Development of the RADAR-iTE instruction card for operational and educational purposes

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This thesis was written at the same time, as a project of creating an instruction card of the RADAR-iTE in cooperation of the author and Rouven Küster took place. Rouven Küster administered the communication between the author and the collaborative Police Department of Berlin. At the beginning of the project, there was no previous form of an instruction card in use, but previous measures nationally, were conducted by using Wiki service to spread information during year 2017. The purpose of the instruction card was to present the procedure of making Violent Extremism Risk Assessment, using the RADAR-iTE as assessment tool.

The objective of the thesis was to develop an instruction card for operational and educational purposes. The instruction card is meant for people who are using the risk assessment tool for the first time or are having their first case and need reminding and concentration of using RADAR-iTE assessment tool. As the instruction card was prepared, practice research was conducted to collect information of the RADAR-iTE before prototyping of the instruction card.

For the practice-based development, qualitative research was conducted. Practice research was used to recognise the RADAR-iTE as an assessment tool to help recognise Militant-Salafis by a two-stage assessment. The practical part of the thesis is instantiated by three prototypes of the instruction card. The prototypes were developed in scope of the PDSA cycle, to help recognise needed development of the structure of the instructions and the graphics of the instruction card. The prototypes were presented to representatives of the Police Department of Berlin in a meeting which was administered for the decisions of the design and information. The meeting was additionally administered for assessing the need of more isolated development of the instruction card prototypes, and to scoping of theory found by the practice research.

By these methods, theoretical background of the RADAR-iTE and details of form of the instruction card were found to support the needs of operational and educational purposes. In the result, the prototypes successfully turned into an instruction card, which supports operational and educational purposes of the instruction card. The instruction card will be taken in use in 2018 for the use of officers and students.

Keywords: Instruction card, Risk assessment tool, RADAR-iTE, Violent extremism

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RADAR-iTE ohjeistuskortin kehitys operatiiviseen ja koulutukselliseen käyttöön
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Opinnäytetyö on kirjoitettu yhtä aikaa toteutettaessa ohjeistuskorttia RADAR-iTE nimistä riskianalyysi työkalua varten. Opinnäytetyö toteutettiin laatijan ja Rouven Küsterin yhteistyönä. Küster toimi laatijan ja Berliiniläisen poliisiyksikön kontaktihenkilönä. Opinnäytetyön tarkoituksena oli kehittää ohjeistuskortti koskien RADAR-iTe'n käyttöä. Aiempaa versiota ohjeistuskortista ei ennestään ollut ennestään käytössä, mutta ohjeistusta ja koulutusta oli toteutettu wikipalvelun kautta vuonna 2017. Ohjeistuskortin tarkoituksena on ohjeistaa RADAR-iTE'n käyttöä väkivaltaisen ekstremismin analysoinnissa.

Opinnäytetyössä kuvataan ohjeistuskortin kehitystyötä. Ohjeistuskortti on suunnattu henkilöille, jotka käyttävät analysointi työkalua ensimmäisiä kertoja, tai haluavat muistaa prosessin vaiheita. Käytännöntutkimus oli vaihe työssä, jolla saatiin tietoa ohjeistuskortin prototyyppeihin. Operatiivisen osuuden kannalta teoreettisen ymmärryksen lisääminen toteutettiin tutustumalla RADAR-iTEen kaksivaiheisena analyysinä, jolla tunnistetaan radikaalit Salafin kannattajat.

Operatiivinen osuus toteutettiin kolmena prototyyppinä ohjeistuskortista, jotka esiteltiin Berliinin poliisiyksikön edustajille. Prototyyppien kantavana ideana oli kehitystyö PDSA-kehän mukaisen käytettävyyden tarkastelun mukaisesti. Tapaamisen aikana arvioitiin ohjeistuskorttiin tarpeellisia kehitystöitä koskien graafista ja informatiivista sisältöä ohjeistuskortin valmiille versiolle. Tapaamisen aikana tarkasteltiin myös käytännöntutkimuksen löydöksiä. Tällä toteutuksella RADAR-iTE'n teoreettisen tuntemuksen ja kehitystyön lopputuloksena kohderyhmälle kohdistettu ohjeistuskortti toteutettiin onnistuneesti, ja sen käyttöönotto operatiiviseen ja koulutukselliseen tarkoitukseen tapahtuu vuoden 2018 aikana.

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1   Introduction

Violent extremism in Europe has experienced new wave of right-and left-wing extremists and by the religion-based extremists (Migration and Home Affairs 2018). In this thesis, concentration will be set in violent extremism risk assessment tool used in Germany. The assessment tool is called the RADAR-iTE, which subject of the assessment are the Militant-Salafis. In the RADAR-iTE, there are standardised questions and responsive categories. The results are depending on both risk-increasing and decreasing characteristics. (Flade 2017.) According to Bundeskriminalamt (2017) it is mentioned that as the person is assessed, the assigned category would be defined in one of three different levels: high, increased and moderate. The RADAR-iTE was developed by cooperation of the Federal Criminal Police (BKA) and the working group of forensic psychology from the University of Konstanz. Cooperation between the Federal Criminal Police and The University of Konstanz was conducted in year 2015 and was put into implementation by Federal Criminal Police (BKA) in year 2017.

In the thesis, a development process of an instruction card of the RADAR-iTE is presented. The instruction card was designed for operational and educational purposes. Target group of the instruction card are the professionals and students using the risk assessment tool for the first time or in case of having their first case and a need of remind and concentration of using RADAR-iTE as assessment tool. This development process was conducted in cooperation of Rouven Küster and the Police Department of Berlin.

As there was no previous instruction card in use, the development process started with a literature review of public sources, such as press releases and previous studies of the Islamist motivated risk assessment methodology in Germany. The literature review conducted was a base for practice research. The practice research was used for collecting of theoretical information for the prototypes of the RADAR-iTE instruction card. Additionally, this form of research supported to narrow down interview questions.

For the interviews, there was a meeting administered for scoping findings of the literature review to support theoretical findings in the practice research. Additionally, instruments and design for the instruction card were picked from three different prototypes by evaluation and two interviews impart the prototypes. These interviews were conducted during the meeting with representatives of the Police Department of Berlin. Hearing the representatives of the Police Department of Berlin, it has ensured that the instruction card would be suitable for operational and educational purposes.

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│  1. Meeting with Rouven   │
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│    2. Practise research   │
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│ instruction card│  │ presentation of │  │ instruction card│
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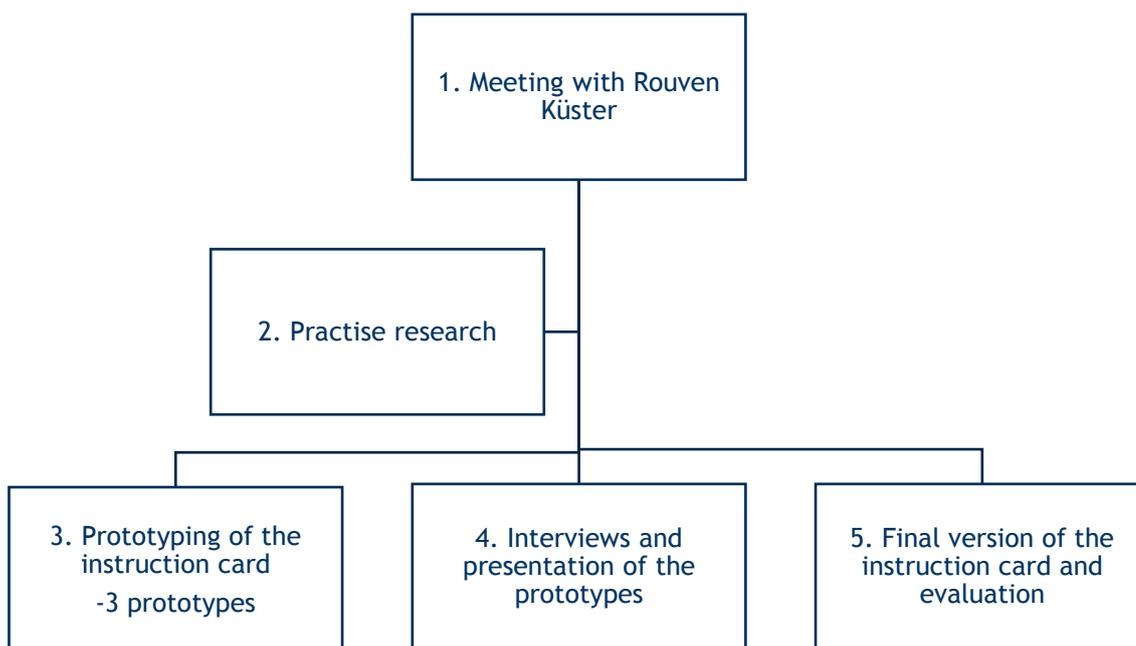
Figure 1: Development process of the instruction card

During the process, independent practice research had a great avail for thesis as it served to receive information to form interview questions and to recognise RADAR-iTE as part of violent extremist risk assessment. By cooperation with Rouven Küster and the representatives of the Police Department of Berlin, the steps of evaluation and improvement during the project were conducted. This was aiding the process of finding the correct instruments for the final version of the instruction card. I would like to thank Rouven Küster and the representatives of the Police Department of Berlin for their support and enhancement of the thesis.

1.1   Research objectives

In a practice-based thesis, there is a practice-based process with a product and a report. A report must include enough information to prove professionalism of the thesis. Nevertheless, functional part must be followed with documentation of the process, accompanied with theoretical background of the thesis. (Airaksinen 2009.) According to Vilkka & Airaksinen (2003, 30) it is mentioned that a practice-based thesis does not necessarily include a research question. Additionally, it is mentioned that specifying an objective might be beneficial to elaborate and perceive the subject of development.

As this is a practice-based thesis, it includes operative assignment of developing the instruction card, conducting research and reporting the findings. The objective of the thesis is the developing of an instruction card. To conduct the development, it was important to recognise and elaborate how to develop an instruction card. The scheme of conducting the development process is to discover the form and target group of the instruction card.

Additional elaboration is addressed to present correct information of the RADAR-iTE and recognising the cooperative people involved to accumulation of the correct German grammar and information of the instruction card.

1.2   Objectives of the instruction card

As the instruction card is a part of the practice-based thesis (Airaksinen 2009) there is a need for the author to decide how to create a good instruction card (The University of Edinburgh 2016). An instruction card is used for description of the standard methods in a work or process (McGraw-Hill & Parker 1984, 822). For the structure of the instructions, effects of differentiation between mother-tongue and the second language must be considered. (Sowell 2017, 10-11.) The professionalism level of the German language by the author is B1, which might change context given in the expression. (Stam 1998, 1-3.)

Good instructions are appealingly illustrated form of retrieval. In order to produce instructions, the author must know the audience of the instructions and include good order of precise information to enhance the use of information. The order of the information should be put in chronological order to receive the best quality of instructions. (Manualise 2013.)

During the development process, to consummate all the objectives of the instruction card by recognising the user and administering the development in cooperation of the Police Department of Berlin, a PDSA cycle was taken in use. The phases of the cycle were used to the certificate of the quality of the practice research and the final version of the instruction card.

As to use the PDSA cycle helps of consummating the objectives, there was a need to include all parts of the thesis in it. By planning, it was ensured that the prototypes included serving information, following with do, which was the doing of the prototypes. The importance of study included the user of the instruction card, and was verified by support of the representatives of Police Department of Berlin. The author got to know with the people working with the target group of the instruction card. There was also attempts to use illustrations and chronological order of the information in describing the procedures of the RADAR-iTE. As the need were acknowledged, the process was conducted to act, which was the development of the final version of the instruction card.

1.3   Research limitations

The limitations are constraints of the ways of initial method of study. These limitations have influence on interpretation of the findings of research. In consideration of limitations, the main obstacles of findings should be reported for the reflection of results and would also provide information for suggestion of future research. (Price & Murnan 2004.)

At time of writing the thesis, the author was an undergraduate student of safety, security and risk management. As author's first touch to recognise violent risk assessment methods adopted by the German police was based on a lecture held in The Berlin School of Economics and Law, there was limited experience of knowing the methodology before conducting of thesis. In cooperation with the instructor, Rouven Küster, it was agreed to create an instruction card for the RADAR-iTE in collaboration of the Police Department of Berlin. RADAR-iTE is known as a violent extremist risk assessment method tool for recognising Militant-Salafis.

The thesis was conducted at the same time of conducting a practice-based process of developing an instruction card in cooperation of Rouven Küster, who administered the communication between the author and collaborative Police Department of Berlin. To prove professionalism of the practice-based thesis, a report must be included with sufficient amount of information. Reporting the process and methodology of the functional part must be included to reclaim the level of observation. As the methodology included independent study of the methodology, there is a need to confirm the findings by scoping the theory in cooperation of the professionals.

Most of the open sources are explaining that the RADAR-iTE has its base on forensic psychology, which makes it useful for analysing of the situational environment of the person. This information was not enough for the instruction card. To find the basic idea of theory for the RADAR-iTE, there was a need for further literature review, summarising and highlighting information from base of prototyping the instruction card. The results of a research were used for receiving detailed information of the RADAR-iTE and to define the scope of development process to narrow down research questions. The same information was therefore scoped in cooperation of the professionals of the Police Department of Berlin and Rouven Küster.

The results of practice research were used on the instruction card prototypes. The prototypes were later presented to the representatives of the Police Department of Berlin, to receive more adjustment of the structure and information contents of the instruction card. As Thesis was conducted in phases of practice research, following with interviewing of the representatives of the Police Department of Berlin, the procedure of developing an instruction card had strong element of hearing the representatives of the target group.

1.4   Key terms and concepts

Key terms refer to concepts of the study (Morehead state university 2018). According to Turabian (2007, 66) key terms are presented to help the reader to understand the key terminology and concepts. This is very useful in the situation when terms are not widely known, or it has multiple context. Key terms are helpful to distinguish the parts of the thesis while building the core vocabulary. (Lipson 2005, 144.)

The key terms and concepts are most used terms and concepts of the thesis. They are presented and explained in the following tables. The order of presenting these terms and concepts begin from table 1 which is representing key terms that are used in the thesis. After key terms, the key concepts used in the thesis, are presented in table 2. Definitions of terms and concepts are presented in frame of the RADAR-iTE.

Table 1: Key terms

Key Terms	Definition
Instruction card	"A written description of the standard method used by a worker, to guide his activities" (McGraw-Hill & Parker 1984, 822).
RADAR-iTE	The RADAR-iTE is a risk assessment tool developed in cooperation of the Federal Criminal Police (BKA) and the working group of forensic psychology from the University of Konstanz. (Flade 2017.) In assessment, Militant-Salafi is assigned to one relevant category of three different levels: high, increased and moderate (Bundeskriminalamt 2017).
Risk assessment	Risk- Danger or hazard, possibility to injury or damage (Allen 2000,1206). The procedure to identify, evaluate and to decide the acceptable level of risk (Business Dictionary).
Violent extremism	Violent: Forceful act that is sudden intense activity (Allen 2000, 1574). Extremist: Radical (Allen 2000, 492). The beliefs and actions of people who support or use violence to achieve ideological, political or religious goals (Australian Government).

Table 2: Key concepts

Key concepts	Definition
BKA	Bundes Kriminal Amt, Federal Criminal Police Office of Germany (Bundeskriminalamt 2017).
Forensic psychology	Forensic: scientific investigation of crime, to be used in courts of law (Allen 2000, 549). Forensic Medicine: "Application of medical evidence or medical opinion for purposes of civil or criminal law" (McGraw-Hill et al. 1984, 635). Forensic psychology: The psychological assessment based on clinical skills and training in law (Ward 2013).
Intelligence	An organisation or group with the task of gathering information (Allen 2000 ,729).
Salafis	A branch of Sunni Islamism, that respect the three first generations of Muslims. In this branch, there are three segments; quietist Salafism, political Salafism and Jihadi-Salafism. Instead, of teaching and being politically committed, the Jihadi-Salafism approaches its ideology by violence. (Wagemakers 2016, 13-17).

2   Research methods

The research is an organised method used for gaining information, and to help conduct the statement in its investigated form (Creswell 2008, 8-9). In this thesis, the research is implemented in form of practice research because of the need to collect information of the violent

extremist risk assessment, in meanings of forensic psychology and development and theory of the RADAR-iTE. This information was used for prototyping an instruction card.

Practice research is defined as segment of research, where study is made on a matter that is going to construct or enact something. It is also mentioned that practice research provides research aims to be subservient for the practicality and to put practicality as one of the elements for the research. (Archer 1995, 6-13.) In the thesis, practice research is used for creating an artifact and to receive new understanding of the practice. According to Smith & Dean (2009, 5) the process itself will include both an artifact and a report. The research process is seen as a part of contributing the results in a form of the final version of an artifact.

According to Creativity & Cognition Studios (2018) there is a chance of combining two types of practice research. They are practice-based research that has an approach of creating an artifact and practice-led research that is used for new understanding of the practice. In case of combining these two types of a research, they might overlap each other, but usually other one will be dominant (Creativity & Cognition Studios 2018). The reason to choose practice research, was based on need to collect information considering background of the violent extremist risk assessment, in meanings of forensic psychology and development and theory of the RADAR-iTE. The information received from practice-led research was used for prototyping the instruction card, completing the operative part of the practice-based thesis.

In perspective of conducting a review, Coughlan, Cronin & Ryan (2013, 2-3) define the literature review as an efficient method to be used for deeper understanding of the subject. This is helpful in scope of planning, development and gaining personal level of information. Additionally, Coughlan et al. (2013, 17-19) present differences of purposes. There is combination of integrative and scoping review. Integrative review is used for defining previous knowledge, following with a conclusion. Scoping review is used for recognising the terms and possibility of using the perspective of professionals to support the findings. In the thesis, Integrative and scoping review were used on literature review in support of the practice research, which was used for prototyping of the instruction card and to narrow down the interview questions for scoping of theory.

Prototyping of the instruction card was following the literature review to complete the practice research. As in research, the prototypes and the relevant interviews were the source of conducting a qualitative research of the usability of the instruction card prototypes. According to Buxton (2007, 138-139) prototyping is a form of a project, which will end to final version of product and to decision whether it will be used. In scope of prototyping, PDSA cycle was used. PDSA is a systematic process for the continual improvement process. It has four stages, Plan, Do, Study, Act. Emphasis of study makes PDSA suitable for minimising risk of

failure and to show the future development of the process which makes PDSA suitable to assess if strategy of correction has been successful. (The W. Edwards Deming Institute 2018.)

The qualitative research for usability of the instruction card prototypes was conducted in form of interviews. According to Kvale (1996, 6) an interview is seen as conversation that has a structure and a purpose. Instead, of spontaneous conversation, it has quality of being approached for listening and questioning in the situation that is controlled by the interviewer. Bequeath to Saldana (2011, 3-4) qualitative research is useful in multiple fields of research. Qualitative research is consisting of textual materials as interview transcripts, field notes and documentations. As stated by Kvale (1996, 59-60) qualitative research is seen as good way for interview, as it attempts to develop knowledge that may change persons and conditions.

Additionally, Kvale (1996, 59-60) emphasises that qualitative interview is not considered as scientific research method, but a good method for scientific investigations. Interview is seen as important part of qualitative research, as it will provide thoroughly tested knowledge for new insights of studied subject and analysing effectiveness of programs and policies (Kvale (1996,6). Interviews were conducted with representatives of the Police department of Berlin, and the results were used for scoping the theory of the RADAR-iTE and to recognise the development frame of the prototypes of an instruction card.

The qualitative interviews were administered with the representatives of the Police department of Berlin after preparing the prototypes. The structured interviews were based on assessing the development frame of the prototypes, and a semi-structured interview was conducted to scope theoretical findings of the RADAR-iTE. The structured interviews was an important part of the study, as the prototypes was made by the integrative literature review. Also, recognising the needs of the user's group was a necessary part of the development process. The scope of the semi-structured interview concentrated to proceed to scoping findings of theory of the RADAR-iTE by help of the professionals.

2.1   Practice research

The reason to choose practice research, was based on need to collect information considering background of the violent extremist risk assessment, in meanings of forensic psychology and development and theory of the RADAR-iTE. These branches of information were used for prototyping the instruction card. According to Frayling (1993, 1-5) designing, and development is a process of new findings and reading of theoretical documents is seen one of the ways to conduct practice research for development process. The practical part of the research is done by constructing the result of the development. In the thesis, literature review was the base of getting introduced to theoretical documents of the RADAR-iTE.

According to Creativity & Cognition Studios (2018) the research has the basis on knowledge that is contributed for the creation of an artifact. The artifacts of the practice research were three prototypes of an instruction card that were presented to the representatives of the Police Department of Berlin. The findings of the research were confirmed with an interview based on theoretical findings.

2.2   Literature review

Theoretical review is seen as a form to examine theory and to dredge up the understanding of the existing knowledge (University of Alabama Libraries 2018). According to Coughlan et al. (2013, 17-19) integrative reviews are used for defining previous knowledge, following with a conclusion. Another method, scoping review is used for recognising the terms and possibly use perspective of the professionals. In the thesis, there was combination of these two reviews presented by Coughlan et al.

As in combining these methods of the literature review, primary stress was set on the importance of the practice research, as it was the first step of the thesis. By literature review, the information for a report and the documentation of the functional part of a thesis, was conducted. The Information collected were used for integrative and scoping literature reviews, which offered background information of the violent extremist risk assessment, in meanings of forensic psychology and development and theory of the RADAR-iTE.
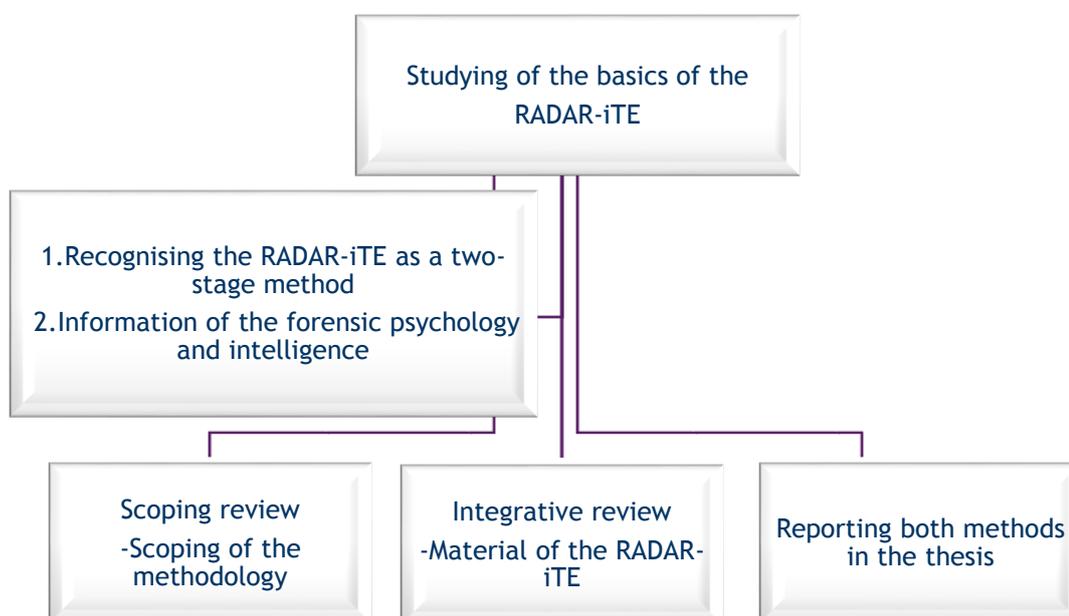

Figure 2 Conducting the literature review

Integrative review was conducted by performing literature review recognising terminology of the RADAR-iTE, and to finally scoping the review in order to gain assurance of professionalism of the literature review by scoping the theoretical findings in cooperation with Rouven Küster and the representatives of the Police Department of Berlin.

The recognised forms of sources for conducting a literature review includes printed and electronic sources. The primary sources are, for example, reports and theses, following with secondary sources, such as journals, books and newspapers. There are also the tertiary sources of literature, which include encyclopedias and dictionaries. (Dudovskiy 2018.) In the thesis, sources of literature review are based on literature, news articles, reports and previous studies in field of the violent extremist risk assessment in scope of German environment. According to Dudovskiy (2018) these sources are including high and medium level of detail.

As in scope of the literature review, many sources were used. In addition to printed books, electronic databases used to include EZproxy, Helmet and Finca, following with the German press releases from the Federal Criminal Police Office. The review included also previous studies of forensic psychiatry. Part of the press releases was advised in the beginning of cooperation, and rest of them have been searched from databases. Because of the limited translation of sources, Literature review has been carried both in German and English.

Because of the nature of the subject, most of the recent information is based on general studies and press release of development of forensic psychology-based risk assessment methods. This caused a reason for determining the technique of literature review. According to Coughlan et al. (2013, 17-19) Integrative reviews are used for defining previous knowledge, following with a conclusion. In the thesis, integrative review was used for recognising and translating the terminology and theory of the RADAR-iTE for the prototypes of an instruction card. Scoping review is used for recognising the terms and use the perspective of professionals to support findings (Coughlan et al. 2013, 17-19). Therefore, scoping review worked as base for the interview questions for scoping theory of the RADAR-iTE.

2.3 Prototyping in scope of the PDSA cycle

The chosen scope for prototyping the instruction card was the PDSA cycle. Before proceeding to detailed description of prototyping process, definition of the PDSA cycle is needed. The PDSA is a developed cycle of the PDCA cycle (The W. Edwards Deming Institute 2018). The PDCA, Plan-Do-Check-Act, is a philosophy used for project management, where changes are taken in account after assessment and repeated improvements (Nayab 2013). After recognising the need of improvement, it is possible to start again the PDCA cycle and begin with the planning that ends up acting. (Benbow, Elshennawy & Walker 2003, 5-6.)

The difference between the PDCA and the PDSA cycle is the replacement of word check to the word study. By the change between these words, the PDSA cycle emphases more on minimising the possibility of failure by conducting the study and revise of theory behind development process (The W. Edwards Deming Institute 2018). The PDSA cycle was used for quality and project control purposes, to review the prototype quality and to confirm that the theoretical background included to the prototypes was meeting the purpose of the instruction card. The procedure of prototyping is distinguished in the following table.

Table 3: Prototyping in scope of the PDSA cycle

Step	Procedure
Plan	The purpose of the thesis was discussed in meeting with Rouven Küster and literature review was conducted before prototyping.
Do	The process of sketching of three different prototypes with different design form and theoretical index in them.
Study	The meeting with the representatives of the Police Department of Berlin was administered to the scoping of theory from literature review and to measure the quality of the prototypes.
Act	further development of the usability on base of information, design and language of the instruction card.

According to Buxton (2007,138-139) definitions of prototyping is a certain form of a project. Prototyping is not only sketching, but a process, where usability is checked during the process. The expectation of quality is increasing as ideation changes to the usability. To change sketch to usable form, it is important to include the user in to process and decisions of prototyping. (Buxton 2007,138-139.) In the figure 3, the dynamics of the design funnel by Buxton are presented. The figure presents the way from ideation to usability testing.
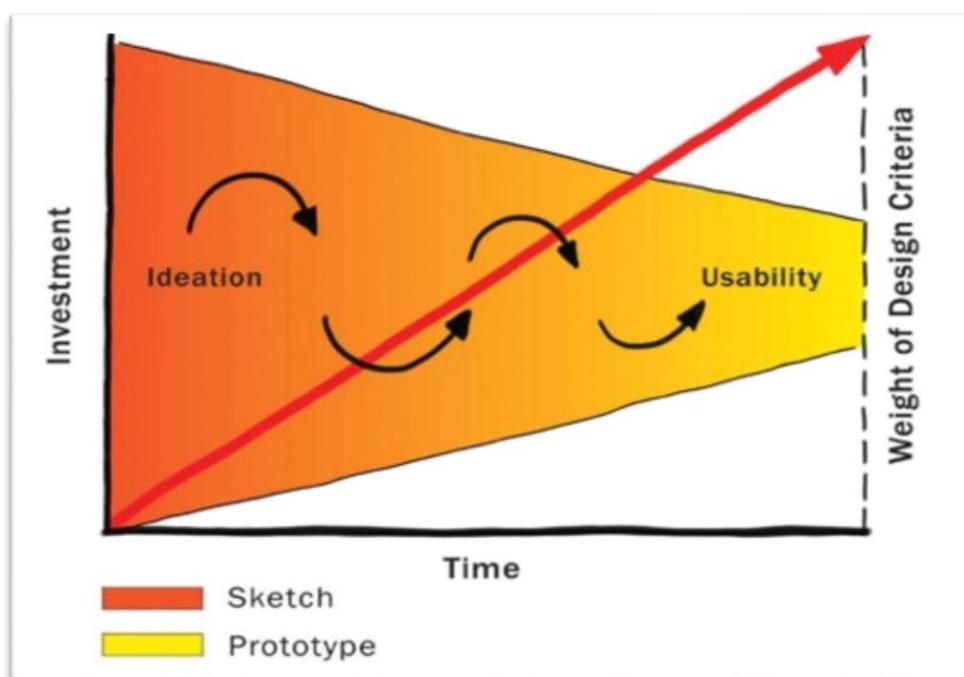

Figure 3 The Dynamix of the design funnel (Buxton 2007,138)

Prototyping of the instruction card began with sketching and improving of the design and information presented in the prototype. The sketches were modified to three final prototypes to be presented for the representatives of the Police Department of Berlin. After presenting the prototypes and receiving more information to proceed to the final version of the instruction card, the PDSA cycle was relaunched, as the design form of the instruction card was decided, and there was a need to fill in information that was hard to be found in the literature review.

2.4   Structured interview

For interviews considering the prototypes of the instruction card, two structured interviews were conducted. Interviews were carried for suggestions of development frame and to review three prototypes of the instruction card. Interviews are named as B1 and B2, and the interview questions will be presented in appendices.

According to Gilham (2005, 80-84) structured interview is a method used when there is need for more precise interview schedule with prepared questions. The questions will be the same to all interviewees. This form of interview was selected because precise answers were needed, and the timing of the interview had to follow the presentation of three prototypes. According to Gilham (2005, 77) The planned structure for conducting the interviews will follow the five stages. Within the stages, there is the preparation phase, the initial contact phase, the orientation phase, the substantive phase and the closure phase. This methodology will ensure that the interviewee will understand the reason of the interview, and that the structure is prepared and fitted for the situation. The information received will be analysed and reviewed and conducted by the interviewer. (Gilham 2005, 77.)

Conducting review and preparing the prototypes

Creating interview B1. Development frame

Creating interview B2. Assessing the prototypes

Figure 4 Preparing structured interviews

The interview questions were prepared based on the literature review for the prototypes. In the meeting conducted with the representatives of the Police Department of Berlin, the subject of meeting was presented. The purpose of structured interviews was to review the prototypes and to receive frames for the final version of the instruction card. The interviews were conducted in form of a group with two interviewees with different background of professionalism for the RADAR-iTE. The scope of anonymity and handling of sensitive information was discussed before the interviews. According to Tolich (2004, 101-106) confidentiality of interview is provided by respecting the wish of anonymity. In the thesis, this has been fulfilled under the frame and wishes of the pseudonyms.

2.5 Semi-structured interview

Semi-structured interview was chosen for scoping of the literature review. According to Gilham (2005, 70-74) in case of a semi-structured interview, it is important to carry out the basic outlines for the conversation. Additionally, Gilham (2005, 74-76) explains the benefits of using semi-structured interview instead of structured interview. The biggest benefit of semi-structured interview is that the questions can be asked in different way, but there is still frame given for the interview, which would ensure an equivalent coverage. It also supports the interviewees, as they have different backgrounds and thoughts, to formalise their thoughts in the interview, as the questions are left open. (Zorn 2010.)

Figure 5 Preparing semi-structured interviews

For scoping the literature review, a semi-structured interview was a suitable method, as the method has ability to be modified during the situation and to offer interviewees possibility to form their own mind during their time of an answer. The interview was conducted in a group interview with three participants with different background of professionalism for the RADAR-iTE. The participants were introduced to the similar frame of the confidentiality of the interview as in the structured interviews. According to Coughlan et al. (2013, 19) scoping of literature review by help of professionals is a good way to assure the research information. This method also provides assurance of nature and scope of research. The questions of the interview were constructed for scoping of theory based on findings of the literature review.

3   Findings of the practice research

Reading of the theoretical documents is seen as one of the most effective ways to conduct scientific quality of the practice research for a development process. (Frayling 1993, 1-5.) Practice research is valued as a method which will step in a position of scoping the theoretical findings of the research. This will also make a value of the review, as it opens the author will receive new understanding of the practice. (Creativity & Cognition Studios 2018.)

In this chapter the findings of the key terms and key concepts of the thesis are presented under the subsections. To understand more of the development chain of the violent extremism risk assessment towards the RADAR-iTE, the definition of violent extremism and the assembly around it will be recognised in their theoretical environment. Because the RADAR-iTE is based in the German speaking environment, the violent extremism, forensic psychology and the development of violent risk assessments are presented mainly by resources.

3.1   Violent extremism

The modern extremism is seen in growth of the right- and left-wing extremists and by the religion-based extremists (TE-SAT 2017, 10). In Europe, the growth of violent extremism has shown increasing. In 2016 of all assembly there was 142 failed, foiled and completed attacks in the Europe (Europol 2017). Modern violent extremism has increased online propaganda that

is monitored by the EU internet forum (European Commission 2017). The similarity of increased violent extremism and propaganda are seen inside Germany (Bundesamt für Verfassungsschutz 2017, 7-8). In Figure 6, the increase between 2015 and 2016 is calculated based on the report, Bundesamt für Verfassungsschutz (2017, 7-26). Results of the numerical process are based on statistics after subtracting multiple memberships.

Right-wing extremist following [1]		
	2015	2016
Subculture-oriented right-wing extremists	8,200	8,500
Neo-Nazis	5,800	5,800
Political party membership	6,650	6,550
Nationaldemokratische Partei Deutschlands (NPD, National-Democratic Party of Germany)	5,200	5,000
DIE RECHTE (The Right)	650	700
Bürgerbewegung pro NRW [2] (pro NRW, Civic Movement for North Rhine-Westphalia)	500	500
Der III. Weg (The Third Way)	300	350
Other right-wing extremist organisations [3]	3,200	3,500
Total	23,850	24,350
after subtracting multiple memberships	22,600	23,100
of which violence-oriented right-wing extremists	11,800	12,100

[1] Some of these figures are estimated and rounded off.
[2] In late 2015, pro Köln, the Civic Movement for Cologne, split off from pro NRW. Its members are included in the number of members of other right-wing extremist organisations.
[3] This group includes 500 to 600 Reichsbürger (citizens of the Reich) and Selbstverwalter (sovereigns), which are considered right-wing extremists, as well as 300 members of the Identitäre Bewegung Deutschlands (Identitarian Movement Germany, IBD).

Left-wing extremist following [1]		
	2015	2016
Autonomists	6,300	6,800
Anarchists	800	800
Marxist–Leninists and other left-wing extremists	20,300	21,800
Total	27,400	29,400
after subtracting multiple memberships	26,700	28,500
of which violence-oriented left-wing extremists	7,700	8,500

[1] Some of these figures are estimated and rounded off.

Islamist following [1]		
Organisations [2]	2015	2016
Salafist movements	8,350	9,700
Islamic State (IS) Core al-Qaeda Al-Qaeda in the Islamic Maghreb (AQIM) Al-Qaeda in the Arabian Peninsula (AQAP) Al-Shabab Jabhat Fath al-Sham (JFS)	no hard numbers	no hard numbers
Hezbollah [2]	950	950
Harakat al-Muqawama al-Islamiya (HAMAS) [2]	300	320
Turkish Hezbollah (TH)	360	400
Hizb ut-Tahrir (HuT)	320	320
Muslim Brotherhood (MB)/Islamische Gemeinschaft in Deutschland e.V. (IGD)	1,040	1,040
Tablighi Jama'at (TJ)	650	650

| Extremist following	Percentage of increase
Right-wing	2,54%
Left-wing	10,39%
Islamist	5,76%
Salafis	16,17%

Figure 6: Extremism trending in Germany

Based on the calculation, extremism in Germany is a growing trend. The result in the calculation for Salafis was 16,17% of growth. This was calculated in comparison of years 2015 and 2016. At the time the research was conducted there was no annual report of year 2017 published.

When development of the religion-based extremism is considered, in 2017 there was the terrorist attacks and attempts of commit in bigger and smaller countries in the EU (Statista 2018). It is also presented that the UK, France, Germany and Spain were having most of the attempted attacks or committed attacks (Yurish, Lai & Aisch 2017). For the case of the thesis, the concentration of violent extremism will be in Militant-Salafis, which is a group of Islamists to commit the Islamist motivated violence. (Salafismus in Deutschland – das Video-Thema als Flash 2013.)

According to Nordberg (2007, 143) the characters of Islamist motivated personalities do differ. Nordberg brings out ten characters that has been found by Gottschalk's 2004 research. The characters include selfishness, weak self-esteem, low tolerance for disappointment, distorted self-image, envy, weak development of emotions, lack of feeling guilty, bad human relationships, lack of compassion and controlled manners.

Adoption of terrorist ideology is commonly made by a young male (Dearden 2016). Nordberg (2007, 153,179) is defining a violent Islamist as a young male, who might not have symptoms of a psychosis and operates in clear understanding of the actions. Type of a terrorist varies of the different sizes of the organisations and missions (Crenshaw 1988,12). In table four, three most commonly used psychoanalytical characters are organised (Nordberg 2007, 156).

Table 4: Three most common psychoanalytical characters

1.	Individual state of psychological temperament and mental health is based on childhood, not the natural tendencies.
2.	The unpleasant thoughts will be excluded from thoughts by active unrealised forces.
3.	Unrealised forces, such as psychological projection, are controlling relationships to other people. The individual would think that everyone else has shared attitude to the matter as the individual does have.

The studies have shown that there are no increased level of narcissism or paranoia in the Islamist motivated terrorists, compared to average majority of people (Nordberg, 2007, 153-158). On the sociological theories, it is presented that violence is a consequence of observation and imitation of the behaviour. This theory has been modelled to explain that young person will transfer their inner morale to reflect the cognitive experience of the environment. The methods for cognitive environment include e.g. Internet. (Nordberg, 2007, 160.)

Nordberg (2007, 162,167) is stating that terrorist actions are easier when restrictions of the behaviour will be erased. Collectively, the feeling of belonging to a group would increase feelings of not being responsible of own actions and to hold justification to attack to other groups and to reflect the aggression. According to Oots & Wiegele (1985, 11) Violent extremism is a political statement, and is a form of learning aggression. This is seen as making observations of justified behaviour to commit violence to a target.

Nordberg (2007, 140) is defining aggression through Latin as ad-gredior, approach, attack. The term aggression has been approached with multiple theories, and there are three remarkable findings; physiological reactions, consequence after frustration and development by learning. Nordberg also applies that aggression can be indirect or direct aggression. Indirect aggression has more intentions than just direct injury or harm to individual. (Nordberg 2007,140-141.) Conclusively, theories and research are supporting that violent extremism is committed by the beliefs and actions of people who support or use violence to achieve ideological, political or religious goals (Australian Government).

3.2   Forensic psychology in use of risk Assessment

Pritchard, Blanchard & Douglas (2014) are presenting in the introduction that risk assessment for violent behaviour is a process to identify the level of risk. The subjects of an assessment are forensic patients and civil psychiatric patients in scope of future violence by offenders. The definition of risk assessment is "a systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking" (Oxford Living Dictionaries 2018).

As in theory of risk assessment, it is ideal to approach the risk assessment in German consciousness of the risk assessment methodology. One of the remarkable names appearing on the research is Volker Dittmann (Universität Basel 2014). Volker Dittmann is a forensic psychiatrist who has born in 1951, and he is recognised as a pioneer for risk assessments (Duong 2014). According to Dittmann (2015, 1-6) the knowledge of forensic psychiatry and assessment are still incomplete. He emphasises that knowledge is gained by defined procedures, presenting the results, methodological and substantive discussion of the professionals. The consensus of the current knowledge is executed by checking and proving the results thoroughly.

Many authors have found Dittmann-list as a very important base for German language environment of operation. For example, Dahle (2008, 54) finds the list useful because it concentrates to relapse behaviour. Suter (2009, 13) recognises that Dittmann-list is used to recognise unfavourable characters in criminal prognosis. In addition, Budde (2015, 9-14) defines that Dittmann-list is building favourable and unfavourable image of the person by statistical risk factors. The benefit of using the Dittmann-list is the basis of tailored assessment of a person, as biographical reconstruction of the person is used. The findings of the Dittmann-list are using theoretical background on prognosis, and it does not only rely on the empirical data. It is also an example of a check-list approach to assessment. (Dahle 2008, 54.)

According to Budde (2015, 14) there are 12 criteria areas in the Dittmann list. The criteria areas include the start time, previous criminal behaviour, previous mental unbalance, appear-

ance of the disorder, social competence, conflict behaviour, being out of engagement to action, general treatment options and real treatment options, cooperation for therapy, social reception of relaxation, holidays and off-time and the state of recent behaviour.

Decisively, the scholars have been focusing on dynamic risk factors and having relevance for intervention. As the Dittmann-list was created for compiling biographical assessment of an offender in known person. Additionally, Dahle & Volbert (2010, 33) refers to a study by Undeutsch 1967. They stress the importance of Undeutsch hypothesis. According to Dahle & et al. (2010, 33-34) the credibility of statements collected for forensic purposes, must be examined. One of the findings is time-related. If the time-period gets longer, there is more time for self-made additions inside the story. That is the reason, why experts need protocols inside the operation to get more value for the findings.

3.3   Development of the assessment methodology in German speaking environment

In this sub-section the development of violent assessment in German spoken environment is described. The progress of development is described from the second-generation of assessments towards the RADAR-iTE, the first nationally recognised assessment tool for Salafis (Bender 2017). The difference between statistical forecasting instruments and the second-generation of assessments is in the structured professional judgement (Rettenberger 2016, 535).

From the second-generation, the well-known models in German speaking environment are Historical-Clinical-Risk Management-20 Violence Risk Assessment Scheme (HCR-20) and the Sexual Violence Risk-20 (SVR-20). The benefit of these assessments is seen in the individualised risk assessment with wider scope of interpretation. (Rettenberger 2016, 535-536.) HCR-20 was partially guiding development of the VERA (Pressman 2009).

According to Rettenberger (2016, 535-536) Violent Extremist Risk Assessment (VERA) assessment was developed in Canada. The assessment was found in year 2009 by Pressman (Pressman, Rinne, Duits & Flockton. 2016). The VERA was designed to be an assessment guide to fulfil the protocol of violent political extremism. In The structure of protocol, the VERA is based on structured professional judgement (SPJ). (Pressman 2009.) The design of the guide is systematically built to support empirical findings and to be flexible in use. The instruments of the assessment guide include factors that are relevant in the radicalisation (Pressman 2009).

According to Rettenberger (2016, 535-536) the VERA consists of two steps; by individual risk assessment, which gives low, moderate and high risk- level. Then it is compared to three demographic factors, which are gender, age and marital status. Because the results need comparing to individual situation, which made this assessment method challenging for the user.

According to Pressman, Rinne, Duits & Flockton (2016) the development of VERA continued to enhanced version, the VERA-2R assessment. The VERA-2R is developed in the Netherlands, in the Institute of Forensic Psychiatry and Psychology. The assessment contains 34 indicators specifically related to violent extremism. The assessment is divided to five domains: Beliefs, attitudes and ideology; Social context and intention; History, action and capacity; Commitment and motivation; and Protective or risk-mitigating indicators. (Sadowski, Rossegger, Pressman, Rinne, Duits & Endras 2017, 335-342.)

By enhancement, the protocol reaches to a systematic and structured instrument for the assessment, serving the security- and law force employee to use risk assessment (Pressman, Rinne, Duits & Flockton. 2016). The semi-structured approach of the process is more individualised and transparent. The indicators are relevant for follow-up of the radicalisation process and supporting professional judgement (Pressman, Rinne, Duits & Flockton. 2016).
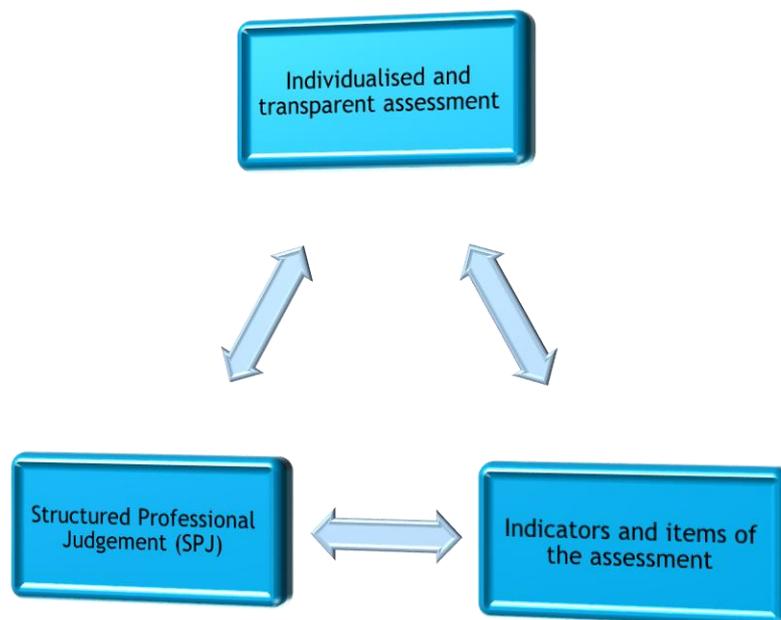
Figure 7 Structure of the second-generation assessment

According to Bender (2017) the German Federal Criminal Agency, Bundes Kriminal Amt (BKA) decided to launch a risk assessment tool in all 16 stages of Germany. The purpose of the RA-DAR-iTE is to recognise the Militant-Salafis. Ascribe to Bundes Kriminal Amt (2017) the RADAR-iTE is a forecasting model to operate on persons previously unknown to the police. In the assessment tool, a minimum amount of information is by improved structuring and documenting biographical histories of already known Militant-Salafis. The aim of the assessment is to address the person to a right scale of being a relative person.

3.4   RADAR-iTE in scope of forensic psychology and intelligence

The term RADAR-iTE is partially formed from German language. The meaning of the -iTe in German is "Islamistischen Extremismus" (Knight 2017). The free translation to English would be the Radar of Islamistic Extremism. According to Bender (2017) The RADAR-iTE is used to classify a Militant-Salafistic person endangering or relevant to take part on politically motivated criminal offences. Therefore, the Federal Criminal Police (BKA), has developed since the beginning of 2015 a risk assessment tool, the RADAR-iTE, in cooperation with the working group of forensic psychology from the university of Konstanz (Bundes Kriminal Amt 2017).

Flade (2017) refers the BKA president Holger Münch in following: „Damit wird erstmals eine bundesweit einheitliche Bewertung des Gewaltrisikos von polizeilich bekannten militanten Salafisten möglich". „So können sich die Sicherheitsbehörden noch zielgerichteter mit den Personen befassen, bei denen ein hohes Risiko besteht". In translation this means following. "This is the first Nationwide assessment of the Militant-Salafis known to the police". "This increases possibility of the security authorities to concentrate on the relevant person".

According to Knight (2017) Instead, of concentrating to ideology or religion, there are 73 questions concerning the attitude to violence and socialisation. According to Bundes Kriminal Amt (2017) the risk of violence is individual, and the proportions should differ based on the information built from the previous events of life of the person. Flade (2017) states that the risk assessment sheet includes 70 questions to be answered with yes, no or unknown- option. It is important to understand that the assessment is not a software, but it is a questionnaire based on Excel spreadsheets and written information.

As intelligence seems to be a part of the RADAR-iTe, a terminological definition is needed. "The collection of information of military or political value", "People employed in the collection of military or political information", "Military or political information", "archaic Information in general; news". (Oxford Living Dictionaries.) According to Odom (2008, 325) intelligence analysis is varying because of the collection methods. All the parties of intelligence need to define their part of the communication between the operatives. If electronic tool is used in analysis, it is important to recognise that these tools are not able to replace all the work made by human (Odom 2008, 325-326).

The information is based on transparency and traceable procedure (Bundes Kriminal Amt 2017). The information is provided by the previous knowledge that has been collected during the current legal situation (Flade 2017). All information is summarised on the written information of beginning of the time and context of the Islamist movement. After this the chronology will be continued with filling the questionnaire. The questionnaire includes, for example, questions about evidence of history of Jihad motivated travelling, violent background, history

of mental illnesses, access to weapons and military experience, events of personal life, social groups and activity inside the society (Flade 2017).

The two-stage assessment will enable the assessment to specify the category of the relevant person (Flade 2017). According to Bundes Kriminal Amt (2017) three different categories are presented. As some of the questions affect as rising in the category, there is also a possibility to balance the points. In the end one of possible scales will be pointed to the person (Flade 2017). Therefore, creating two-staged risk assessment would benefit for enabling case-specific threat assessment, and produce individualised measure advice concerning the recognised high-risk individuals (Bundes Kriminal Amt 2017).
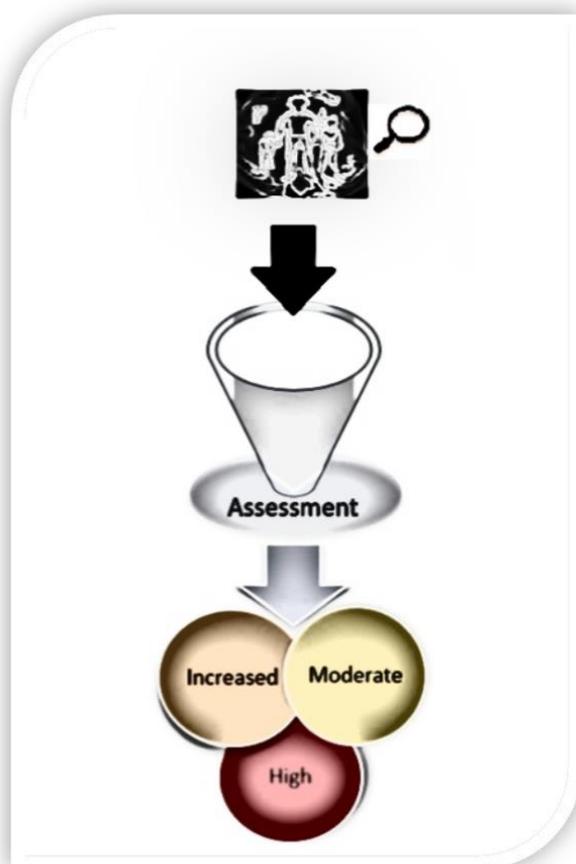
Figure 8: Two-stage assessment

As seen in Figure 8, the three categories are moderate (yellow), Increased (orange) and High (red). The Guideline is that the assessment is repeated during time periods, and stored for later observation. In the observation, there is a possibility to have a renewed category for the relevant person. (Flade 2017.) Flade 2017 speculates that different legislation between the states might affect in the operative approach inside the Germany (Flade 2017).

3.5 RADAR-iTE and Salafis

According to Wagemakers (2016 1-12) the label of Salafi is admired for its meanings of religious purity for the people. Many Salafis are rejecting the ideology of violence, yet Salafis believe in Jihad in its military, social and spiritual forms. This is seen as legitimate concept of Islam. The term Jihadist suggest that group consists of people who are waging or supporting Jihad. Additionally, Wagemakers (2016, 13-17) mentions that Sunni Islamist respect the three first generations of Muslims. In this branch, there are three segments; quietist Salafism, political Salafism and Jihadi-Salafism. Instead, of teaching and being politically committed, the Jihadi-Salafism approaches its ideology by violence.

As mentioned in previous chapter 3.4 RADAR-iTE in scope of forensic psychology and intelligence, the RADAR-iTE is valued to classify a Military-Salafistic person endangering or relevant. It was also mentioned that assessment is not based on ideology or religion. The interest would be pointed out to Salafis, who are likely to commit a violent extremism. Janusz, Daase, Junk & Müller (2016, 8) refers to studies Spielhaus 2014: 23; Biene et al. 2015: 2, by mentioning that estimation of the quantity and quality of the Salafi movement in Germany is a complicated task because of the difficulty to generate efficient data. Partly this reason is based on the religious and political attitudes, which are hard to measure because Salafis doesn't have memberships, and the movement have a decentralised character.

As the previous knowledge of the situation is considered, it is shown that since 2012 the number of potentially violent Militant-Salafis has increased its recognition by the police. There are also Salafis inside Germany, who are willing to participate in armed struggle driven by ideology of Al Qaeda or IS. (Bundes Kriminal Amt 2017.) According to Janusz et al. (2016, 8-9) in August 2016, the domestic intelligence service of the Federal Republic of Germany classified 8900 persons as Salafis. The assessment was based on the procedures of the authorities who were counting known person, and calculations were based on observation and estimations. Federal Ministry of the Interior (2016, 22-23) states that in 2016, the Islamist terrorist attacks numbered 5 attacks in regions of Lower Saxony, North Rhine-Westphalia, Bavaria and Berlin. The scenario has caused the interest in the federal intelligence service to focus on Islamist terrorism in cooperation of the security authorities and foreign partners.

There was no published information for year 2017 from Bundesamt für Verfassungsschutz (2018) but the arithmetic operation of year 2016 resulted 9700 Salafi movements. According to Federal Ministry of the Interior (2016, 24) the German intelligence was available to recognise more than 890 individuals having travelled for IS and other terrorist groups, or to support the groups in other ways. The number of Islamist motivated departures remained considerably low in year 2016. Although, Salafism in Germany has an attraction. The Salafi propaganda seems to increase the number of the radicalised people. According to (Bundes Kriminal Amt 2017) the number of classified people in February 2017 were 570 endangering persons, and

360 relevant persons. In June 2017 the number was 675 endangering persons and 390 relevant persons (Flade 2017). At time of conducting the research, there was no paper for year 2017 published. After conducting the research of previous development, it seems plausible that the number of identified Salafis will be growing because of establishment of the RADAR-iTE.

3.6   RADAR-iTE theory scoped by help of the professionals

To support the findings from the research, it is also important to qualify the findings and ask details from the professionals. The scoping was produced by semi-structured interview in a group. This is an important part of receiving perspective from the professionals (Coughlan et al. 2013, 17-19). With these details, the research of the RADAR-iTE is more accurate by scoping the information received from the literature review. In other words, the solid base of theory for the design of the instruction card will be received. Hearing of the professionals is also used for scope of suggestions for future research. (Laerd dissertation 2012.) The suggestions for the future studies will be given in chapter 5, Suggestions for further research and development.

The interview (B3, Interview 19.4.2018), was administered at the same time as the meeting (A2, Meeting 19.4.2017). The attendance of the interviewed group included two representatives of the Police Department of Berlin and the contact person Rouven Küster. Their professionality level had background of the police forces, including investigation studies and field of education. The group has familiarity towards the risk assessment tools or forensic psychiatry. The maturity of the interviewees is based on the basic knowledge of criminology and on personal experience. All the participants have knowledge of the RADAR-iTE by teaching it or taking a 3-day course (B3, Interview 19.4.2018).

According to B3 (Interview 19.4.2017) all the interviewees see the RADAR-iTE as a tool that is clarifying the gut-feeling to more reliable sources. The biggest enhancement provided by the two-stage assessment, is the possibility to define the correct person to operation and to process with clearer stages of the assessment.

The interviewees do not support the statement from Flade (2017) which assumes that different legislation between the states would make challenges in operating between different states. The interview group does recognise the difference between the states and their legislation, but they find it also supportive as there are different experiences and sources in use. Additionally, participant X says that the future of producing intelligence is making even between the states. This is caused by the compensation towards different legislation (B3, Interview 19.4.2018).

During the interview there was a question considering more information of the RADAR-iTE. In the interview, it was agreed that the list of possible ways to gain knowledge about a person,

is suitable for the thesis report (B3, Interview 19.4.2018). The same information was shared previously in personal communication (Küster 2018 pers.com.). The final form and decisions of linguistics in the table is made by the author.

Table 5: A list of possible ways to gain knowledge about a person

A list of possible ways to gain knowledge about a person
Judicial Convictions/criminal history records
Altercations with the police
Information from the probationary office
Data from National Gun Register
Data from Department of Homeland security/Immigration Office
Social Media
Media content relating to the person
Information from other public sources
Information from persons associated with him

Related to B3 (Interview 19.4.2017) this is one of the parts in the great picture that will provide transparent method to gain information.

The scope of theory helped to reach confirmation that sources that were used for the research are valid for building the basic understanding of theory of the RADAR-iTE. The contraction of misunderstanding the sources approved that the RADAR-iTE will increase the use of individual measures, and the process will pass the gut-feeling. As all levels of professionals are closer to be able to communicate and perform more uniformly, it makes the RADAR-iTE very usable assessment tool.

4 Prototyping the instruction card

In this part, prototyping of the instruction card is presented. As objectives of the instruction card include the recognition of collaborative people who would aid in finding the best structure and grammar of the instruction card, they should be included to the report. Another important point of the objectives is the finding of the best form of the instructions to respond

usable level of the graphics and information collected in for an instruction card. (Airaksinen 2009; Manualise 2013; Stam 1998, 1-3.)

Additionally, the prototypes of the instruction card was the core of the functional part of the thesis, therefore the stages of collaboration between the author, Rouven Küster, and the representatives of the Police Department of Berlin are reported to following sub-sections. The presentation of the process is in chronological order to the structured interviews of the instruction card prototypes.

4.1   Beginning of the project

The contact person, Rouven Küster was taking responsibility to prepare the initial plan of working with the author. (A1. Meeting 27.2.2018). The agendas of the meeting were the decisions considering the schedule and to decide approximate time of the meeting with the representatives of the Police Department of Berlin (Küster 2018 pers.com.). Because in time of the meeting the author was going to leave from Germany, the planning included draft of the general timetable, the people involved with the future meetings and interviews, and the initiative ideas of the instruction card's form (A1. Meeting 27.2.2018).

Table 6: Draft of the general timetable

Planned schedule	Occupation
February 2018-April 2018	Prototyping
April 2018	Meeting with the representatives of the Police Department of Berlin

In the meeting, there was also discussion conducted about the author's initiative studies upon violent extremist risk assessment methods in German environment. Author's previous familiarity of the risk assessments used in the German police force was based on a lecture organised in The Berlin School of Economics and Law (A1. Meeting 27.2.2018). In the result of the conclusion, both the author and Küster recognised that author would gain advantage of a further introduction to extremist risk assessment methods. The author received material considering VERA-2R and summaries of the risk assessment processes. Additional information of the RADAR-iTE and the second-generation risk assessment methods was collected by the practice research conducted February 2018 to April 2018.

As the timetable was roughly planned, it was also important to discuss about the communication during the process. This gave the base for planning the actual date for the next meeting and have a follow-up in case any trouble on theoretical understanding of further ideas or changes of the progress would appear (A1. Meeting 27.2.2018).

4.2 Contacting the Police Department of Berlin

The contact person, Rouven Küster was taking care of the qualifications of the future meeting. Küster also emphasised that there should be no hesitation to get in touch if there are any questions (A1. Meeting 27.2.2018). By time of March, it took an occasion for author to present the questions before conducting prototyping. The questions were issued to scope the form of the instruction card and to reach previous experiences to instruct use of the RADAR-iTE. According to (Küster 2018 pers.com) in 2017 there was a nationally used Wiki-service launched. The service had success of instructing use of the RADAR-iTE.

Table 7: Contacting the Police Department of Berlin

Time	Occasion
12 March 2018	The author presents questions of the form of the instruction card and previous experiences of instructing use of the RADAR-iTE.
25 March 2018	Author receives disclosure to previous occasion. The process and future meeting is discussed. Additional material for instruction card is provided.
11 April 2018	The date of meeting with the representatives of the Police Department of Berlin is distinct.
19 April 2018	A2. Meeting with the team of the Police Department 19.4.2018 Berlin. B1. Development frame. Interview with the representatives. 19.4.2018. Berlin. B2. Assessing the prototypes. Interview with the representatives. 19.4.2018. Berlin. B3. Scoping the RADAR-iTE. Interview with the professionals. 19.4.2018. Berlin.

Having confirmed parallel about previous measures of instructing the users of the RADAR-iTE by including the Wiki-service, it was also stated that the development of the instruction card should be executed by a physical version of an instruction card. This answered to the authors question of the desired form of the instruction card (Küster 2018 pers.com). After receiving confirmation to the scope of the process, the assignment turned to improvement of the previous sketches made by hand.

4.3   Conducting the development of the prototypes

All the while of preparing strong theoretical background of the RADAR-iTE and starting to form the prototypes for April's meeting, there was a need to define more closely some requirements considering the thesis. In help of conducting this, Rouven Küster prepared basic qualifications considering the meeting and assuring that the process has started as planned. These events are described in previous Table 7: Contacting the Police Department of Berlin.

The practice research began by familiarising with the literature, news articles, reports and previous studies of forensic psychology and violent extremist risk assessment. The practice research was helpful for learning the initiative idea of the procedures of using of the instruction card. In the process, learning included the methodology of the RADAR-iTE and previous development chain of the assessment tool.

In March 2018, the prototyping of the instruction card began. Processing of the prototypes was started with sketching and combining information. Forming of the information was based on the author's personal learning processed during the literature review. The scope of forming the information was based on presenting three different levels of expressions to different professionalism levels of the RADAR-iTE. As the first ideas of the information and form of the tables were conducted, improvement of the sketches was completed.
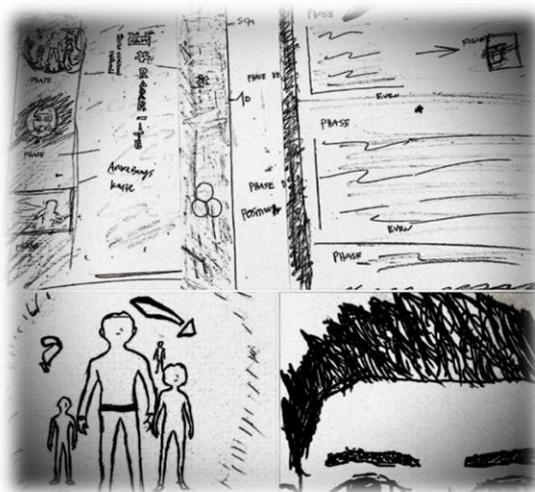
Figure 9 Combining sketching

Formatting and combining of the sketches continued as the prototypes proceeded to gain information inside the design and frames of the desired appearance of an instruction card. At this point, the main focus of the process was to understand the form in scope of appealing and informative design of an instruction card. The design of the prototypes was aided by Microsoft office programs and the drafts manufactured by hand. Detailed tables were located on the prototypes and continuously developed during improvement of the sketches and the information tables.

The linguistic processing of the prototypes was conducted by editing and making of corrections to the structure of German grammar. The method of doing this was to go through previous grammar studies material and checking the word choices through dictionary. The confusion of the grammar included eight pronouns. After making the German grammar corrections, the prototypes were printed and laminated in a form of three instruction card prototypes.

Table 8: Prototype schedule

Time	Development phase
11 March 2018	Sketching by hand: Figures, frames
13 to 24 March 2018	Improving appearance of the sketches, compiling three different form of instructions to the prototypes
25 March to 10 April 2018	Finishing design and planning order of the instructions with three different design and information platform
10 April to 17 April	Corrections to mistakes in German grammar, noticed and adjusted by professionalism of B1 level. Printing of the prototypes and laminating of them for genuine user experience

The acknowledged time frame of preparing the prototypes was limited in the beginning of the process, but the average expectation time was the middle of April. As the appointment time of the meeting with the representatives of the Police Department of Berlin was assured for

19th of April, the corrections to grammar with the final touch of printing and laminating the prototypes were conducted.

Author reminds that the table and the title in the prototypes includes German grammar mistakes by the author. The following three figures are presented to demonstrate the design and structure of the prototypes. The figures of the prototypes are not convertible as source of expertise or recognition to the RADAR-iTE. The size of the figures is not the same as the physical prototypes were. For a closer look of the prototypes, natural size figures will be included to appendices, as the figures in this chapter are presenting the prototypes in smaller size.

Because of limiting possible confusion of the information presented on the prototypes, the figures presented are partly excluded of phase descriptions and tables. Only the parts that were confirmed to be suitable for the thesis report, will be presented in figures of the prototypes. One of the tables presented was approved public during the scoping of theory. (B3, Interview 19.4.2018). The table has been applied to each of the prototype since 25th of March 2018.
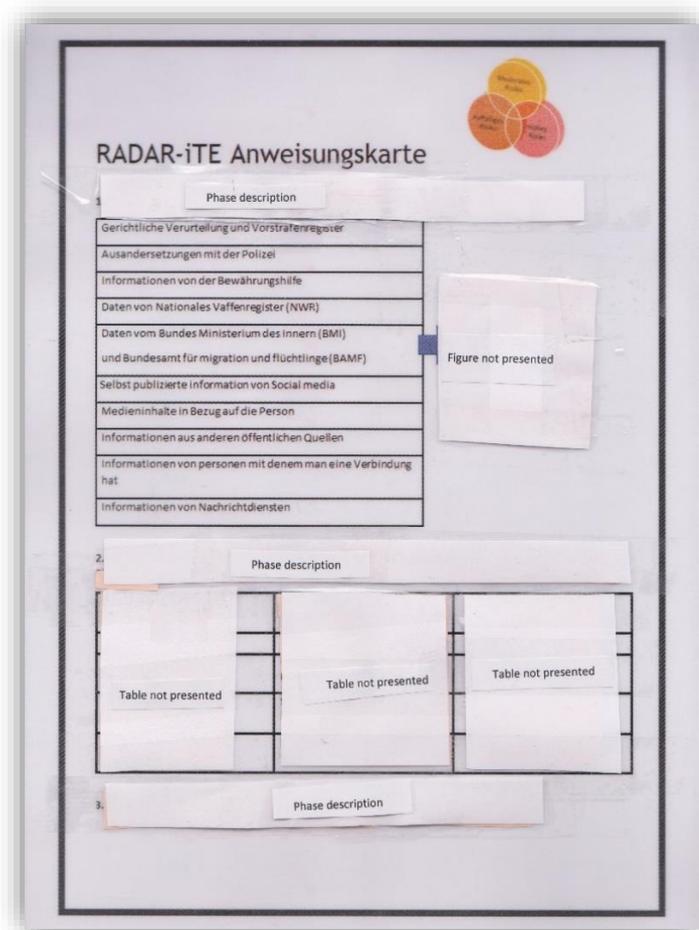
Figure 10: Prototype 1

Prototype 1, presented in figure 10, had a narrative touch of instruction. The graphics are simple, and both graphics, phased descriptions and the tables are made with a computer. The purpose of the first model was to present simplified information with decreased amount of words. The criticality of this prototype is set in the amount of information it might provide to the user. This prototype was built between 13th to 15th of March 2018.
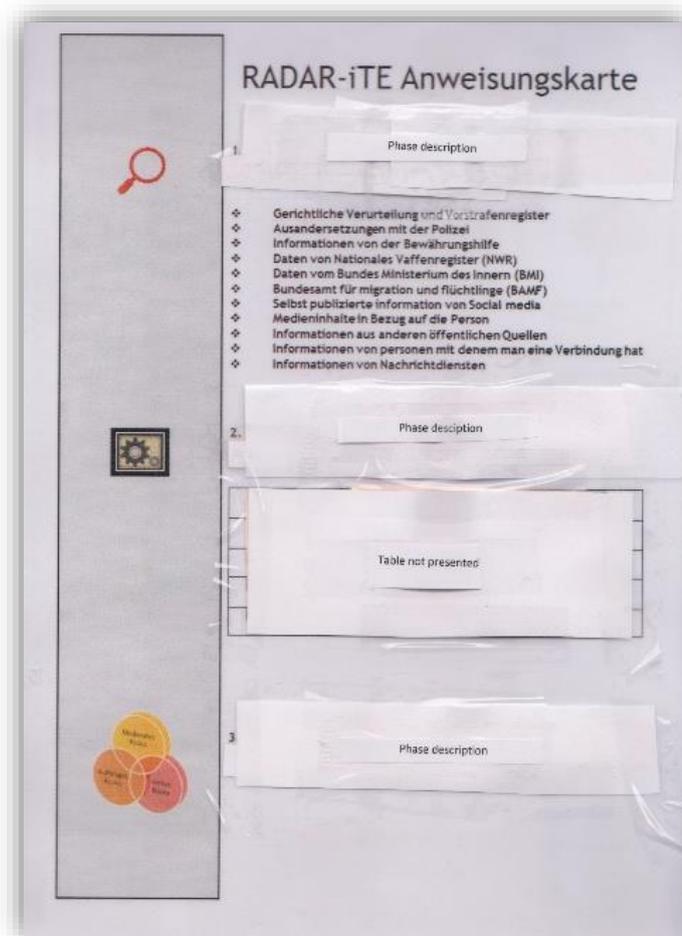
Figure 11: Prototype 2

Prototype 2, presented in figure 11, was created to simplify the description of the process. Design and graphics are in a ribbon, allowing the user to concentrate to written instructions. The context of information is basic and leaves out phases of the process. The design is accustomed to a first-time user with no experience of violent extremist risk assessment. This prototype was built between 15th to 18th of March 2018.
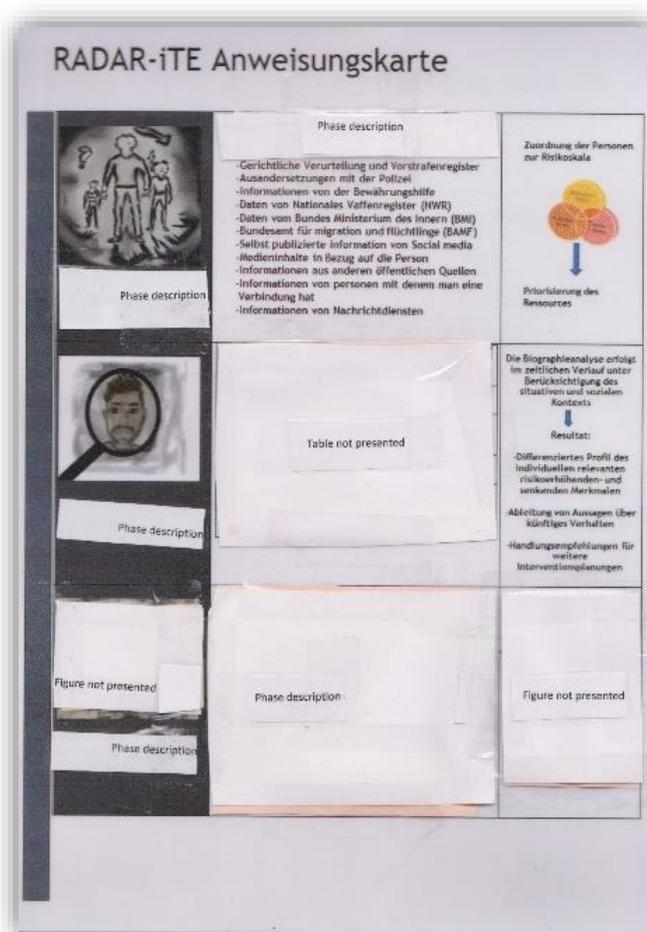
Figure 12: Prototype 3

Prototype 3, presented in figure 12, was using the original illustration from the sketching by hand phase. The approach was to use hand-made graphics and add a touch of artistic design of the instruction card. The level of information was increased to more demanding knowledge of the RADAR-iTE, with more complex description of the process. This prototype was built between 20th to 25th of March 2018.

5   Presenting the prototypes to the representatives of the Police Department of Berlin

In the thesis, objectives of the instruction card include recognition of the collaborative people who would aid in finding the best structure and grammar for an instruction card. The participation of the cooperatives was administered through a meeting in Berlin. The prototypes were presented with attendance of the author, two representatives of the Police Department of Berlin, and the contact person, Rouven Küster (A2. Meeting 19.4.2018).

The structured interviews were conducted to find out if there were gaps in the necessary information and the changes that would define the prototypes into all prepared instruction

card. Also, the design and the language of the instruction card was analysed. (B1, Interview 19.4.2018 & B2, Interview 19.4.2018). By the interviews, the assessment of the prototypes and the necessary parts of expected development frame were recognised and decided.

5.1 Structured interviews of the prototypes

In April 2018, the meeting with representatives of the Police Department of Berlin was administered for a discussion concerning the scope of the thesis and to conduct the interviews. (A2. Meeting 19.4.2018) The discussion in the beginning of the meeting was considering technical issues of proceeding with the thesis report. Such question was the form of presenting cooperative partners in the thesis. As Gilham (2005, 80-84) recognises structured interviews to be perfect for all the participants will have similar questions, the interviews were conducted in form of a group interview. The five-stage structure of the interview situation was conducted by the five stages (Gilham 2005, 77).

Within the five-stages, there is the preparation phase, the initial contact phase, the orientation phase, the substantive phase and the closure phase. In the meeting, the subject and arrangement of the interviews was presented in presence of the participants. As the prototypes were presented in the meeting, free discussion about the prototypes and change of the prototypes from person to a person was allowed. After the free discussion and change of experiences about the prototypes, it was time to begin with the interviews.

Because the prototypes were ascribed before conducting the interviews, it was logical to change the order of the interview B1 and B2. This decision was made during the meeting A2, as the author recognised that it would follow the five-stages of the interview situation by allowing the participants to answer the interview questions after being introduced to three prototypes of an instruction card.

Leaving of the interview B1 for the second part of the meeting was a result of reasoning, as interview B1's questions has similarities to private communication between the author and Rouven Küster. The answers of the B1 were used for including all the participants to share their verdict of the development frame. By this, it was possible to fill a gap of not to assemble the intact group before conducting development process of the prototypes.

Table 9: Interview B2. Assessing the prototypes

B2. Assessing the prototypes. Interview with the representatives. 19.4.2018. Berlin.		
Question	Yes/No	Comment box
1.How does these Prototypes appeal to you?	-	They are appealing and easy to understand, but the design would be better if the cards would be combined. Prototypes 1 and 3 are good in their design.
2.Do you find these proto-types to reach the target group?	Yes	As the target group of the instruction card is the beginners and the experienced people who need to memorise the use of the RADAR-iTE, prototypes 1 and 3 are offering reachability of the target group.
3.Is there some information missing?	Yes	A couple of tables in the prototypes should be changed, but we provide you the necessary information for the adjustment.
4.Are these prototypes easy to understand?	Yes	The graphics are easy to follow although prototype 3 is a bit more complex. Prototypes 1 and 2 would be easier to follow because of the graphics and amount of the information.
5.Does the language used in the prototypes work well for the purpose?	Yes	The language is good and coherent, but there are grammar mistakes. The title should be changed to "Anleitungskarte". There are also some minor mistakes, which are visible for a native speaker.
6.Is there something in the structure you would change?	Yes	There should be a combination of two of the prototypes and two of the tables need adjustment. The last table of prototype 3 is close to the information that is expected, but it should be corrected to information provided from us.

Table 9 is presenting findings of the interview B2. The author used the answers to demonstrate more detailed commission of the development for the necessary changes of a final version of the instruction card. As the design should combine graphics and plain text, there is a need to develop a combination of prototypes 1 and 3 with adjustments to the tables and presenting the graphics in uncomplicated manner.

The representatives would consider the usability and appearance of the prototypes as adequate. In consideration of the target group of an instruction card, the recognised users' group is the beginners and the experienced users of the RADAR-iTE. They are fresh users of the RADAR-iTE, who need to memorise the steps of the process. The enhancement to support the user group would be achieved by setting the tables with combined level of simpler and detailed information. As a result, a table from prototype 3 should be modified by instructions of the representatives. The modified table will be set to prototype 1.

The language of the prototypes was well structured, but all the participants noticed author's confusion in German grammar. Despite the grammar mistakes, they were not preventing the prototypes of an instruction card to be understood. The corrections are necessary, as the professionalism of grammar in an instruction card requires language that is in the level of a native speaker. Collaboration of the corrections to the grammar were being conducted in cooperation with Rouven Küster.

After processing an assessment of the prototypes, the time frame of the changes was briefly discussed to be in May 2018. It was also agreed that author will continue reporting of the progress to Rouven Küster. As next in the subject, the author presented another orientation and made sure that all the participants would be able to stay in the meeting. All the participants were able to continue within the second part of structured interviews.

The author presented to the participants that the structured interview would consider development frame of the instruction card, and that the answers were used to include all the participants to share their verdict of the development method of an instruction card. The answers of the B1 were used for including all the participants to share their verdict of the development frame. Some of the questions has similarities to private communication between the author and Rouven Küster. but the author decided to conduct the interview to fill a gap of not being able to assemble all the participants before conducting development process of the prototypes.

Table 10: Interview B1. Development frame

B1. Development frame. Interview with the representatives. 19.4.2018. Berlin.		
Question	Yes/No	Comment box
1.Is there already instruction card in use?	No	There is no instruction card in use, but the Wiki service that was mentioned earlier in private communication, attributes similarity. Previous measures of the education contributed successfully during an effort to teach use of a Wiki service, which provides information for the people who need to learn more about RADAR-iTE.
2.What would be the benefits of creating the instruction card?	-	Benefits of the instruction card would be essential information for the people who are using the risk assessment tool for the first time or are having their first case and need reminding and concentration of how to proceed and stay on the topic.
3.Would you consider PDSA cycle as good instrument for development of the instruction card?	Yes	It is good to keep on track of the development and assess whether it is working. The positive thing is that computers are helping during this process.
4.How likely will the instruction card get outdated?	-	In case of new instruments, there should be a change.
5.Would it be more beneficial to use graphics or plain texts to explain the assessment?	-	Because the users have fresh touch in the subject the design of the instruction card should be a combination of graphics and plain text to explain the assessment tool.

Table 10 is presenting the results of the interview B1. The answers declare that there is a need of an instruction card that would be suitable for a fresh user of the RADAR-iTE. On the point of the development methods, additional explanation of the PDSA cycle was presented by Rouven Küster. He wanted to assure that a methodology that is more recognised in the business' industry, wouldn't confuse the representatives of the Police Department of Berlin.

The PDSA cycle was confirmed as a suitable method for development process. The interviewees would support the progress of using the PDSA cycle for assessing the quality of the prototypes. It was also seen as a positive thing to introduce the PDSA cycle into the development, as interviewees would conduct the method by working with a computer. The benefit of using the computer is recognised by the enhanced possibilities of corrections.

As the interview B1 assured that the author was hearing all the participants about their idea of development of an instruction card, author was able to give a closure for the structured interview (B1, Interview 19.4.2018).

6   Final version of the instruction card

At the end of the meeting the representatives of the Police Department of Berlin, it was agreed that the next contact between the author and Rouven Küster will be in the beginning of May 2018 (A2. Meeting 19.4.2018).

After the outcomes of the meeting the representatives of the Police Department of Berlin, the situation was to begin with preparations of the final form of the instruction card, and to correct the German grammar with Rouven Küster. To measure the success of the development process, the author was also requiring for an evaluation of the instruction card. The schedule was kept open during the situation. In the following table, the progress of changing the prototypes to a final version of the instruction card is described.

Table 11: Timetable for the final version of the instruction card

Time	Occasion
19th of April 2018 to 1st of May 2018	Making the final form of the instruction card and correcting the German grammar
11th of May 2018	The grammar is corrected
18th of May 2018	The final version of the instruction card
27th of May 2018	The evaluation of the instruction card

The final version of the instruction card included the design from prototype 1, with adjustments of a table from prototype 3. A table from prototype 3 were modified by instructions received from the representatives of the Police Department of Berlin. The modified table will be set to design of prototype 1.

The corrections of the grammar were conducted by collaboration of Rouven Küster and the author. The corrections of the German grammar had an appertain of the title name, a preposition with dative, two letter size and six cases. The changes of the instruction card's grammar were made for table two and three. Additionally, table two had corrections of expression of the information and table three included the new information that was provided from the representatives of the Police Department of Berlin. The final version of the instruction card was returned to Rouven Küster by 18th of May 2018.

7   Results and Conclusion

According to written evaluation of the instruction card, Rouven Küster is pointing out that the structure of the instruction card was a result of several steps of evaluation and improvement. He recognises that the continuous adjustments for the structure and the grammar were done, and that they were in a leading part of the processing the instruction card to be complete. The structure of the one paged instruction card is offering enough information for officers assessing risks in actual cases and students alike. (Küster 2018, Personal communication.)

As the research objectives and the objectives of the instruction card were presented, the results should be reflected to them. For the research objectives there was a set of demands; fluent use of professional recognition of theory and presenting the findings of the research in aid of producing of an artifact. These demands were met during the process, as the thesis is structured by introducing the process, studying and presenting findings of the practice research and by demonstrating the development process of an instruction card.

The objectives of an instruction card were set for recognising the good form of an instructions in recognition of the user group. The thesis is studying and presenting the expectations of forming the instructions both in general and the cooperative consensus. This was administered by noticing the importance of the collaborative people closest of the users' group. Additionally, cooperation between Rouven Küster and the author was used in supportive manner in outlook of developing an instruction card while using a method of prototyping in scope of the PDSA cycle.

The PDSA cycle offered solution to the development frame and assessment of the prototypes, following with the corrections that were needed for the final version of an instruction card. The recognition and elaboration of proceeding with the phases of the PDSA cycle in creation

of the prototypes fulfilled expectations with the scheme of functionality. It was also proved that the PDSA cycle is an efficient method in development process of an instruction card.

As the cooperative partners were recognised and involved to the process, the professionals were able to support the author in recognition of the necessary development in scope of the user group. The cooperation was also supporting in solving of the linguistic threshold. The combination of cooperation and research in scope of functionality created supportive measures to gain information for both reporting and development of an instruction card of the RADAR-iTE.

In conclusion, the improvements that were done in several steps of development were enhancing the adequate level of an instruction card. By this, professional recognition of theoretical findings of the research in aid of producing of an artifact was successful. As the end result, the cooperation produced an instruction card that is suitable for officers assessing risks in actual cases and students alike.

7.1   Evaluation and suggestions for further development and research

On personal level, this thesis has had a great impact of my professional knowledge and preparedness to work in intercultural cooperation. I am grateful to Rouven Küster for being in cooperation with me and for offering me a possibility to develop the instruction card for operational and educational purposes. Three main benefits from the process are having an experience from German working life, use and improvement of B1 professionalism of German language and the management skills of a larger process.

In case of conducting the similar process, I would see benefit if there would be a chance to be localised in the country of the processing. This would set flexibility for the meeting schedules with additional access to German databases. In the other hand, this is not an absolute limitation for being successful in similar processes.

The challenges for conducting this kind of development process is to study steering basics of theory. In case of already gained professionalism of the method, the scope of the research should be in usability of an instruction card. When the usability of the instruction card is considered, there should be a quantitative research conducted. With a quantitative research there could be a use of a form for conducting the survey. The results of a survey would be evaluated, for recognition of how successful the instruction card is. This kind of research would need time and repeated evaluation.

My suggestions for future use of the instruction card would be based respectfully to the PDSA cycle. There should be evaluation of the usability and implementation. Evaluation would have a scope of further evaluation with user's experience included. The results of the research would then show if there is any need to change an item. This should be conducted also in an

exceptional change of items. Additional purpose of the instruction card would be set if it would be launched to support the already used Wiki-service. This would happen by introducing the RADAR-iTE aided by the instruction card, following with use by the Wiki-service.

As I wanted to participate Rouven Küster to suggestions for future research of violent extremist risk assessments, he expressed interest in a research of high-frequency offenders within scope of the similar method as the RADAR-iTE. He finds other groups of extremists and domestic-violence offenders as a good example of an international matter. Additionally, Küster clarified that each country has different assessments for domestic-violence, and it would be interesting to see how it fits in score of the RADAR-iTE. (B3. Interview 19.4.2018.)

In reflection of my own research experience of the RADAR-iTE I would suggest that there should be future studies conducted of the second-generation risk assessment tools in comparison of the RADAR-iTE. The research should include the items from the second-generation assessments and to recognise the differences between different segments of the violent behaviour. By this, the research could be conducted either for a development of a new risk assessment tool or to improve the operations around the already recognised violent offenders.

My personal interest for future research would be in the domestic-violence and violence in the primary schools. As I agree the execution of Rouven Küster's recommendations for studying of the domestic-violence in international environment, I would like to approach this suggestion by a development process which would recognise a new area.

I would suggest the study of violent behaviour in primary schools. As primary schools are one of the location, whereas danger of being exposed to violent behaviour with low level of help sites. Most recognised form of preventing violence in premises of the school is limited to co-operation of the curator, the headmaster and the teachers. There should be a development process of an assessment tool. This assessment tool could borrow parts of the RADAR-iTE.

The difference of the method would be in recognition of the offender. In most cases, the offender is already recognised, but the recognition of the operative people is a missing link of rationalising the situation. There should be a first-stage assessment of the violence category, such as if there is bullying by an individual or a group. The measures and the reasons should be evaluated both from the target and the offender. After the information is collected, there should be a first step of an intervention by help of the supporters, school nurse and the curator.

Based on the results of the intervention, there should be recognition of the following stage, which includes the correct person to interact. Based on the category of the offence, there should be either advised registration to the meetings with the school nurse and the curator. In increased level of the offence there should be advisory of offering help in registration of

the case to the local Police office. This way, the method would be two-stage risk assessment in a new area of violent behaviour. As in development of the risk assessment, the research should concentrate on the instruments to recognise the rationalised people to operate with the offence. Additionally, this would benefit both the offender and the offended by mitigating the risk of idolising violence, which could reduce adopting violent extremism for the future life.

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A1. Meeting with Rouven Küster 27.2.2018 Berlin.
A2. Meeting with the team of the Police Department 19.4.2018 Berlin.
B1. Development frame. Interview with the representatives. 19.4.2018. Berlin.
B2. Assessing the prototypes. Interview with the representatives. 19.4.2018. Berlin.
B3. Scoping the RADAR-iTE. Interview with the professionals. 19.4.2018. Berlin.
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Figures

Tables

Appendices

Appendix 1: Prototype 1.

RADAR-iTE Anweisungskarte

1. Phase description

| Gerichtliche Verurteilung und Vorstrafenregister |
| Ausandersetzungen mit der Polizei |
| Informationen von der Bewährungshilfe |
| Daten von Nationales Vaffenregister (NWR) |
| Daten vom Bundes Ministerium des Innern (BMI) und Bundesamt für migration und flüchtlinge (BAMF) |
| Selbst publizierte information von Social media |
| Medieninhalte in Bezug auf die Person |
| Informationen aus anderen öffentlichen Quellen |
| Informationen von personen mit denem man eine Verbindung hat |
| Informationen von Nachrichtdiensten |

Figure not presented

2. Phase description

Table not presented   Table not presented   Table not presented

3. Phase description

Appendix 2: Prototype 2.

RADAR-iTE Anweisungskarte

1. Phase description

- ❖ Gerichtliche Verurteilung und Vorstrafenregister
- ❖ Ausandersetzungen mit der Polizei
- ❖ Informationen von der Bewährungshilfe
- ❖ Daten von Nationales Vaffenregister (NWR)
- ❖ Daten vom Bundes Ministerium des Innern (BMI)
- ❖ Bundesamt für migration und flüchtlinge (BAMF)
- ❖ Selbst publizierte information von Social media
- ❖ Medieninhalte in Bezug auf die Person
- ❖ Informationen aus anderen öffentlichen Quellen
- ❖ Informationen von personen mit denem man eine Verbindung hat
- ❖ Informationen von Nachrichtdiensten

2. Phase description

Table not presented

3. Phase description
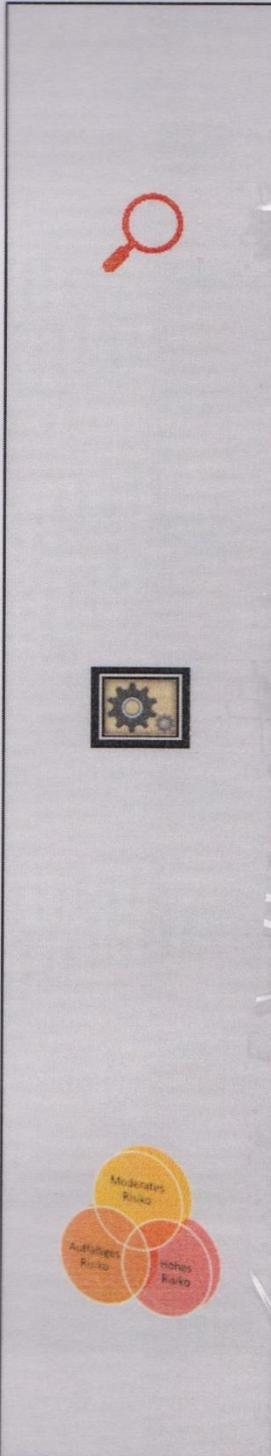
Appendix 3: Prototype 3.

RADAR-iTE Anweisungskarte

Phase description

Phase description

-Gerichtliche Verurteilung und Vorstrafenregister
-Ausandersetzungen mit der Polizei
-Informationen von der Bewährungshilfe
-Daten von Nationales Vaffenregister (NWR)
-Daten vom Bundes Ministerium des Innern (BMI)
-Bundesamt für migration und flüchtlinge (BAMF)
-Selbst publizierte information von Social media
-Medieninhalte in Bezug auf die Person
-Informationen aus anderen öffentlichen Quellen
-Informationen von personen mit denem man eine Verbindung hat
-Informationen von Nachrichtdiensten

Zuordnung der Personen zur Risikoskala

Priorisierung des Ressources

Phase description

Table not presented

Die Biographieanalyse erfolgt im zeitlichen Verlauf unter Berücksichtigung des situativen und sozialen Kontexts

Resultat:

-Differenziertes Profil des individuellen relevanten risikoerhöhenden- und senkenden Merkmalen

-Ableitung von Aussagen über künftiges Verhalten

-Handlungsempfehlungen für weitere Interventionsplanungen

Figure not presented

Phase description

Phase description

Figure not presented

Phase description

Appendix 4. Interviews

Meeting with the team of the Police Department of Berlin 19.4.2018

Technical questions for thesis:

1. Use of the term cooperation Partner?
2. Presenting the names of the participants?
3. Mentioning Wiki as previous information?
4. Mentioning the Excel-sheet, as it is also written in a newspaper article?
5. Is it allowed to mention a list of possible ways of gaining knowledge about a person?

B1. Development frame. Interview with the representatives. 19.4.2018. Berlin.

Structured interview About development of the instruction card

1. Is there already instruction card in use?
2. What would be the benefits of creating the instruction card?
3. Would you consider PDCA cycle as good instrument for the assessment development?
4. How likely will the instruction card get outdated?
5. Would it be more beneficial to use graphics or plain texts to explain the assessment?

B2. Assessing the prototypes. Interview with the representatives. 19.4.2018. Berlin.

Structured interview of Assessing the prototypes of the instruction card

1. How does these Prototypes appeal to you?
2. Do you find these prototypes to reach the target group?
3. Is there some information missing?
4. Are these prototypes easy to understand?
5. Does the language used on the prototypes work well for the purpose?
6. Is there something in the structure you would change?

B3. Scoping the RADAR-iTE. Interview with the Professionals. 19.4.2018. Berlin.

Semi-structured interview of RADAR-iTE as an assessment tool

1. What is your professional background?
2. Are you familiar with violent risk assessment tools or forensic psychiatry?
3. What is your background of working with the RADAR-iTE?
4. If you have used the RADAR-iTE, how helpful do you see it as prioritising the operations?
5. Do you see that the RADAR-iTE is making it easier to produce intelligence, no matter the different legislation between the states?
6. Is the RADAR-iTE using more of the forensic psychology or intelligence of the person?
7. Will the indicators for the categories develop in the future?
8. In the literature review there was mentioned two-stage risk analysis system RISKANT. Is there something specific about it, that should be mentioned in published thesis?
9. What would be the recommended subjects for theses in the future about the RADAR-iTE and the violent extremism?

Appendix 5. Written evaluation

27.5.2018

The idea to create a teaching tool for either police and/or security management students without revealing sensible security measures was born out of a lesson held at HWR Berlin.
Within the lecture concerning risk assesment, it became clear that a reliable assessment of threats to public safety needs an thorough look at all the facts concerning a certain person. Due to the broad aspects of information there is a need to
The instruction card in its present form, has undergone several steps of evaluation and improvement. Alongside with the Criminal Investigation Department of the Berlin Police Department, Office for Counter Terrorism, the content was overlooked and several changes were made. The card, as of now, has a high teaching value as well one for officers assessing risks in real life cases and student alike. It includes necessary information in order to gather information and follow up with the risk assessment. The „one-page-solution" is especially useful since it includes all relevant information with a bulletpont like appearence.