

Liverpool John Moores University

Title: Evidence-Based Policing and Inclusion, Vulnerability and Risk
DHEP
Status: Definitive
Code: **6202PSDH** (127477)
Version Start Date: 01-08-2021
Owning School/Faculty: Justice Studies
Teaching School/Faculty: Justice Studies

Team	Leader
Emily Hughes	Y

Academic Level: FHEQ6
Credit Value: 20
Total Delivered Hours: 102
Total Learning Hours: 200
Private Study: 98

Delivery Options

Course typically offered: Year Long & NS Year Long

Component	Contact Hours
Lecture	60
Seminar	10
Workshop	30

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	Port	Portfolio of operational briefing tasks and a 20 minute presentation	40	1
Essay	Essay	2500 word essay relating to problem solving and preventative strategies	30	1
Exam	Exam	2 hour unseen exam, part multiple choice questions, part written exam	30	2

Aims

To familiarise the student with the complex nature of vulnerability, whilst providing an understanding of how situational and environmental factors, combined with personal vulnerabilities may result in a person becoming a victim and or perpetrator. Exploring how the effective use of training, knowledge and skills, can assist in supporting those who are vulnerable and why it is necessary to use a safeguarding approach to those who are vulnerable.

To provide the students with an appreciation of the concept of evidence-based policing. Discussing a range of key concepts relating to criminology, exploring the relationship between community engagement, crime prevention, and the local force strategy for developing an effective digital policing capability.

Students will be able to identify the importance of information and intelligence to all areas of policing. Recognising the impact data protection regulations, have upon professional policing, whilst identifying practical issues pertaining to the collection, retention and sharing of information and intelligence.

Students will analyse the range of ethical theories and concepts, considering the differing values, ethics and norms within a diverse community. Identifying current policing practice and its impact upon the community, examining whether the service provided is wholly centred upon serving, supporting and protecting the public. This module also explores the differences and similarities between victims and offenders, examining the theories and motivations of why people offend. Students will explore the team-building skills, based upon the objective analysis of models, currently being deployed within the police service. Evaluating team dynamics, and examining why inter-personal conflict can occur within a team. Module will require students to discuss and identify the potential constraints, associated with an evidence-based policing approach. Identifying the specialist roles and procedures that can assist in gathering information and intelligence, which is relevant not only to the case but to the tasking and co-ordinating process. Students critically review the constitutional role of the police, assessing the strengths and weakness of different policing models in relation to crime prevention and victimisation. Evaluating the benefits that a greater understanding of sociology and criminology can have, upon operational policing and decision making.

Learning Outcomes

After completing the module the student should be able to:

- 1 Outline and articulate the issues around Vulnerability in a policing context. How vulnerability might manifest itself in victims and witnesses, examining risk factors and issues that may arise when dealing with the vulnerable members of society as victims, witnesses and offenders. Identify considerations and risks when dealing with a vulnerable victim, witness or suspect.
- 2 Consider and compare the sociological and situational causes of overt and covert vulnerability as they relate to safeguarding members of the community who are at risk of victimisation, bullying and harm, including extremism. Summarise the associated potential risk to individuals and communities, and identifying key initial actions.
- 3 Relate the principles of ethical and professional behaviour, respect for rights,

equality of opportunity and the strands of diversity to the paradigm of operational policing. Differentiate the expectations outlined in the 'Code of Ethics', the CSPL and other groups in society and describe the challenges presented to the modern police service by those views.

- 4 Debate the issues associated with abuse in the home or relationships, the risks to children and the vulnerable. Define legislation and potential forms of abuse and why elements of abuse are under reported. Consider and recount cultural and societal factors relating to all forms of abuse.
- 5 Articulate the key issues surrounding the delivery and development of community policing in all its forms and within a range of differing frames of reference. Relate community issues to counter terrorism concepts and legislation within the current policing climate
- 6 Explore the range of policing contexts and how types of engagement vary in terms of success, efficacy and appropriateness, relating exchange of ideas, information and intelligence to functional policing, including key counter terrorism strategies.
- 7 Explain the professional concept of evidence-based policing, identifying potential sources of evidence that can be used as part of the evidenced based policing approach. Consider the relevance of different approaches. Examine evidenced based policing in practice, demonstrating the principles of problem-solving techniques. Explore the relationship between community engagement and crime prevention, linking sources to specific crime problems.
- 8 Examine a range of key concepts relating to criminology, exploring the relationship between offending and victimisation.
- 9 Consider the role of the police constable in dealing with internet facilitated crime, the key terms and behaviours used to initiate internet crime, and the legislation, policies and procedures available to prevent such crimes, that also deal with victims and perpetrators. Identify the procedures of storage and retention of evidence.
- 10 Debate the local force strategy for developing an effective digital policing capability. Evaluate digital policing capability in today's modern society, reviewing the use of such technology within their investigations, to combat internet related crimes and protect those who may be vulnerable from such crimes.
- 11 Outline the importance of information and intelligence to all areas of policing, discussing the social and legal issues around how it might be acquired and who it can be shared with. Identify the data protection regulations and their impact upon professional policing, and the implications and penalties that can arise when data management protocols are not adhered to.
- 12 Discuss a diverse range of theories and practices associated with communication. Recognise and utilise appropriate non-verbal communication skills in professional contexts. Deliver an effective presentation to an audience. Compare and contrast the different potential approaches to conducting an operational briefing in a professional context.
- 13 Develop team-building skills based upon objective analysis of models currently being deployed within the police. Evaluate theories of team dynamics as a means of developing team cohesion. Review how inter-personal conflict can occur within a team and develop a range of strategies to enhance individual and team performance.
- 14 Recognise potential constraints associated with an evidence-based policing approach and identify best practice. Gather and evaluate relevant intelligence from a range of sources, as appropriate to a policing operation. Predict the information and intelligence that would be suitable for a given policing operation. Evaluate available evidence, detecting opportunities to obtain the best available evidence. Generate the most appropriate solution to a given policing problem.

- 15 Explain the use of analytical products provided by intelligence specialists during the course of an investigation. Develop information and intelligence for the purpose of informing the Tasking and co-ordination process.
- 16 Review the constitutional role of the police in contemporary society and the wider criminal justice system. Evaluate the benefits that a greater understanding of sociology can have on operational policing and decision making.
- 17 Explore crime prevention theories and strategies. Rate the strengths and weakness of different policing models in relation to crime/victimisation and the public. Review specific initiatives relating to crime prevention.

Learning Outcomes of Assessments

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

Portfolio and Presentation	1	7	8	10	11	12	13			
2500 word essay	2	14	15	16	17					
Unseen Exam including MCQ	1	2	3	4	5	6	7	8	9	

Outline Syllabus

Valuing difference and inclusion.

The importance of Identifying and dealing with vulnerability and risk.

Public Protection.

Safeguarding.

Policing Communities.

Community engagement and problem solving.

Evidenced-based Policing and Problem solving.

Criminology and Crime Prevention.

Digital Policing.

Information and Intelligence.

The social psychology of communication.

Communication Models and operational communication

Team-working and models currently employed within the police service.

Team dynamics.

Constraints and best practice of Evidenced based policing.

Gathering, reviewing and evaluating information.

Optimising opportunities to obtain best evidence.

Specialists and their functions within a police investigation.

Intelligence and information.

The constitutional role of the police in contemporary society and the wider criminal justice system.

Crime Prevention.

Values, ethics and norms within diverse communities.

Policing in a fair and unbiased manner.

Victims and victimisation.

Supporting and managing vulnerable people or people at risk of harm.

Youths, gangs and vulnerable people.

Learning Activities

Lectures, Seminars, Workshops, Directed learning

Notes

Indicative Content:

Valuing Difference and Inclusion

1 Understand and apply core principles of ethics, equality, diversity and human rights in professional policing.

1.1 The terms 'ethics', 'diversity', 'equality' and 'human rights'

1.2 Relevant legislation and guidance in a policing context: Human Rights Act 1998 Equality Act 2010 The Police Reform Act 2002 The Police (Complaints and Misconduct) Regulations 2012 The IPCC Statutory Guidance 2015 1.3 Code of Ethics

2 Challenge bias, prejudice, discrimination and stereotyping when performing the role of police constable.

2.1 The terms 'bias', 'prejudice', 'discrimination' and 'stereotyping'

2.2 Impact of being a victim of bias, prejudice, discrimination or stereotyping

2.3 Practical professional strategies to address bias, prejudice, discrimination and stereotyping Strategies for challenging Coping strategies Vulnerability and Risk

3 Define 'vulnerability' in the context of operational policing.

1.1 Definition of 'vulnerability': 'A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care or protect themselves, or others, from harm or exploitation.'

1.2 How definitions of vulnerability can vary between organisations

1.3 Importance of the police working to one specific definition of vulnerability

1.4 Different thresholds that exist for assessing vulnerability

1.5 Complex nature of vulnerability e.g. presence of some situational/environmental factors can combine with personal vulnerability resulting in a person possibly being both a victim and/or perpetrator and susceptible to a range of harms

4 Explain the national drivers for the police service in providing a professional and ethical service to individuals who are, or may be, vulnerable, have suffered harm or be at risk of harm

2.1 National drivers for dealing professionally and ethically with people who are vulnerable, have suffered harm and/or are at risk of harm: PEEL: Police Effectiveness 2015 (Vulnerability) - A National Overview National Policing Crime Prevention Strategy 2015 Independent Inquiry into Child Sexual Exploitation in Rotherham (1997-2013) Cross-governmental approach for managing vulnerability Increase in reporting of child sex abuse following high-profile cases Changing demand arising from complexity of some vulnerability cases

2.2 Legislation, policies and 'what works' in relation to vulnerable people or those at risk of harm, including: Serious Crime Act 2015 Mental Capacity Act 2005 Mental

Health Act 1983 Code of Practice Mental Health Act 2015 Care Act 2014 Code of Practice for Victims of Crime 2015 Working Together to Safeguard Children 2015 Children Act 1989 and 2004 Information sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2015 Safeguarding Disabled Children Practice Guidance 2009 Achieving Best Evidence 2011

5 Explain the personal aspect of vulnerability.

3.1 Intrinsic personal characteristics (that may lead to harm/risk of harm)

3.2 Historical factors that can contribute to, or cause current vulnerability: Adverse childhood experiences Effect of impact trauma on emotional development Link between perpetration and victimisation: the cycle of abuse

3.3 Personal vulnerabilities, when combined with situational/environmental factors, that can result in harm or risk of harm, including: Lack of ability to understand a situation through circumstance e.g. age, mental ill-health, learning disabilities, dementia, substance misuse Poverty Disability Race and/or faith Gender identity and sexual orientation Isolation caused by: - lack of support - language/communication barriers - coercive controlling behaviour - dependence/reliance upon abuser(s)

3.4 How the police cannot alter those personal factors that make an individual vulnerable

3.5 Why vulnerable people may be targeted by perpetrators

3.6 How a vulnerable person may become known to the police only after suffering harm, or being at risk of harm

3.7 How a vulnerable person may be at risk of coercive control by others, to commit crimes or become radicalised

6 Understand how extrinsic factors can result in harm, or risk of harm to a vulnerable person.

4.1 Factors that, when combined with personal vulnerability, can lead to harm or a risk of harm: Environmental influences Situational influences Circumstantial influences Presence of an abuser

4.2 The relationship between the factors (e.g. situational) and the personal characteristics and vulnerabilities that may lead to harm/risk of harm to an individual

4.3 Police role in managing the factors (e.g. environment) to reduce risk

7 Explain the influences of risk factors on vulnerability.

5.1 Limitations of risk factors and risk assessments

5.2 Limitations of protective factors

5.3 Complexity of risk and protective factor relationships (e.g. exposure to violence) may lead to substance abuse, mental ill-health, but also a risk of being a victim of CSE)

5.4 How risk factor weightings vary (e.g. some personal vulnerabilities and situational risk factors may pose greater risks of harm than others)

5.5 The difference between increased risk and actual vulnerability

8 Outline the importance of vulnerable people being appropriately supported by the police.

6.1 Professional policing drivers for dealing more effectively with vulnerable people, including Early Help strategies

6.2 Potential implications of perceived lack of support from the police

6.3 Recent high-profile cases where a lack of support has resulted in questions being asked of the police

6.4 Consequences of not managing or controlling the environmental/situational factors for the vulnerable person

6.5 Consequences of failure to share key information: Fiona Pilkington Baby P Victoria Climbié Daniel Pelka (See also under 'Managing Information and Intelligence')

6.6 Recent high profile cases where a positive outcome has resulted from police involvement

9 Explain key considerations when responding to and supporting a person who may be vulnerable.

7.1 How communication skills can assist in supporting a person who may be vulnerable: Building rapport with the vulnerable person Reducing tension and conflict between people involved in an incident and the police Applying an empathetic approach that allows a vulnerable person to be open about their experiences Active listening and believing Using appropriate language and behaviour Engaging with children and young persons (See also under 'Communication Skills')

7.2 Taking an open account from the person: Applying the investigative mind-set Using of professional curiosity to build a comprehensive understanding of the situation and the history behind it Investigating robustly in situations where a person may not be able to explain the situation due to communication difficulties or the impact of an abusive person (e.g. the existence of subtle coercive and controlling behaviour) Using 'open' and specific 'closed' questions (See also under 'Communication Skills' and 'Conducting Investigations')

7.3 Duty of police to take responsibility and effective action to make a person safe: Immediate safeguarding considerations in respect of individual and others potentially affected Multi-agency referrals

7.4 Using professional judgement to identify and assess risks posed to the person: Recognising when the police are not the most appropriate agency to deal with them Using a 'hard empathy' approach when appropriate Support agencies who might provide more appropriate assistance and how these agencies may be accessed (See also under 'Response Policing')

7.5 Safeguarding considerations for adults and how they differ from child safeguarding

7.6 Importance of dealing with a person without judgement, fairly and in a manner appropriate to their needs

10 Understand how a vulnerable person may respond to a police presence at an incident.

8.1 How the combination of personal vulnerabilities and situational/environmental factors may affect a person's reaction to, and communication with authority figures e. g. people with diagnosed conditions

8.2 How situational factors and perceptions may cause a problem to proliferate and escalate: Power imbalance Coercive and controlling behaviour Multiple vulnerabilities Change in seriousness of incidents Multiple victims and poly victimisation

11 Take appropriate initial action when dealing with a person who is, or may be, vulnerable.

9.1 Using the THRIVE definition to underpin approach to dealing with vulnerable people (Threat, Harm, Risk, Investigation, Vulnerable and Engagement)

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9.2 Managing and reducing risks at the scene

9.3 Assessing the situation e.g. indicators of vulnerability, situational/environmental factors

9.4 Ensuring that safeguards are put into place to meet the individual's needs

9.5 Importance of ascertaining the full history of an incident

9.6 Consideration that previous incidents may have taken place that did not reach a criminal threshold or involve a police presence

9.7 Immediate actions/advice that can be given to an individual who is vulnerable to internet-facilitated crime (See also under 'Digital Policing')

9.8 Assessing resilience and capability of the person to deal with the situation without further assistance from the police or support agencies, or with support that augments their resilience and capability

9.9 Influences upon the vulnerable person's ability and willingness to receive support e.g. substance abuse/unwillingness/inability to leave a domestic abuse situation

9.10 Agencies that may already be involved with the vulnerable person and are providing support

9.11 Procedures for referral of a vulnerable person

9.12 Procedures associated with taking children into police protection, including advantages and risks of such a course of action

9.13 Consideration of when to intervene under the Mental Capacity Act

9.14 Agreeing an exit strategy, including how and when to follow up

12 Explore ways to foster personal resilience when dealing with cases of vulnerability.

10.1 Impact that dealing with vulnerability cases may have on professionals, including first responders (See also under 'Well-being and Resilience')

10.2 Strategies for recognising the effects of stress and developing personal resilience, including: Regular welfare checks Healthy coping strategies Defining the positives Post-incident debriefs Defining the positives Reflective learning (See also under 'Well-being and Resilience')

10.3 Support networks available to professionals, including first responders

13 Understand the importance of appropriate professional conduct when dealing with individuals who are or may be, vulnerable

11.1 Impact of developing inappropriate emotional attachments to, or relationships with, individuals who are, or may be vulnerable

14 Identify when Early Help is appropriate when dealing with vulnerable individuals

12.1 Supporting the community through Early Help

12.2 Appropriate Early Help partners (where the expertise lies)

12.3 Early Help referral processes: Local authority hubs Prevent hubs Early Help Directory Prevent Case Management Public Protection

15 Explain key definitions, legislation and guidance associated with 'public protection' policing.

1.1 Legislation and guidance associated with public protection policing, including: Protection from Harassment Act 1997 Racial and Religious Hatred Act 2006 Sexual Offences Act 2003

1.2 Terms and offences associated with public protection policing, including: Child

abuse, including neglect, child sexual abuse/exploitation (CSE) Adults at risk
Domestic abuse Families with complex needs Missing persons Forced marriage
Honour-based abuse Female genital mutilation (FGM) Modern slavery and human
trafficking Sex work and prostitution Coercive control Stalking and harassment
Sexual offences Managing offenders Hate crime County Lines

1.3 Potential overlaps between one type of public protection offence and other
offences (e.g. human trafficking and prostitution)

16 Explain the breadth of abuse incidents.

2.1 Potential forms of abuse/harm, including digital-related abuse (e.g. sexting,
revenge porn, grooming etc.)

2.2 The range of situations and locations in which abuse can take place

2.3 Home Office definition of domestic abuse

2.4 Demand on policing resources resulting from domestic abuse incidents

2.5 How child abuse differs from other forms of abuse

2.6 Signs, symptoms and common myths surrounding child abuse and child sexual
exploitation

2.7 Signs and behaviours that may be displayed by victims and offenders in
grooming incidents

2.8 Who may perpetrate an act of abuse and why they abuse others (including
familial abuse, particularly with regard to sexual offences)

2.9 Potential relationships between victim(s) and abuser(s)

2.10 Cultural considerations associated with some public protection offences (e.g.
female genital mutilation, hate crime and forced marriage)

2.11 Why incidents of abuse go under-reported

17 Understand the impact of abuse on a victim.

3.1 Impact of abuse on victims: Visible and invisible impact Short, medium and
longterm

impacts of abuse Cumulative effect of low-level abuse (See also under
'Vulnerability and Risk')

3.2 Potential effects of rape and other sexual offences on victims

3.3 Poly-victimisation (See also under 'Vulnerability and Risk')

3.4 Advice to prevent victimisation

18 Identify a potential public protection incident when acting as a first responder to
an unrelated incident.

4.1 Importance of recognising the signs of abuse, or other offence, especially when
attending an unrelated incident

4.2 Identification of risk in a public protection situation (See also under 'Vulnerability
and Risk')

19 Take appropriate initial actions when responding to a public protection incident.

5.1 Initial assessment of the victim's needs (See also under 'Vulnerability and Risk')

5.2 Initial actions by first responder (See also under 'Vulnerability and Risk')

5.3 Strategies for managing risk to victims and others

5.4 Powers to safeguard potential victims and move them to a place of safety

5.5 Options available for helping victims of domestic abuse

5.6 Use of protective orders e.g. Domestic Violence Protection Notices (DVPN) and
Domestic Violence Protection Orders (DVPO), Sexual Risk Orders, Sexual Harm

Prevention Orders etc.

5.7 Providing support to victims and witnesses: Code of Practice for Victims of Crime (See also under 'Criminal Justice')

5.8 Procedures for responding to an incident of sudden childhood death

5.9 Documentation to be completed in respect of specific public protection incidents e.g. domestic abuse risk assessment

20 Examine the importance of taking a multi-agency approach to public protection incidents.

6.1 Importance of involving other agencies in instances when a public protection incident is being referred

6.2 Implementing a multi-agency approach

6.3 Agencies who may be able to offer support and the support they can provide

6.4 Importance of intervening positively in a person's life to prevent future occurrences of missing episodes or public protection incidents

6.5 Partner agency involvement in reports of domestic abuse

6.6 The Multi-Agency Risk Assessment Conference (MARAC) referral process and Multi-Agency Public Protection Arrangements (MAPPA)

6.7 Multi-Agency Safeguarding Hubs (MASH)

6.8 Key contacts for more information, advice or support

6.9 Prevention strategies involving other agencies

1 Explain the law, policy, and potential complexities associated with the treatment of victims and witnesses

2 Understand the good practice and appropriate behaviours and attitudes required when dealing with victims and witnesses

3 Understand the requirements of an initial assessment as part of first contact and the appropriate ongoing care

4 Explain the various types of justice outcomes and the processes to manage victims through the Criminal Justice System (CJS)

1.1 Key legislation, codes of practice, guidance and policies when dealing with victims and witnesses: The Youth Justice and Criminal Evidence Act 1999 Code of Practice for Victims of Crime 2015 (the Victims' Code) The Witness Charter Achieving Best Evidence 2011 Criminal Procedures Rules

1.2 Ensuring victims and witnesses are dealt with fairly, with respect and in an ethical and non-biased manner: The Code of Ethics Procedural justice

1.3 Measures available to protect victims and witnesses: Criminal disclosures

1.4 Measures applicable to victims of domestic abuse, stalking etc.

1.5 Purpose of protection orders: Domestic Violence Protection Order (DVPO) Stalking Protection Order (SPO) etc.

1.6 Impact of proceedings on victims and witnesses (or families) Coronial processes Family court proceedings

1.7 Key terms associated with victims and witnesses: Difference between victim and complainant Victimisation Poly-victimisation Repeat victimisation Coercion

1.8 Range of psychological effects on victim and witness behaviour: Denial,

detachment, anxiety, panic, irritability, minimisation, avoidance, withdrawal, loss of memory, disorientation, confusion etc.

1.9 Impact of re-victimisation on victims and witnesses where they are not dealt with appropriately from the outset of an investigation

2.0 Impacts of investigations on the investigator e.g. investigator fatigue Empathy fatigue, mindlessness, bias and stereotyping

2.1 Relationships between victims and offenders: The responses and steps to manage these e.g. if victims are BAME, LGBT, female, foreign nationals or migrants, elderly, dependent on the offender etc. Signs and signals of how relationships between offenders and victims may subsequently develop and change Learning that can be obtained from reviews into cases such as serious crime reviews, domestic homicide reviews and disaster reviews, regarding offender and victim relationships

2.2 Different categories of victim and witness: Crime, abuse, trauma and disaster What to consider when dealing with different categories of victim and witness

2.3 Enabling a victim or witness to give their best evidence: Tools and techniques that can be used to build rapport and obtain information Involving the victim and witness in the decision-making process

2.4 The choices and autonomy available to victims in pursuing an outcome and what to do should they not support, or wish to pursue, a formal criminal justice outcome

2.5 Keeping the victims and witnesses updated on the investigatory process

2.6 The police role in triaging (signposting) victims and witnesses to specialist support Safeguarding services and agencies e.g. MASH

2.7 The legitimacy of the police and policing by consent: Victim and witness understanding of the role of the police

2.8 Personal and professional communication skills required to support the victim and witness Active listening Non-verbal communication (NVC) Knowing what and what not to say e.g. differentiating between empathy and sympathy

2.9 Behavioural skills that can provide additional support to victims and witnesses e.g. Acting with compassion, empathy and kindness

3.0 Understanding the victim's account in terms of completeness, coherence and accuracy

3.1 Legal concepts of reliability and credibility and the impact on those of assumptions around vulnerability

3.2 Accurately identifying victims and witnesses and applying early considerations around key, significant, vulnerable or intimidated victims or witnesses

3.3 How to conduct an early needs assessment and refer victim and/or witness to appropriate support agencies, if necessary e.g. Women's Aid Action Fraud

3.4 Take an initial account from victims and witnesses The details required Taking victims and witnesses concerns seriously

3.5 Strategies to safeguard, manage risk and refer the victim care to appropriate specialist agencies/service providers: Victim support Hate crime support Independent domestic abuse advisors

3.6 Immediate actions that may be appropriate to help reduce further victimisation

3.7 Continuity in dealing with victims and witnesses Safety Protection

3.8 Specific considerations when supporting different categories of victims and witness e.g. those of: Crime Abuse Trauma Disaster

3.9 How a victim's or witness's vulnerability may change Ongoing review Assessment of needs

4.0 Involvement of multi-agency professionals in building comprehensive victim risk assessments e.g. where victims: Have dependants Are primary carers May be the parents of further victims or witnesses

4.1 Impact of investigative activity on victims, including: Expert witnesses Managing 'difficult' messages Managing uncooperative or hostile victims

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4.2 Principles of victim consent and their right to privacy: Adhering to DPP Guidance The right to withdraw consent at any time

4.3 Legitimacy of victim and witness and defence accounts, to conduct balanced, unbiased investigations in search of the truth

4.4 How family liaison can provide additional information regarding support to officers in providing victim care Reducing the potential for victims to become dependent on the police Creating an exit strategy Managing complaints, sharing good practice and lessons learned

4.5 Views of the victim and witness as to what constitutes justice and why victims and witnesses do not always seek judicial redress Types of justice outcomes e.g. restorative Impact on victims and witnesses when offender is either punished or not punished

4.6 Reasons why cases may not go to court Impact on victims and witnesses

4.7 Dealing with victims who are not eligible for a formal outcome No further action taken Threshold not met No reasonable lines of enquiry

4.8 Impact of the criminal justice system on victims and witnesses

4.9 How to enhance victim and witness satisfaction in their dealings with the police and CJS

5.0 Specialist support agencies and their role in supporting victims through the criminal justice system e.g. Witness services Witness care units Implementing special measures

5.1 How to use and employ expert evidence and expert witnesses

5.2 How to manage victims through the court process with other agencies

5.3 The police officer's responsibilities to victims after criminal justice system outcomes e.g. relaying of information regarding the offender (s)

5.4 Roles and responsibilities of the police through prison, parole and probation processes in relation to keeping victims and witnesses informed of potential developments in a case

Policing Communities

21 Examine the function of community policing, and key issues relevant to community policing.

1.1 Aims of community policing: Partnership building Improved public perceptions (e.g. reassurance, confidence) and better future engagement Reduced crime, antisocial behaviour and demand Stronger communities (e.g. collective efficacy)

1.2 Development of, and differences between, community policing in the 1980s, 2000s and 2010s

1.3 Impact of politics on community policing

1.4 Role of the police officer and others (e.g. PCSO, analyst, partners) in effective community policing: Duty of care and support

1.5 Key issues relevant to the community policing role: Difference between community policing and other policing functions and models Defining and understanding neighbourhoods and communities Using data to profile

neighbourhoods and communities Types of community e.g. hard to reach/hear, hidden and open communities, communities of interest Demand and shared priorities for partner organisations Risk, vulnerability, harm and public perception
1.6 Key aspects of community policing: Targeted foot patrol Community engagement Problem-solving (including early action and intervention)

Crime prevention

22 Explore a range of community policing contexts in which effective communication can bring particular benefits.

2.1 Engaging with individuals, community stakeholders and communities

2.2 How effective communication can encourage future co-operation from the community (See also under 'Communication Skills')

2.3 How perceptions of, and confidence in, the police service are enhanced by effective communication

2.4 Communication via social/online media

23 Evaluate how crime and anti-social behaviour affects local communities and what constitutes effective and appropriate police action.

3.1 Crime and anti-social behaviour (ASB) in communities: Defining ASB Patterns (long-term issues, hotspots and repeat victimisation) Risk factors and causes

3.2 ASB and vulnerability

3.3 Impact of crime and ASB on victims and communities Pilkington case Signal crime

3.4 Preventing and responding to crime and ASB in communities: Investigative activity Enforcement activity, including specific legislation Targeted prevention activity (e.g. offender focus, hotspots, problem solving, repeats) Partnership activity (e.g. local authorities, communities, schools liaison) Long-term prevention activity (e.g. early interventions, families with complex needs) Perceptual activity (e.g. control signals)

24 Foster effective partnerships in community policing.

4.1 Role and importance of partner agencies in effective problem-solving: Shared problems Data sharing Problem identification and analysis Non-police responses to problems

4.2 Legislative framework

4.3 Support that partners can provide in a community context: Statutory and voluntary agencies Blue light partners in community strategies Formal and informal partnership approaches Partnership building and networking Use of police volunteers e.g. speed watch

4.4 Barriers and facilitators to working effectively with partner agencies: Joint responsibilities, shared costs, shared data/intelligence, shared resources Different priorities, agendas and performance management focus

25 Understand the purpose and value of community engagement.

5.1 Aims and benefits of community engagement

5.2 Typology of community engagement

5.3 Strengths/weaknesses of different methods of engagement

5.4 Using community engagement to inform police practice (e.g. problem-solving activity)

5.5 Ways of engaging with the community to maximise community cohesion:

Structured and effective community engagement Protecting the community Building

community trust, cohesion and confidence Focus groups and community
Team-building for partnership working
5.6 Role/use of social media
5.7 Importance and value of information provision
5.8 Role and importance of the public in effective problem-solving: Problem
identification, specification and prioritisation Co-production Collective efficacy and
community resilience/recovery

Evidence Based Policing

1 Explain the professional concept of evidence-based policing
1.1 Definition of evidence-based policing (EBP): Definitions of evidence-based
policing College of Policing definition - ATLAS approach Sherman definition Realist
perspectives
1.2 The rationale for evidence-based policing: Cognitive biases and heuristics e.g.
Daniel Kahneman Behavioural insights e.g. the concept of 'nudge' High-risk,
highharm, high-cost issues 'Scared straight' and 'backfire'
1.3 Importance of differentiating between types of evidence to identify best practice:
Types of evidence: - Research evidence (types and standards of research) -
Professional expertise - Information and intelligence - Lessons learned from success
and failure How evidence should be used to inform decisions: - Systematic analysis -
Identification of best practice
1.4 Case studies exploring the impact of evidence-based policing in different areas
of policing

2 Evaluate the potential professional applications of an evidence-based policing
approach
2.1 Professional contexts in which an evidence-based policing approach is
appropriate: Organisational Community
2.2 Policing-related activities where an evidence-based policing approach is
beneficial: Tackling crime and disorder Managing offenders Criminal justice
Engaging the public Learning and development Improving work practices/processes
Introducing new technology

3 Identify potential sources of evidence that can be used as part of an evidence
based
policing approach
3.1 Sources of research and evidence (and support) for evidence-based policing:
College of Policing (What Works Centre, POLKA, National Police library, global
policing database) Other police forces HMICFRS Campbell Collaboration Academic
sources and journals Government (ONS, Home Office) Alliance for Useful
Evidence/NESTA Society of Evidence-Based Policing Center for EvidencePage
Based Crime Policy (US) Center for Problem-Oriented Policing (US)

4 Apply evidence-based policing in practice
4.1 Development of police standards (e.g. Authorised Professional Practice (APP))
4.2 Development of national/local policy (e.g. funding, deployment)
4.3 How to use evidence in practice: Professional judgement The reflective
practitioner
4.4 How to question and challenge using evidence
4.5 Ethical concerns with regards to evidence and how these concerns can be

addressed
Problem Solving

5 Explain the principles of problem-solving techniques

1.1 Herman Goldstein's model of problem-oriented policing (POP)

1.2 Models used in problem solving and crime prevention: SARA (Scanning, Analysis, Response & Assessment) model Problem Analysis Triangle Routine Activity Theory Rational Choice Theory

1.3 Principles of problem-solving and crime prevention: Principles of crime prevention Primary/secondary/tertiary prevention Situational crime prevention Early intervention and action

1.4 Evidence-based policing examples exploring the impact of evidence-based policing in different areas of policing

1.5 Partnership working and co-production in problem-solving

1.6 Role of the public in community problem-solving (e.g. problem identification and definition, taking action and assessing effectiveness)

1.7 Traditional versus non-traditional responses to problems

1.8 Outcomes of similar approaches in other comparable forces/organisations

6 Engage in effective problem solving

2.1 The importance of defining a problem: Context of the problem Particular features of the problem (nature, extent and causes) Multiple sources of data/information to help define and understand the problem Overcoming barriers to sharing partner data

2.2 Enablers to effective problem-solving

2.3 Barriers to effective problem-solving

2.4 Tools for effective problem-solving: Problem Analysis Triangle Routine Activity Theory Signal Crimes Techniques of Crime Prevention 55 Steps to becoming a Problem-Solving Analyst

2.5 Impact of short-term targets versus long-term problem-solving e.g. priority crime types

Criminology and Crime Prevention

7 Examine a range of key concepts relating to criminology

1.1 An introduction to criminology and sociology

1.2 Crime, victimisation and harm: Definition Measurement Trends and patterns Causes

8 Explore nature of, and relationship between, offending and victimisation in light of theoretical approaches to criminology.

2.1 Offenders and offending: Risk and vulnerability Criminal careers and desistance from crime Environmental criminology

2.2 Victims and victimology: Risk and vulnerability Repeat victimisation

2.3 Relationship between offenders and victims: Overlap Restorative justice

9 Examine the relationship between community engagement and crime prevention.

3.1 Definition of 'procedural justice' (See also under 'Understanding the Police Constable Role' and 'Community Policing') 3.2 Application of procedural justice Digital Policing

10 Understand the prevalence of technology and devices in modern society and their

effect on policing

1.1 Changing world of devices and device capabilities: Wearables (e.g. fitbits, apple watches etc.) GPS, satnav, drones Vehicle data (telematics, infotainment etc.) Internet of things (connected home) Games consoles (e-readers, other mobile devices) Routers, Wi-Fi, VPN and communications data Data storage, including Cloud, removable drives, memory sticks and volatile data

1.2 Common IT terminology associated with devices: Internet addresses (e.g. IP addresses, MAC addresses, mobile internet etc.) Email Social networking (e.g. social media, instant messaging) Mobile apps Source code Cryptocurrency Dark web, deep web

1.3 Supporting technology and how these support device functionality Social networks Apps and encrypted communications

1.4 Influences in policing, of technology and devices: First point of contact, social media etc. Digital witnesses (Echo, Google home etc.), CCTV, digital devices etc. Investigative opportunities (CPIA 1996, investigative mindset) Community engagement

11 Identify and manage the personal and organisational risks associated with using personal devices and being a member of law enforcement

2.1 How to manage the security risk to self, and family: Keeping private life separate from work life and work identity Risk of being traced through technology, location service data etc. Social media association

2.2 What is meant by the term 'digital hygiene': Impacts of using personal devices for police business (e.g. automatic connection to networks, taking photographs etc.) Seizure of the personal device for evidence and subsequent disclosure at court (e.g. crime scene photographs) Risk of disclosure of personal data in court (if the device is seized) Risk of leaking information about live police operations Tracking and scanning devices

2.3 Key legislation applicable to ensure compliance and mitigate organisational risk when dealing with devices in a policing context: Computer Misuse Act 1990 Wireless Telegraphy Act 2006 Criminal Justice and Police Act 2001 Investigatory Powers Act 2016 Regulation of Investigatory Powers Act 2000 Police and Criminal Evidence Act 1984 Criminal Procedure and Investigations Act 1996 ACPO Principles of Computer Based Digital Evidence 2012 Data Protection Act 2018/General Data Protection Regulation 2018

12 Describe the ways in which technology may be used in everyday policing

3.1 How technology may be used in a policing context: Community engagement Managing incidents (instant messaging, public appeals for information etc.) Enhancing a criminal investigation (device location, attribution etc.) Enhancing communications

3.2 Considerations regarding the use of technology within policing: Legal restrictions on investigatory use of technology Digital footprint, personal and work devices Professional standards Disclosure considerations

13 Examine types of internet-facilitated crimes, and individuals who may be especially vulnerable

4.1 Common internet-facilitated crimes: Hate crime Extortion (e.g. sexting/revenge porn etc.) Abuse, bullying, stalking and threats or harassment Online fraud/cybercrime Child sexual exploitation Radicalisation Financial crime (See also

under 'Vulnerability and Risk')

4.2 Individuals who may be more vulnerable to internet-facilitated crimes e.g. children, elderly, vulnerable adults

14 Explain the role of the police in providing crime prevention advice for crimes with a digital element

5.1 Immediate actions that can be taken to reduce the risk of, and harm caused by internet-facilitated crimes, including: Password protection Social media 'blocking' options Reviewing security and privacy settings Control of personal data Public Wi-Fi security considerations Data back-up Anti-virus software Email considerations (phishing etc)

5.2 Support agencies that can provide crime prevention advice for digital devices e.g. Get Safe Online, Child Exploitation and Crime Prevention (CEOP), National Cybercrime Security Centre (NCSC) etc.

5.3 Local crime prevention strategies (see also under 'Community Policing')

15 Provide an appropriate initial police response to a report of an incident involving digital devices

6.1 How to recognise that reported incident involves a digital element

6.2 Identification of digital devices that may be involved in an investigation

6.3 Good practice for protection of the crime scene , including: Digital hygiene Wi-Fi connectivity Indicators of digital devices when searching premises, vehicles and persons Digital witnesses Securing devices, ensuring evidence is not corrupted, lost or deleted Interactions e.g. interactions with any device, including vehicles, can affect output (See also under 'Response Policing')

6.4 Forensic considerations for crime scenes involving digital devices, including: What is and is not possible Forensic strategy (including proportionality, objective setting etc.) Legislation and policy regarding search and seizure of devices ACPO Principles of Computer Based Digital Evidence 2012

6.5 Specialist roles and assistance/guidance available for investigations involving digital devices: In-force experts/Single Points of Contact (SPOCs) Internet, intelligence and investigations specialists Digital Media Investigators Cyber Crime Units Crime Prevention Units Authorised Professional Practice

6.6 Good practice, and use of the Victims' Code when working with victims of internet-facilitated crimes, including: Provide support to victims Initial actions/advice When it is appropriate to refer to partner agencies e.g. Action Fraud Vulnerable people Crime prevention advice On-going support

16 Apply appropriate processes for assessing and seizing digital evidence as part of a policing response

7.1 Digital evidence opportunities (internet, intelligence and investigations), including: Advice on obtaining screenshots Awareness of archiving tools Capturing online content Tracking stolen devices Internet telephony and its use Email header preservation

7.2 Evidential processes when using data or devices as part of a case file, including: How to use data from a device as evidence Where data from a device fits, in the evidential chain How to prepare digital evidence as part of a case file following an investigation Compliance with relevant legislation e.g. CPIA 1996 Information and Intelligence

21 Explain the importance of information and intelligence to all areas of policing

1.1 Information versus intelligence

1.2 The National Intelligence Model (NIM)

1.3 Intelligence roles: National intelligence Local intelligence Intelligence roles within other intelligence organisations
1.4 How information and intelligence can be used in key areas of policing: Community policing Response policing Policing the roads Investigation Counter terrorism Public protection Vulnerability and risk Major policing operations

1.5 Potential impact on public perceptions of policing caused by both effective/ineffective use of information and intelligence

22 Understand and operate within relevant legislation/guidance underpinning information and intelligence in policing

2.1 Relevant legislation, including: Data Protection Act 2018/General Data Protection Regulation 2018 Human Rights Act 1998 Protection of Freedoms Act 2012 Freedom of Information Act 2000 Regulation of Investigatory Powers Act 2000 Investigatory Powers Act 2016

2.2 Relevant guidance, including: Managing Information (formerly Management of Police Information (MOPI)) APP Information Management Government Security Classifications (GSC) Information Sharing Agreements (ISA)

23 Demonstrate an understanding of practical issues pertaining to the collection, retention and sharing of information and intelligence

3.1 The Intelligence Cycle: Collection Development Dissemination

3.2 Relationship between the National Intelligence Model (NIM) and the Intelligence Cycle

3.3 Use of information and intelligence within the National Decision Model (NDM)

3.4 Sources of information and intelligence, including: Open/closed sources Police National Computer (PNC) Police National Database (PND) Policing registers Other forces/agencies Covert Human Intelligence Sources (CHIS) Social media Community intelligence

3.5 Systems employed to 'grade' information into intelligence

3.6 Uses (and challenges) of technology in information and intelligence management: 'Golden Nominal' concept

3.7 Definition of the terms 'dissemination' and 'sharing' in relation to the management of police information

3.8 Reasons why there is a need to share information within the police service and with other organisations

3.9 Potential positive and negative impact on policing outcomes of information and intelligence sharing

3.10 Principles of sharing police information

3.11 The different types of sharing: Statutory obligation Statutory Power Common Law (Policing Purpose)

3.12 Appropriate, effective and legal sharing of information

3.13 How Information Sharing Agreements (ISAs) work

3.14 Role of the Information Commissioner's Office (ICO)

3.15 Potential consequences of sending too much information versus too little to partner agencies

3.16 Instances when sharing information outside of the ISA may be acceptable

3.17 Impacts of information misuse

3.18 Freedom of Information and subject access requests

24 Understand how information and intelligence held by other agencies can help police operations

4.1 The information that is held on individuals by other agencies

4.2 Considerations for partnership working e.g. data protection, data sharing/quality, privacy, risk management

4.3 How the sharing of information can assist in single or multi-agency operations

4.4 How to provide feedback on information and intelligence post-operation

25 Explain data protection regulations and their impact on professional policing

5.1 The key roles in information handling, including the Information Asset Owner (IAO)

5.2 Data protection regulations associated with storage, processing, use and sharing of policing data

5.3 Impact of holding incorrect, inaccurate or out of date information on an individual

5.4 Implications of data protection regulations on the use of information and intelligence in policing operations

5.5 Use of Privacy Impact Assessments with any held data

5.6 Retention periods for information

5.7 Data quality

5.8 Concept of risk mitigation

26 Examine the issues that can arise when data management protocols are not adhered to

Impacts on the police service and the reputation of policing when data management errors occur

Potential cost to the organisation and individuals when data breaches occur

Initial actions for dealing with data breaches and the roles of key stakeholders

Rights of the individual and exceptions, including:

- Protection of Freedoms Act 2012

- Human Rights Act 1998

How data about vulnerable people is obtained and handled within the police service

The role of the intelligence manager in ensuring the intelligence is correctly riskassessed

and appropriately actioned

Practices for ensuring that data is stored in the correct manner

How to ensure information is shared appropriately between the police and a range of other agencies

How to 'weed out' old and incorrect information and intelligence

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How to 'weed out' old and incorrect information and intelligence

Communication Skills

1 Evaluate and apply a range of theories and practices associated with communication

1.1 The social psychology of communication

1.2 Models used in communication: Ego state communication Meta talk

Emotional Intelligence

1.3 Application of relevant models of communication as appropriate

2 Develop non-verbal communication skills for use in professional contexts

2.1 Types of non-verbal communication: Visual Proxemics Haptics Vocalics Chronemics

2.2 Relevance of non-verbal signals within social interaction

2.3 Avoiding assumptions in communication and responding to individual communication needs

3 Deliver appropriate and effective presentations to an audience

3.1 Assessing the most appropriate means of communication according to the target audience in relation to: Size and scope of audience Level of understanding predelivery Anticipated level of understanding post-delivery

3.2 The 3 Ms of communication with an audience: Message Media Method

4 Understand the process for conducting an operational briefing

4.1 Preparing an operational order using an approved model e.g. IIMARCH, SAFCOM

4.2 Delivering an operational order

Leadership and Team Working

1 Develop team-building skills based on objective analysis of models currently being

deployed within the police

- 1.1 Review of team-working models currently employed within the police
- 1.2 Key skills in adopting a team-working approach
- 1.3 Strategies and processes for creating a healthy environment for effective team working

2 Evaluate theories of team dynamics as a means of developing team cohesion

- 2.1 Reasons why some teams cannot function
- 2.2 Theories and models relating to team dynamics
- 2.3 Ways to improve team cohesion

3 Examine why inter-personal conflict can occur within a team and develop strategies to enhance individual and team performance.

- 3.1 Use of personality profiles
- 3.2 Emotional intelligence
- 3.3 Cultural awareness

Evidence-Based Policing

1 Understand potential constraints associated with an evidence-based policing approach and identify best practice

- 1.1 Constraints of timescale
- 1.2 Instances when an evidence-based policing approach failed to meet intended targets
- 1.3 Identifying best practice and lessons learned

2 Know how to systematically review and critically evaluate available evidence.

- 2.1 'What Matters'
- 2.2 'What Works' evidence ladder
- 2.3 Maryland Scale of Scientific Methods
- 2.4 Frameworks for assessing the quality of qualitative research

3 Know how to optimise opportunities to obtain the best available evidence, evaluate options and develop the most appropriate solution to a given policing problem.

- 3.1 Developing a range of options
- 3.2 Selecting the preferred, most likely option to mitigate or resolve problem
- 3.3 Justifying interventions and potential consequences
- 3.4 Preparing a presentation to an appropriate authority
- 3.5 Developing methods to evaluate the intervention, including cost benefit and end user satisfaction
- 3.6 Feeding results back into future policing strategies

Information and Intelligence

1 Gather and evaluate relevant intelligence from a range of sources, as appropriate to a policing operation.

- 1.1 Legislation applicable to the gathering of information and intelligence, including the correct use and application of search warrants
- 1.2 Sources of information appropriate to a policing operation
- 1.3 Methods of gathering information and intelligence to meet the needs of an operation
- 1.4 Data integrity

1.5 Sources of information overseas, including Europol, Interpol etc.

2 Analyse and evaluate information and intelligence that would be suitable for a given policing operation.

2.1 Use of the National Intelligence Model (NIM)

2.2 Concepts of risk: Actionable intelligence Developmental intelligence

2.3 Management of risk in law enforcement

2.4 Methods

3 Explain and employ analytical products provided by intelligence specialists during the course of an investigation

3.1 Role and functions of specialists (e.g. analyst, researcher, intelligence manager, financial investigator)

3.2 Benefits of the analyst function

3.3 Functions and products that a data analyst can provide

3.4 Analytical techniques used by the analyst

3.5 How to effectively task an analyst/researcher

3.6 Importance of ensuring that operations and investigations are effectively reviewed within the analysis, in particular post-operations

4 Develop information and intelligence for the purpose of informing the tasking and co-ordination process.

4.1 How to participate effectively in the tasking and co-ordination process

4.2 Levels of tasking and co-ordination according to the organisation

4.3 How to develop intelligence to meet tasking and co-ordination group requirements

4.4 How to prepare evidence for the tasking and co-ordination group meeting

4.5 Presenting evidence at the tasking and co-ordination group meeting

Criminology and Crime Prevention

1 Critically review the constitutional role of the police in contemporary society and the wider criminal justice system

1.1 Police, policing and social control

1.2 Politics, accountability and governance of the police

1.3 Police powers and their regulation

1.4 The role of different agencies in the policing landscape and criminal justice system

2 Explore crime prevention theories and strategies.

2.1 Principles of crime prevention

2.2 Situational, biological, sociological and psychological theories on crime and their relevance to policing

2.3 Relevant national strategies and tools: National Policing Crime Prevention Strategy 2015 Home Office Modern Crime Prevention

3 Assess the strengths and weakness of different policing models in relation to crime/victimisation and the public.

3.1 Models of policing: Hot spots policing Problem oriented policing Intelligenceled policing Rapid response and reactive patrol Community policing Predictive policing Procedural justice

3.2 Evidence-based policing and 'what works', including: Rational Choice Theory
Routine Activity Theory Situational Crime Prevention

4 Evaluate the benefits that a greater understanding of sociology and criminology can have on operational policing and decision making.

4.1 Improved research capabilities in a specialised field

4.2 Confidence to challenge pre-determined concepts e.g. policing models

4.3 Ability to think 'outside the box' when considering solutions

4.4 Ability to justify decisions based on a sound understanding of the problem

5 Review specific initiatives relating to crime prevention.

5.1 Kirkholt Burglary Prevention project

5.2 Jill Dando Institute

5.3 Designing out crime - 'Crime Prevention Through Environmental Design'
(Newman et al)

5.4 How effective crime prevention initiatives can have a positive effect on resources

Indicative Content:

Valuing Difference and Inclusion

1 Analyse theories and concepts linked to ethics.

1.1 Theories and concepts linked to an ethical approach

2 Critically evaluate the impact upon policing of differing values, ethics and norms within a diverse community.

2.1 Understanding values, ethics and norms within diverse communities

2.2 Understanding potential barriers experienced by individuals, based upon personal circumstances, including: Language barriers Knowledge of UK law

2.3 How cross-cultural differences may affect interaction between individuals, groups and organisations

2.4 Effect of cultures and traditions on police ethics and values

2.5 Policing diverse communities

3 Apply professional approaches to policing, demonstrating fairness, ethics and integrity

3.1 Roles and responsibilities of those charged with ensuring the police deliver an unbiased, ethical and fair service

3.2 Upholding the law versus supporting the public

3.3 Maintaining the public perceptions of a fair and unbiased police service

3.4 Interpretation of the law: Letter of the law Essence of the law

3.5 Public interest and criminalisation

3.6 How ethical decisions (e.g. the application of discretion) can conflict with standard operating procedures, policies and procedures, accepted practice, performance standards and legislation

3.7 Justifying the application of discretion

3.8 Case for adopting a professional approach that values inclusivity and diversity (within the organisation, community and wider society)

3.9 How application of professional judgement can influence public perceptions of policing

Vulnerability and Risk

1 Understand concepts and theories of how a person becomes a victim

- 1.1 The impact of early life events and the link to poly-victimisation, including Adverse Childhood Experiences (ACE)
- 1.2 The effect of multiple adversities
- 1.3 Stockholm Syndrome
- 1.4 Troubled Families initiative
- 1.5 Strategies to prevent repeat victimisation
- 1.6 Victimisation and perpetration: common risk factors that may be present
- 1.7 How victimisation may lead to future perpetration (Cycle of Abuse theory)
- 1.8 Risk factors associated with multi-victimisation

2 Understand theories about the onset of offending.

- 2.1 Motivations for offending: Early life events
- 2.2 Understanding the age/offending curve
- 2.3 Identifying propensity to offending behaviour
- 2.4 Early identification of offenders and early intervention
- 2.5 Dealing with potential offenders
- 2.6 Strategies to prevent offending (including radicalisation) or re-offending (See also under 'Counter Terrorism')

3 Understand the impact upon the offending curve of early intervention

- 3.1 What works from the Early Intervention Foundation website
- 3.2 Working with other organisations to provide support to children and families to tackle problems before they become more difficult to reverse

4 Evaluate what works in relation to tackling repeat victimisation and repeat offending.

- 4.1 Identifying repeat patterns/problem solving: Multi-agency working Risk assessments that look at data from all agencies
- 4.2 What works in tackling or reducing the occurrence and/or seriousness of repeat victimisation (the frequency of): Domestic abuse Missing from home
- 4.3 What works in tackling repeat offending: The impact of tackling youth gangs Early Intervention Foundation (EIF) tackling gangs and youth violence
- 4.4 Importance of targeted and effective situational problem solving and crime prevention

5 Evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm

- 5.1 Recent high profile cases e.g. Breck BEDNAR (2014)
- 5.2 Independent Office for Police Conduct (IOPC) Bulletin 'Learning the Lessons'
- 5.3 Department of Education: Pathways to Harm, Pathways to Protection: A Triennial Analysis of Serious Case Reviews (2011-2014)

6 Analyse the developing issue of youth gangs targeting vulnerable people, or people at risk of harm

- 6.1 Psychology of a vulnerable person or person at risk of harm which makes them an attractive target for youth gangs
- 6.2 The effect it has on the vulnerable person
- 6.3 Situations which vulnerable people may be subject to or find themselves involved in

6.4 Strategies and disruption tactics that could be employed

Policing Communities

1 Analyse why key incidents/events have had a damaging effect on the willingness of communities to engage with the police

1.1 National and local incidents

1.2 High profile cases which have affected the community relationship with the police

1.3 Rationale for negative outcomes

1.4 Balancing key causation factors

2 Engage with the community to examine/critique how current policing practice can impact upon the community

2.1 Methods currently employed to deliver effective policing to the community: Use of Community Impact Assessments Trigger points/trigger incidents Use of evidencedbased

policing approaches/methods

2.2 Understanding community problems, issues and concerns regarding policing practice

2.3 Areas of policing where evidence-based research may benefit the level of service provided to the community

2.4 Impact of policing resources on community policing

2.5 Effectiveness of early intervention/early action initiatives

2.6 Methods of adapting policing style to police minority groups

2.7 Effectiveness of initiatives/approaches made by other organisations (statutory and voluntary)

3 Evaluate the role of community policing in fostering and maintaining community cohesion

3.1 Why there is a historical mistrust of the police by some sections of society

3.2 How historical mistrust can manifest itself in confrontations

3.3 High profile cases where such confrontations have taken place

3.4 Measures to reduce tension and improve trust

3.5 Use of community tension indicators

3.6 Impact of community engagement on police legitimacy

3.7 Impact of engagement on community confidence

4 Understand and apply key principles of effective community engagement

4.1 Identification of key stakeholders: Partner organisations Groups Individuals Police

4.2 Typology and influences on community partnerships

4.3 How to develop an effective community engagement strategy: Aim and benefit(s) of community engagement Pros and cons of different methods of engagement Using community engagement to identify and prioritise problem-solving activity Role of social media, including communication/marketing methods Importance and value of information provision/sharing