue.
3. Interrogate relevant data and information sources to arrive at, and better understand, a highly specific problem that is suitable for problem solving.

Video Transcript

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Not every issue that is brought to the police’s attention benefits from a problem-solving approach. In a problem-solving sense, problems refer to clusters of related and persistently reoccurring incidents that harm the community and that the police should – and feasibly can – do something about (Eck, 2003).

A problem-solving approach is not about responding to one-off incidents. It is not appropriate for a rare event that is unlikely to repeat.

CHEERS test

Your problem-solving efforts should focus on recurring issues that cause tangible harm to communities and where targeted police efforts can do the most good. The acronym CHEERS (community, harm, expect, events, recurring and similar) was developed to help determine whether a problem is suitable for problem solving (Clarke and Eck, 2003).

Video Transcript

The acronym CHEERS was developed to help determine whether a problem is suitable for SARA problem solving.

Appropriate problems should pass the CHEERS test, meaning that they should do all the following:

- affect the community, whether it be the whole community or part of it
- generate harm directly, for victims, or indirectly – for example, through fear in the community
- be something that the public expect the police to address
- comprise clearly defined events, such as one person stabbing another
- comprise events that are recurring, such as increases in the routine of carrying knives in the community, or a series of stabbings
- comprise events that are similar to one another, such as occurring at the same or similar locations, involving the same victims or offenders

Appropriate problems should pass the CHEERS test, meaning that they should do all of the following.

- Community – affects the community (whether it be the whole community or part of it).
- Harm – generates harm (directly, for victims, or indirectly – for example, through fear in the community).
- Expect – is something that the public expects the police to address.
- Events – includes discrete and clearly defined events (such as one person stabbing another).
- Recurring – includes events that are recurring (such as increases in the routine carrying of knives in a community, or a series of stabbings).

- Similar – includes events that are similar to one another (such as occurring at the same or in similar locations, involving the same victims, offenders and so on).

Scanning checklist

Video Transcript

You can follow a simple checklist to help you ensure your problem meets all requirements before proceeding from scanning to analysis.

1. Have you identified a specific crime problem?
2. Does your identified problem meet the CHEERS criteria?
3. Have you established the extent and trend of the identified problem?
4. Have you identified ways in which your selected crime problem is patterned, considering place, time, offenders and victims?
5. Have you explored different data sources to better understand the extent, pattern and harms of the identified problem?

If the answer to any of these questions is no, continue scanning.

Once the answer to all these questions is yes, you can move onto the next phase of SARA, analysis.

This checklist of questions is designed to help ensure that these requirements have been met before proceeding from scanning to analysis.

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2. Does your identified problem meet the CHEERS criteria?
3. Have you established the extent and trend of the identified problem?
4. Have you identified ways in which your selected crime problem is patterned – considering place, time, offenders and victims?
5. Have you explored different data sources to better understand the extent, patterns and harms of the identified problem?

If the answer to any of these questions is ‘no’, continue scanning. Once the answer to all of these questions is ‘yes’, you can move onto the next phase of SARA – analysis.

Analysis

At this stage, you have drawn on a wide range of data and intelligence sources and decided on a specific type of crime on which to focus your problem-solving efforts. You understand:

- how the problem is trending
- where and when it is most concentrated
- the harms it generates

The next step is to explore further to identify the causes and conditions that enable your problem to persist. This step is analysis.

Video Transcript

Analysis is the second step of problem solving. It follows the scanning stage. It involves systematic study into the causes and conditions that enable problems to persist.

Problem solving does not require you to identify and address all of the causes that give rise to your selected problem.

Effective problem analysis is about analysing a problem to identify pinch points.

Pinch points are causes and conditions that contribute to a problem and are open to preventative intervention by the police and partners.

The goal of problem analysis is to help you identify an appropriate and effective response that is based on those pinch points and can be delivered within the resources of your organisation.

Effective problem solving is finding pinch points that can be changed by responses that can be implemented in a reasonable time frame and which also have a sustained impact.

At this stage of the SARA process, it is important to keep in mind that problem solving does not require you to identify and address all of the causes that give rise to your selected problem. That would be unrealistic. Some immediate situational factors are beyond the reach of practical local problem solving. Instead, effective problem analysis is about analysing a problem to identify so-called pinch points.

Pinch points

Pinch points are those causes and conditions that:

- contribute to a problem
- are open to preventive intervention by the police and partners

The goal of problem analysis is therefore to help you identify an appropriate and effective response that is based on those pinch points and can be delivered within the resources of your organisation.

Effective problem solving is finding pinch points that can be changed by responses that can be implemented in a reasonable time frame, but that also have a sustained impact.

Analysis tools

Two tools can help to break down your problem and structure your analysis. These are:

- the problem analysis triangle
- crime scripts

Problem analysis triangle

Problem analysis triangles can help to structure the analysis of your local problem.

Video Transcript

There are two tools that are commonly used in problem solving, which can help break down your problem and structure your problem analysis.

These tools are the problem analysis triangle and crime scripts.

Problem analysis triangles can help structure the analysis of your crime problem.

Using the example of knife crime, the inner triangle refers to three conditions that must occur for a knife crime to take place:

- the presence of an equipped offender – someone in possession of a knife
- who is at the same time in contact with an accessible victim
- where there is no adequate guardianship in a location

The middle triangle refers to people in a position to prevent knife crime by:

- guarding people who are potential victims
- inhibiting, or handling, the person or people engaging in knife crime
- overseeing, or managing, locations in ways that reduce the opportunities for knife crimes to occur

The outermost triangle relates to super controllers, who are those able to apply levers to guardians, relevant handlers or place managers to persuade them to act in ways that will lessen or eliminate a particular knife crime problem.

For example, a nightclub chain may introduce a policy mandating club managers to check for weapons on entry.

Or regulations might be put in place to clamp down on the sale of combat knives, thereby reducing the likelihood that motivated offenders can gain access to certain knife types.

The problem analysis triangle provides you with a framework to begin to break down your crime problem and work out which elements are most open to intervention.

The inner triangle refers to three conditions that must occur for a crime to take place. These are:

- the presence of an equipped offender
- the equipped offender being in contact with an accessible victim at the same time
- the equipped offender and accessible victim being in a location where there is no adequate guardianship

The middle triangle refers to those in a position to prevent crime by:

- guarding those who are potential victims
- inhibiting (handling) the person(s) engaging in crime
- overseeing (managing) locations in ways that reduce the opportunities for crimes to occur

The outermost triangle relates to so-called super controllers. Super controllers are those able to apply levers to relevant handlers, guardians or place managers, to persuade them to act in ways that will lessen or eliminate a particular problem.

Crime scripts

A crime script refers to the stages needed for an offence to be committed.

Video Transcript

Crime scripts are the second tool commonly used in problem solving, which can help break down your problem and structure your problem analysis.

All crimes have a beginning, middle and end, with offenders making decisions at different stages in the crime commission process.

Using a knife crime example, knives have to be acquired, stored, transported, used and potentially discarded.

Crime scripts can be useful when you're problem solving to help break down problems into the sequence of actions adopted prior to, during and following an offence.

Constructing scripts can help identify a fuller range of preventive pinch points at which you might direct your problem-solving responses.

Police data, investigation files, and interviews with offenders and victims can all help piece together information to create a script that reflects your local circumstances.

Other data sources might also help you to analyse the crime commission process.

All crimes have a beginning, middle and end, with offenders making separate decisions at different stages in the crime commission process.

Scripts can be useful when problem solving. They can help to:

- break down problems into the sequence of actions adopted before, during and after an offence
- identify a fuller range of preventive pinch points where you might direct your problem-solving responses

There is no set method for devising a crime script. Police data, investigation files, and interviews with offenders and victims can all help to create a script that reflects your local circumstances.

Other data sources might also help you to analyse the crime commission process.

Video Transcript

Before the crime

- The offender buys a machete online from a US-based website

- The offender hears of a shop that keeps cash hidden underneath the till
- The offender travels to the target shop using an unregistered ‘pool’ car

During the crime

- The offender uses a face covering and hooded top to obscure their identity
- The offender threatens the shopkeeper with the machete
- The offender takes money from under the till

After the crime

- The offender dumps the machete and the hooded top in a nearby rubbish bin
- The offender leaves the area in the same car

Preventive possibilities

Preventive possibilities that emerge from this script might focus on:

- supply chains for machetes
- cash handling by shops
- use of automatic number plate recognition software to track suspicious vehicle movement and publicity for it
- shops indicating that they only admit customers whose faces can be seen, with CCTV use in shops
- installation of protective screens for shop staff
- searching for, and conducting forensic examination of, recovered knives following a reported incident with publicity

Analysis checklist

Video Transcript

When working through the SARA model, treat the different elements as fluid and be willing to revisit earlier stages as new information emerges and modifications are required.

You can follow a simple checklist to help you ensure that you've met all requirements before proceeding from analysis to response.

1. Have you checked the specific locations where knife crimes have been committed?
2. Have you worked out what draws vulnerable victims and likely offenders to the locations where knife crimes are concentrated?
3. Have you worked out why offences tend to occur in specific locations at specific times?
4. Have you checked what led up to knife crimes being committed in the locations where they occur most often?

Before moving on to the response section, check that you have considered the following questions in relation to your specific problem or crime type.

1. Have you checked the specific locations where crimes have been committed?
2. Have you worked out what draws vulnerable victims and likely offenders to the locations where crimes are concentrated?
3. Have you worked out why offences tend to occur in specific locations at specific times?
4. Have you checked what led up to crimes being committed in the locations where they occur most often?
5. Have you worked out how any weapons are being obtained and why they are being carried in the local area? Have you checked how those using weapons leave the scene of the crime and dispose of the weapons they used?
6. Have you worked out what aspects of the situation enabling or provoking the commission of crimes are most open to preventive intervention – thinking about victims, offenders, locations, times, attractors, groups and enablers? Do you know which pinch points are the most promising for intervention?

If the answer to any of these questions is ‘no’, then you may need to undertake further analysis or scanning before moving on to the next phase of SARA – response.

Response

Following scanning and analysis, your attention should be focused on a specific type of crime problem. You should have a better idea of:

- the scale of your selected problem
- how it is patterned
- the factors contributing to it

You should also have identified one or more pinch points that you believe are open to intervention by the police and partners.

Now is the time to decide how best to address those pinch points as part of your response.

Video Transcript

Response is the third step of problem solving. It is the development or implementation of measures to try to reduce or eliminate the problem.

Following scanning and analysis, you should have focused your attention on a specific type of crime problem.

You should also have a better idea of:

- the scale of your selected problem
- how it’s patterned
- the factors contributing to it

You should also have identified one of more pinch points that you believe are open to intervention by the police and partners.

Now is the time to decide how best to address those pinch points as part of your response.

One of the main challenges in problem solving is avoiding the temptation to rush straight to response, without completing the scanning and analysis necessary to frame a problem suitably and select the appropriate responses.

Another challenge is how to respond.

There is no single cure for most crime problems and pursuit of such a cure is misguided.

Crime problems involve a variety of different offence types involving different groups of individuals and likely requiring different responses.

Problem solving is not prescriptive. It doesn’t tell you what response will work for your specific crime problem.

The specific details of the crime problem in your area are likely to be unique: times, places victims and offenders vary.

Effective problem solving relies on a commitment to select responses, not on the basis of popularity and precedent, but because they make sense, given what you have learned from your local scanning and analysis.

Two questions can help you in devising your response strategy:

- What has worked previously to reduce this crime problem?
- Will a response work for me in addressing my local crime problem?

One of the main challenges in problem solving is avoiding the temptation to rush straight to response, without completing scanning and analysis first. The scanning and analysis stages are necessary to suitably frame a problem and select appropriate responses.

Another challenge is how to respond. Crime problems involve a variety of different offence types involving different groups of individuals and likely requiring different responses.

Problem solving is not prescriptive. It doesn't tell you what response will work for your specific crime problem.

The specific details of the crime problem in your area are likely to be unique – times, places victims and offenders vary.

Effective problem solving relies on a commitment to select responses that make sense, given what you have learned from your local scanning and analysis.

Questions to devise a response strategy

Video Transcript

You can use these questions to help devise a response strategy.

What has worked previously to reduce your crime problem?

Knowing an intervention's track record of successful or unsuccessful use is important.

When embarking on any problem-solving project, it is useful to find out what has been tried previously to address similar problems, and to what effect.

It is important to critically assess what has been done locally to address the problem and ask why the problem remains.

The challenge of crime prevention is that responses seldom work everywhere and every time.

What worked to reduce knife crime in Liverpool may not work to reduce knife crime in London.

The problem may differ. It may be gang-related or robbery.

The location may differ, for example, city centre or housing estate.

The perpetrators and victims may differ and so on.

Will a response work for me in addressing my local knife crime problem?

Crime is too complex to state with absolute confidence that a particular response will work in every place and every time. Context matters.

What you can do is gauge the plausibility of your selected responses and assess whether they make sense, based on what is known about your local problem.

Because we cannot be sure that a given intervention will work, evaluation is important.

Two questions can help you in devising your response strategy:

1. What has worked previously to reduce crime?
2. Will a response work for me in addressing my local crime problem?

What has worked previously to reduce crime?

Knowing an intervention’s track record of successful or unsuccessful use is important. When embarking on any problem solving project, it is useful to find out what has been tried previously to address similar problems, and to what effect.

It is important to critically assess what has been done locally to address the problem, and ask why the problem remains. The challenge of crime prevention is that responses seldom work everywhere

and every time.

For example, what worked to reduce crime in Liverpool may not work to reduce crime in London. Some things that may differ include the:

- problem (for example, gang-related crime or robbery)
- location (for example, city centre or housing estate)
- perpetrators and victims (for example, similar or different demographics)

Will a response work for me in addressing my local crime problem?

Crime is too complex to state with absolute confidence that a given response will work in every place and every time. Context matters.

What you can do is gauge the plausibility of your selected responses and assess whether they make sense, based on what is known about your local problem. Because we cannot be sure that a given intervention will work, evaluation is important.

See the interventions in our crime reduction toolkit for potential suitable responses for your problem.

- **Crime reduction toolkit**

Response checklist

Video Transcript

Before moving on to the assessment stage, check that you have considered the following:

1. Have you consulted existing sources of evidence on what has been found effective and ineffective in addressing the kind of crime problem you are focusing on?
2. Have you decided on one or more promising pinch points in relation to your local crime problem? Do the proposed responses align with these pinch points? Put differently, are your responses justified based on what you've learned through scanning and analysis?
3. Have you devised one or more logic models describing how the proposed responses are expected to reduce the identified crime problem, as well as possible unintended – desirable or undesirable – side effects that might arise following your activities?

4. Have you considered the EMMIE framework and, in particular, the conditions in which the selected responses are most likely to work?
5. Have you checked that those who need to play a part in implementing and sustaining the chosen responses are able and willing to take the actions and/or provide the resources required for the interventions to be put in place?
6. Have you subjected your initial plans to critical scrutiny by those competent to assess their plausibility and promise?

If the answer to any of these questions is no, then you may need to do further work before moving on to the assessment stage.

Before moving on to the assessment stage, check that you have considered the following questions.

1. Have you consulted existing sources of evidence about what is effective and ineffective for addressing the kind of crime problem you are focusing on?
2. Have you decided on one or more promising pinch points in relation to your local crime problem? Do the proposed responses align with these pinch points? Put differently, are your responses justified based on what was learned through scanning and analysis?
3. Have you devised one or more **logic models** describing how the proposed responses are expected to reduce the identified problem, as well as possible unintended (desirable and undesirable) side effects that might arise following your activities?
4. Have you considered the **EMMIE (effect, mechanism, moderators, implementation, economic cost) framework** – in particular, the conditions in which the selected responses are most likely to work?
5. Have you checked that those who need to play a part in implementing and sustaining the chosen responses are able and willing to take the actions, or provide the resources required for the interventions to be put in place?
6. Have you subjected your initial plans to critical scrutiny by those competent to assess their plausibility and promise?

If the answer to any of these questions is ‘no’, then you may need to undertake further work before moving on to the final stage – assessment.

Assessment

Assessment forms the final stage of the SARA problem-solving process. It's evaluation to determine whether the:

- response has worked out as intended
- problem has been removed, reduced or unintentionally aggravated

Video Transcript

Assessment forms the final stage of the SARA problem-solving process. It's the evaluation to determine whether the response has worked out as intended and whether the problem has been removed, reduced or unintentionally aggravated.

There are two main purposes of assessment in problem solving.

1. The first purpose deals with the here and now. It helps you determine whether a crime problem is persisting following the implementation of responses. Knowing this can help you decide whether further problem-solving efforts to address the problem are needed.
2. The second purpose is to learn lessons for the future – to understand how your efforts to reduce crime might inform your work going forward and to contribute to the wider evidence base about what is, and what is not, effective in tackling crime.

For the first purpose of assessment, it may be enough to know whether your local crime problem is persisting, regardless of whether your problem-solving work was responsible for any observed reductions.

For the second purpose of assessment, we need to know much more, including whether it was what you did that led to a decrease in crime and whether there were any side effects because of your activities.

This approach will help you and others know whether your responses are worth trying when tackling new crime problems.

Meeting the second purpose of assessment is challenging and will vary in its level of complexity depending on the:

- scale of your local crime problem

- nature of the responses implemented
- skills and resources available

It is important to decide early in the problem-solving process what the purpose of the assessment is.

Deciding this has implications for what you do in other parts of the SARA process.

For example, if you are aiming to learn lessons for the future, you will need to start planning your measurements before any responses are put in place.

If you find that numbers of knife-enabled robberies have declined and then look for the evidence that what you did was responsible for those falls, it risks producing biased findings.

There are two main purposes of assessment in problem solving. Assessment helps:

- to determine whether a problem persists following the implementation of responses – knowing this can help you decide whether further problem-solving efforts to address the selected problem are needed
- with learning lessons for the future – understanding your problem-solving efforts can inform your future work and contribute to the wider evidence base about what is and is not effective in your problem

Video Transcript

Assessment one – Deciding if continued problem-solving efforts are needed

As part of scanning, you will have quantified the specific type of crime problem you are addressing.

Simply comparing the levels of the selected problem before and after your response will help you decide whether the problem has fallen enough for you no longer to need to devote resources to trying to reduce it.

If the selected problem has fallen sufficiently, you may decide to close the current problem-solving project and move on to addressing the next problem.

Assessment two – For lessons for future problem solving

Knowing that your local crime problem has reduced is different from knowing whether it was what you did that was responsible for that reduction.

Knowing that your response was responsible is crucial for working out what can usefully be learned for tackling future problems.

Assessment for lesson learning is one of the most demanding elements of the SARA process.

This is partly because it is challenging to do well. Especially with small-scale, local projects.

When attempting this form of evaluation, it is important to try to produce assessments that will be useful for others who hope to learn from your experience, both within and outside your organisation.

It will also be useful for you if a similar crime problem emerges.

Assessment for lesson learning means collecting and analysing the kind of evidence that others can usefully draw on.

It also means making sure that your assessments are honest.

They must not claim more than can be justified from the data at hand.

This too can be challenging. It is natural to think that what we are doing is helping to resolve a pressing problem.

Our confirmation biases tend to make us look for information that supports our hopes for impact and to disregard information that might contradict them.

Confirmation biases also mean that we are liable to draw false conclusions without any intention to do so.

Good problem solving involves calling it as it is.

Failure on some occasions is inevitable.

Failure is also an important source of learning, and a stimulus for taking corrective action in the interests of continual improvement.

For the first purpose of assessment, it may be enough to know whether your local crime problem is persisting, regardless of whether your problem-solving work was responsible for any observed reductions.

For the second purpose of assessment, we need to know much more, including whether it was what you did that led to a decrease in crime and whether there were any side effects because of your activities.

This approach will help you and others know whether your responses are worth trying when tackling new crime problems.

Meeting the second purpose of assessment is challenging and will vary in its level of complexity depending on the:

- scale of your local crime problem
- nature of the responses implemented
- skills and resources available

It is important to decide early in the problem-solving process what the purpose of the assessment is.

Deciding this has implications for what you do in other parts of the SARA process.

For example, if you are aiming to learn lessons for the future, you will need to start planning your measurements before any responses are put in place.

If you find that numbers of knife-enabled robberies have declined and then look for the evidence that what you did was responsible for those falls, it risks producing biased findings.

Assessment checklist

Video Transcript

To complete the process of problem solving with the SARA model, you can follow this simple assessment checklist.

1. Have you decided on the purpose of your assessment? Is it to work out whether the identified problem has been reduced or removed, or is it to determine whether your selected responses were responsible for any observed changes in your problem?
2. Have you developed a theory of change, or logic model, of how your responses are expected to reduce the selected problem?
3. Following the EMMIE model, have you devised methods to measure the effects of your responses?
4. Following the EMMIE model, have you devised methods of capturing information about hurdles you encountered in implementing your response and what was done to overcome those hurdles?
5. Following the EMMIE model, have you devised methods of capturing information about the costs and cost benefits of your selected responses?
6. Have you worked out when and how you will provide feedback to those delivering the response?
7. Have you worked out what form your final report will take in terms of sections, tables and figures?
8. Using the evidence you have collected, are you able to explain the following?
    - the problem
    - why you selected that problem from a range of other candidate problems
    - why the selected responses were chosen and how they were expected to work in your local area against the selected crime problem
    - what was implemented in practice
    - the obstacles encountered in delivering your response
    - whether and how these obstacles were overcome
    - the total cost of the response
    - the outcomes overall and by subgroup

If you answered yes to all of the questions, then you are ready to write up your findings and share them with others.

Consider the following questions.

1. Have you decided on the purpose of your assessment? Is it to work out whether the identified problem has been reduced or removed, or is it to determine whether your selected responses were responsible for any observed changes in your identified problem?

2. Have you developed a theory of change (logic model) of how your responses are expected to reduce the selected problem?
3. Following the EMMIE model, have you devised methods to measure the effects of your response?
4. Following the EMMIE model, have you devised methods of capturing information about hurdles to implementing your response and what was done to overcome those hurdles?
5. Following the EMMIE model, have you devised methods of capturing information about the costs and cost benefits of your selected responses?
6. Have you worked out when and how you will provide feedback to those delivering the response?
7. Have you worked out what form your final report will take in terms of sections, tables and figures?
8. Using the evidence you have collected, are you able to explain:
    - the problem?
    - why you selected that problem (from a range of other candidate problems)?
    - why the selected responses were chosen and how they were expected to work in your local area against the selected problem?
    - what was implemented in practice?
    - the obstacles encountered in delivering your response?
    - whether and how these obstacles were overcome?
    - the total cost of the response?
    - the outcomes overall and by subgroup?

If you answered ‘yes’ to all of the questions above, then you are ready to write up your findings and share them with others.

Related resources

Find more research, guidance and toolkits on our problem-solving policing page.

- **Problem-solving policing**

Tags

Crime reduction Evidence-based policing

References

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