

Liverpool John Moores University

Title: Introduction to Policing-DHEP
Status: Definitive
Code: **6200PSDH** (127475)
Version Start Date: 01-08-2020

Owning School/Faculty: Justice Studies
Teaching School/Faculty: Justice Studies

Team	Leader
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Academic Level: FHEQ6
Credit Value: 20
Total Delivered Hours: 60
Total Learning Hours: 200
Private Study: 140

Delivery Options

Course typically offered: S1 & S2 & Summer

Component	Contact Hours
Lecture	40
Seminar	10
Workshop	10

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	Pres	Group Powerpoint presentation	40	
Essay	Essay	2500 word essay	60	

Aims

To introduce students to Policing including the role, powers and responsibilities of 'Constable'. The module will focus on the importance of delivering a professional, diverse service emphasising the importance of communication, team working, decision making and maintaining their own well-being and resilience.

Learning Outcomes

After completing the module the student should be able to:

- 1 Define the purpose and functions of the police service, the role of law enforcement agencies and the responsibilities of those charged with delivering a professional service.
- 2 Explain why the public's expectations of the police vary, and the societal reasons for the ethical requirements of the role, in order to deliver the best possible service.
- 3 Identify the need for support for external (and internal) victims & witnesses.
- 4 Clarify the requirements for external scrutiny of practice, particularly around challenges and complaints.
- 5 Describe the entire criminal justice process from detention to prosecution, incorporating alternative disposal methods and relate why professional, ethical practice is key.
- 6 Recognise the importance of team-work in all aspects of policing and be able to understand and articulate their own responsibilities.
- 7 Recognise the importance of team-work, particularly, their own responsibilities around well-being.
- 8 Evidence their decision making skills and understand their role in the process.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Group Powerpoint presentation	1	2	3	4	5	6
2500 word essay	6	7	8			

Outline Syllabus

The history of 'the police', the concept of Crown Servant, the roles and responsibilities.

Ethics, Standards and Professional behaviour.

The Criminal Justice system.

Victims and witnesses.

The arrest and management of offenders.

Custody and court disposals.

Case file and exhibit management.

Disclosure.

Leadership and Team working.

Communication skills.

Decision Making and Discretion.

Well-being and resilience.

Learning Activities

Lectures, Seminars, Workshops. Directed learning.

Notes

Lectures and other activities will provide the students with information, which they will then be able to apply practically, within the tasks and experiences incorporated into the workshops. Discussions and activities such as identifying how the police service works to serve current diverse communities. Examples include identifying the offences and correct legislation, practices and procedures within a role play setting.

Indicative Content:

Understanding the Police Constable Role

1. Explain the purpose of the police service and the responsibilities of those charged with delivering a professional service

1.1 The history of the police: The creation of the police (e.g. Peelian principles)

The modern police service

1.2 The policing mission

1.3 What it means to be a police constable e.g. constabulary independence, crown servant

1.4 Roles and responsibilities of those charged with ensuring that the police deliver a professional service: Home Secretary Police and Crime Commissioners

(Combined Authority Mayor) Her Majesty's Inspector of Constabulary and Fire and

Rescue Services (HMICFRS) NPCC (National Police Chiefs Council) Mayor's

Office for Policing and Crime (MOPAC) Independent Office for Police Conduct

(IOPC) (formerly Independent Police Complaints Commission (IPCC)) Chief

Constables College of Policing Staff Associations Professional Standards

1.5 How Police and Crime Plans impact on the police service

2. Review the role of law enforcement agencies and how a police constable can support these agencies to deliver a safer UK

2.1 Regional and national collaboration between forces

2.2 How the police service works with other law enforcement agencies to provide an effective national and international service, including: National Crime Agency

Special Branch National Counter Terrorism Policing Interpol MI5 and MI6

2.3 Level of input and advice that can be provided by the specialist agencies

2.4 Role of the constable in supporting these agencies

3 Explain the concept and principles of 'policing by consent'

3.1 Social and historical context of 'policing by consent'

3.2 Constitutional position of the police

3.3 The concept of, and evidence, for police legitimacy

3.4 The concept of 'procedural justice'

3.5 Role and importance of the public in policing (e.g. reporting crime, intelligence, informal social control, compliance) 3.6 Risks to maintaining public consent and their

consequences (e.g. riots, lack of co-operation, lack of community cohesion)

3.7 Local accountability

4 Explain the structure of the police service and the functions and the roles of members of the service

4.1 Police officers; Special Constabulary; PCSOs; other police staff

4.2 Types of roles and functions performed: Uniformed roles and functions
Specialist roles and functions
4.3 How these roles and functions can work together to deliver fair and effective policing

6 Understand the extent of police powers and how these powers are regulated
6.1 Extent of powers applicable to: Police officers Special Constabulary PCSOs
Other police staff
6.2 How police powers are regulated: Legislation Professional Standards

7 Exercise police powers and procedures fairly and without bias
7.1 Legal requirement to use the least level of power necessary to achieve a legitimate and lawful aim: Human Rights Act 1998 Mnemonic PLAN
7.2 Statutory responsibilities where police need to provide an explanation to an individual prior to applying police powers e.g. reasons for arrest
7.3 Balance between the effect and the implications of using police powers and the benefits being sought
7.4 Specific legislation applicable when dealing with typical policing incidents, including: Offences Against the Person Act 1861 Criminal Damage Act 1971 Misuse of Drugs Act 1971 Theft Act 1968/Theft Act 1978 Road Traffic Act 1968/Road Traffic Act 1988 Police and Criminal Evidence Act (PACE) 1984 Public Order Act 1986 Offensive Weapons Act 1996 Human Rights Act 1998 Regulation of Investigatory Powers Act 2000 (RIPA) Police Reform Act 2002 Sexual Offences Act 2003 Licensing Act 2003 Anti-social Behaviour, Crime and Policing Act 2014 Psychoactive Substances Act 2016 Policing and Crime Act 2017 Investigatory Powers Act 2016
Maintaining Professional Standards

8 Understand the necessity for maintaining professional standards in policing, and relevant governance, roles and responsibilities.

1.1 Necessity: Fair, ethical and unbiased delivery of policing services
1.2 Governance: Legislation Professional standards Professional Standards Unit (PSU)
1.3 Roles and responsibilities: PSU Chief Officers Disciplinary procedures Hearings Role of the IPCC in serious cases
1.4 Professional standards: Police (Complaints and Misconduct) Regulations 2012 Disciplinary procedures Notifiable associations Off-duty conduct Avoiding corruption Abuse of authority (for sexual purposes, financial gain etc.)

9. Maintain professional standards in both professional and personal life
2.1 The level of professional standards required in both professional and personal life
2.2 Potential impact of policing targets on professional standards
2.3 Ethical considerations associated with finance, including force policy associated with: Gifts and hospitality Business interests Secondary occupations
2.4 Areas where professional standards may impact upon personal life: Use of social media Use of own digital products to record photographs e.g. smartphones Friending anonymously on social media for investigation purposes Personal life influences e.g. appropriate personal relationships; financial stability Abuse of position/'integrity agenda' Corruption threats

2.5 Potential consequences of failing to comply with professional standards

10. Understand (and, where necessary, make use of) internal processes within the police service for challenging and reporting unprofessional conduct

3.1 Combatting institutional racism, discrimination, harassment and bullying

3.2 Raising and voicing concerns and challenging unprofessional conduct

3.3 Protecting the informant e.g. whistleblowing

3.4 Organisational support for those who challenge unprofessional conduct

3.5 Confidential reporting procedures

11 Explain the process for dealing with external complaints and expressions of dissatisfaction against members of the service.

4.1 Role of the Independent Office for Police Conduct (formerly Independent Police Complaints Commission)

4.2 Recording evidence

4.3 Dealing with public complaints effectively

4.4 Instances when informal/local resolution of a public complaint is appropriate

4.5 Appropriate guidance relating to the complaint: IOPC Statutory Guidance
College of Policing Guidance Police Regulations Home Office Guidance Local policy

Criminal Justice

12 Explain the criminal justice system and the legislation and processes that support it

1.1 Function and purpose of the criminal justice system (CJS) and the police role within it

1.2 Definitions of key criminal justice terms, including 'material', 'relevant' and 'disclosure'

1.3 Roles of key partners/stakeholders involved in the criminal justice system

1.4 Relevant legislation applicable to the criminal justice system, including PACE Code G 2012

1.5 Legislation associated with criminal justice, including: Criminal Justice Act 2003
Criminal Procedure Rules 2015 Policing and Crime Act 2017 Youth Justice and Criminal Evidence Act 1999 Civil Evidence Act 1995 Criminal Procedure and Investigations Act 1996

13 Understand the process for ethical recording of policing incidents

2.1 Incident Recording Standards 2.2 Crime Recording Standards

14 Explain police responsibilities and procedures to support victims and witnesses through the criminal justice system

4.1 Guidance for managing offenders and suspects, including vulnerable offenders and suspects (See also under 'Vulnerability and Risk')

4.2 Procedures for recording a significant statement, silence or relevant comment

4.3 Impact of outstanding suspects e.g. 'fail to appear', 'due to appear' etc.

16 Apply procedures and rules for caution and arrest

15 Understand and apply procedures for managing offenders and suspects and recording significant information.

- 5.1 How to use cautions
- 5.2 Procedures for planning and making an arrest: Powers of arrest with warrant (constables) Powers of arrest without warrant (other persons) Extraditing offenders/European Arrest Warrants
- 5.3 How to draft an arrest warrant
- 5.4 Assessing and managing risk
- 5.5 How to conduct an arrest
- 5.6 Rules relating to 'use of force' when arresting and/or detaining persons (See also under 'Response Policing')
- 5.7 De-arresting a suspect
- 5.8 Procedures for deporting an offender

17 Describe the alternative options to arrest available to a police constable.

- 6.1 Alternatives to arrest and when these should be used
- 6.2 Instances when it may be appropriate to use discretion (See also under 'Decision-making and Discretion')
- 6.3 Police service obligations and considerations relating to suspects

18 Understand and apply the processes for detaining and escorting a suspect to custody

- 7.1 Function of detention and custody in the criminal justice system
- 7.2 Legislative requirements for escorting persons to custody and detaining the person, including: Police Reform Act 2002 PACE Code of Practice (See also under 'Vulnerability and Risk')
- 7.3 Role of the arresting officer, including briefing other appropriate police officers/police staff
- 7.4 Roles and responsibilities of custody staff
- 7.5 Processes for transporting and presenting a detained person to custody, including information to be given to escort officer
- 7.6 Assessment of welfare, risk and the duty of care essential for a detained person
- 7.7 Circumstances when a detainee should be transferred to another location apart from a custody suite
- 7.8 Booking-in process for a detained person

19 Explain statutory processes relating to a person detained in police custody.

- 8.1 Time constraints associated with detention of persons, including extensions to the detention period
- 8.2 Legislation associated with interviewing of detainees (See also under 'Conducting Investigations')

20 Understand and apply the processes and authorisations associated with bail

- 9.1 Roles associated with bail processes, including pre-charge, authorisations etc.
- 9.2 Importance of necessity and proportionality in the decision-making processes for using bail, including street bail
- 9.3 Bail periods and extensions, including processes associated with these (e.g. legal representation etc.)
- 9.4 Importance of recording decisions (See also under 'Decision-making and Discretion')

21 Employ 'out-of-court' disposal options, as appropriate

- 10.1 Government policy on 'out-of-court' disposals
- 10.2 Processes associated with 'out-of-court' disposal options and restorative justice, including: Adult and youth 'out-of-court' disposal regimes Intervention and diversion services
- 10.3 Procedures associated with applying discretion (See also under 'Decisionmaking and Discretion')
- 10.4 How to identify and apply the most appropriate type of out-of-court disposal and/or including restorative justice
- 10.5 Recording 'out of court' disposal outcomes

22 Understand and apply the processes for building effective case files and managing exhibits

- 11.1 Skills required for effective case management
- 11.2 Decision to charge
- 11.3 Different types of case file and their associated contents, including electronic case files
- 11.4 Responsibilities associated with: Gathering evidence Structuring evidence to create the case file Maintaining the continuity and integrity of evidence
- 11.5 How to ensure compliance with the national file standard and appropriate legislation (e.g. Manual of Guidance for Preparation of Case Files 2011)
- 11.6 Documentation to be completed to support a case file
- 11.7 Assessing and managing risk
- 11.8 Liaising with partners e.g. Crown Prosecution Service (CPS)
- 11.9 How notes taken at the time of an incident may be used in court proceedings
- 11.10 How to manage exhibits
- 11.11 Considerations for using digital evidence as part of a case file, including bodyworn video, CCTV etc.
- 11.12 Other organisations that may be involved in building case files
- 11.13 Timescales and constraints associated with submitting case files

23 Explain the processes for provision of materials for disclosure by CPS.

- 12.1 Specific disclosure legislation and case law, including the Crown Prosecution Service (CPS) Disclosure Manual
- 12.2 Roles and responsibilities of those associated with the disclosure of material
- 12.3 The disclosure process, including recording, retention and revelation of materials
- 12.4 The 'test for prosecution' disclosure process
- 12.5 The procedures for the preparation of material for prosecutors in Magistrates' and Crown Court cases
- 12.6 Processes associated with disclosure of material to the accused
- 12.7 How to deal with defence statements
- 12.8 Considerations for specialist disclosure e.g. Public Interest Immunity (PII) applications
- 12.9 Ongoing disclosure responsibilities after charge

24 Explain the stages of the court process and the responsibilities associated with giving evidence at court

- 13.1 Types of courts, legal proceedings, hearings and their purposes

- 13.2 The court process, including the Crown Court Sentencing Guidelines, the Sentencing Council Magistrates' Court and the Director of Public Prosecution's (DPP) Guidance on Charging (See also under 'Conducting Investigations')
- 13.3 Processes to follow when giving evidence in court (See also under 'Conducting Investigations')
- 13.4 Processes for evidence being given by video feeds and CCTV evidence
- 13.5 Orders and requirement options available to various courts

Leadership and Team working

7 Explain the professional importance of self-evaluation, self-improvement and reflective practice.

- 1.1 Areas of self-evaluation and potential self-improvement: Managing emotion and conflict Problem solving and decision making Team-working Leadership Working independently Being self-directed/sufficient
- 1.2 Importance of reflective learning and practice
- 1.3 Models that can be used for self-evaluation e.g. black box thinking

8 Understand the nature of effective team-working

- 2.1 Benefits of team-working in a policing context
- 2.2 Barriers to creating an effective teamwork environment
- 2.3 Examples of effective teamwork within policing
- 2.4 Strategies to maintain or improve relations within a team

Communication Skills

9 Review the fundamental elements of effective communication and how to optimise an exchange

- 1.1 Importance of communication within policing (See also under 'Vulnerability and Risk')
- 1.2 Essential elements of communication: Verbal Non-verbal Active listening skills Open and closed questions Building rapport Negotiation skills (See also under 'Managing Conflict')
- 1.3 Importance of perception and understanding in communication
- 1.4 Importance, when communicating, of understanding different viewpoints and priorities
- 1.5 Risks to effective communication 1.6 Impact of effective and ineffective communication
- 1.7 Models of communication (e.g. voice, neutrality, trustworthiness and respect) in relation to procedural justice
- 1.8 How to adapt communication styles for different audiences (e.g. young adults/children)
- 1.9 Using assertiveness when necessary: Taking control of a situation Having difficult conversations (both internally and externally) Recognising when assertiveness becomes aggression

10 Employ the key protocols of radio communication.

- 2.1 Police radio systems
- 2.2 Use of local and national call-signs 2.3 Phonetic alphabet 2.4 Conducting an effective radio transmission

Decision Making and Discretion

11 Understand the rationale for the development of the National Decision Model (NDM).

1.1 Key influences on the decision-making process

1.2 Background and key drivers for the development of the National Decision Model (NDM)

1.3 Purpose and benefits of the NDM

12 Explain the stages of the National Decision Model (NDM) and the flexibility of approach it provides

2.1 The National Decision Model (NDM): Mnemonic CIAPOAR (Code of Ethics, Information, Assessment, Powers & Policy, Operation, Action and Review)

2.2 Link between the NDM and the Code of Ethics

2.3 Human rights in decision making: Mnemonic PLAN (Proportionality, Legality, Accountability, Necessity)

2.4 Flexibility within the NDM

13 Examine the role of discretion in the decision-making process.

3.1 Definition of the term 'discretion'

3.2 How discretion plays an important part in the decision-making process

3.3 The role of discretion in officer empowerment: Tackling the 'permissions' culture

3.4 Measures to be put into place to ensure that discretion is applied ethically and professionally, including: On-the-spot accountability (e.g. information provision)

Record keeping Briefing and debriefing Supervision Reviewing decisions and learning lessons (e.g. case reviews) Continuing professional development (CPD)

14 Examine barriers to effective decision-making and strategies to mitigate these.

4.1 Obstacles to making effective decisions

4.2 Strategies for effective decision-making

4.3 Application of discretion within the NDM

4.4 Where the use of discretion might/might not be applicable

4.5 Application of APP risk principles

4.6 The essence of the law

4.7 Public interest

4.8 Applying the essence of the law

4.9 Risks involved when discretion is used as part of the decision-making process.

4.10 Justifying the application of discretion in any decision-making process

15 Analyse the effect of bias on the decision-making process.

5.1 The influences of bias on the ethical decision-making process:

Disproportionality Prejudice, stereotyping and discrimination Conscious and

unconscious bias, including implicit bias Direct and indirect discrimination

Relevance of police occupational culture Structural, institutional and individual explanations for bias and discrimination

5.2 Effects of personal experience, personal bias, values, cultural norms and emotions upon ethical decision-making, including: Personal resilience Cynicism

Empathy Policing culture

5.3 The effect of using a 'default position' for decision making based upon previous approaches

16 Apply the National Decision Model to a given situation, demonstrating effective

professional judgement and decision making.

6.1 Reviewing example case studies

6.2 Recording decisions and rationale

6.3 Demonstrating flexibility within decisions

6.4 Justifying the decisions made

6.5 Reflecting upon the decisions made

17 Understand the significance of recording all decisions and the associated rationale.

7.1 Principles underpinning decision recording, and rationale

7.2 Methods of recording decisions and rationale

7.3 Contents of records

Well-being and Resilience

18 Employ strategies to develop resilience and maintain personal well-being within policing.

1.1 Physical and psychological well-being

1.2 Potential causes of stress within policing: Nature of the work e.g. traumatic/dangerous incidents 'Organisational culture' within policing and its potential consequences Shift patterns Pressures at work Sudden change in role e.g. from non-police to a police-based role Maintaining a sense of self

1.3 Being an apprentice - What can be expected - Resistance from colleagues - Support available (internal and external) 1.4 Coping strategies that can be applied to foster resilience and minimise stress: Building up support networks Knowing when and where to get support, inside and outside the police service Recognising unhealthy coping strategies Effective post-incident de-briefing Dealing with PTSD Mindfulness interventions Emotional awareness Reflective practice Welfare briefing and de-briefing

1.5 Strategies that can be applied to support others who show signs of stress

1.6 The National Police Wellbeing Service (Oscar Kilo)

- Four pillars
 - Promote
 - Prevent
 - Detect and Support
 - Treat and Recover
- Three strategic programmes on which it is based
- Ten key areas of focus
- Operational risks to not getting wellbeing 'right'
- What better looks like
- Eight areas where support will be provided