

Liverpool John Moores University

Title: Developing the Professional Officer - DHEP
Status: Definitive
Code: **6205PSDH** (127480)
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: 60
Total Learning Hours: 200
Private Study: 140

Delivery Options

Course typically offered: Year Long & NS Year Long

| Component | Contact Hours |
|-----------|---------------|
| Lecture | 40 |
| Seminar | 10 |
| Workshop | 10 |

Grading Basis: 40 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|-----------|-------------------|--|---------------|---------------|
| Portfolio | Portfolio | 500 word annotated bibliography on Leadership and Team-work | 30 | 1 |
| Essay | Essay | Portfolio of work consisting of 2500 word essay followed by a group presentation | 70 | 1 |

Aims

To compare the professional standard requirements within the police service to those of similar professional organisations. Examining the success of the

Independent Police Complaint Commission (IPCC), in holding the police service

accountable to the public Socio-economic, mental health, and diversity issues within the community, which impacts upon the criminal justice system, will also be reviewed. Identifying potential links between terrorism and other forms of crime. Exploring the potential for an insider threat within the police service and strategies in place to prevent this. This module will also critically review the key principles of leadership in and the identification of the appropriate leadership skills needed by police constable. Students will assess police leadership models against comparable organisations (public and private), identifying the advantages and disadvantages of each model of leadership, according to circumstance. Students will be explore their own leadership style, identifying how to critically develop leadership strategies that can be used to manage situations and reflect changing circumstances. Additionally this module will investigate the skills required to deliver coaching and mentoring support. This module will require students to recognise and critically evaluate the overall strategic context of policing and relevant national policing strategies. Investigating the current practice of "professionalising the police service", and examining the role, played by the College of Policing in attempting to professionalise policing. The module will explore the uses of social media as a means of informing and engaging with the community, and promoting policing initiatives. Investigating the key considerations when using social media in a professional policing context.

Learning Outcomes

After completing the module the student should be able to:

- 1 Analyse Professional Standards within the police service and how polices, procedures, protocols and legislation impact upon behaviour. Reviewing how the IPCC and HMIC hold the Police accountable.
- 2 Investigate the importance of accountability in assessing risk. Explain the impact of risk aversion and risk avoidance on the ability of the police to deliver an effective service.
- 3 Critically review policing incidents in which ethical considerations have been crucial to the decision-making process to assess the effectiveness of the processes. Recognise how varying circumstances can exert influence upon the decision making process. Appraise the impact upon decisions made whilst on operational duty, and the impact upon the outcome of the use (or otherwise) of the National Decision Model.
- 4 Consider how socio-economic, mental health, and diversity issues within the community, impact upon the criminal justice system. Identify if effective partnership collaboration, can deflect and persuade the younger members of the community away from criminal activities and assist with offender rehabilitation.
- 5 Explain the organisational structures and inter-relationships that exist in counter terrorism policing. Analyse links to other forms of criminality.
- 6 Formulate the key principles of leadership in relation to policing. Assessing the relevance of currently accepted models in relation to leadership skill required by operational constables.

Critique the skills required to deliver coaching and mentoring support. Assessing

- how these activities can be applied in the workplace. Examining how learning from coaching and mentoring sessions can be applied in the workplace.
- Analyse the principles and practices of standardising assessment within the police service, in order to ensure that consistent, professional standards are maintained.
- 7 Define and appraise the overall strategic context of policing and the relevant national policing strategies.
Reconstruct the term "profession" and relate the way it is now being applied to policing. Examine and interpret the role of the College of Policing in professionalising policing in the 21 century.
- 8 Assess the principles and processes of an effective communication strategy and interpret how to deal effectively with the media in a policing context. Evaluate and appraise the uses of social media as a means of informing and engaging with the community, and in promoting policing initiatives.

Learning Outcomes of Assessments

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

| | | | | | |
|-----------------------------|---|---|---|---|---|
| Portfolio with presentation | 1 | 3 | 4 | 5 | 8 |
| Leadership Essay | 2 | 6 | 7 | | |

Outline Syllabus

The police officer role, and the relevance of independent governing bodies.
Relevance of current professional standards policies and procedures.
The right of the police to 'constabulary independence'.
Operational decisions and external and internal influences.
Risk: Accountability, aversion and avoidance.
Societal diversity and the criminal justice system.
Effective partnership collaboration within the Criminal justice system.
Counter Terrorism.
Leadership models.
Developing one's own leadership style.
Developing leadership strategies.
Coaching and mentoring.
Work based assessment.
Quality assurance and standardisation within the coaching and mentoring processes.
Strategic Policing.
The professionalisation of the police service.
Social media, the Police and the Community.
The role of the Police press office/corporate communications.
Effective engagement with the media.

Learning Activities

Lectures, Seminars and Workshops, blended learning

Notes

Indicative Content:

Maintaining Professional Standards

1 Compare professional standards requirements within the police service to similar professional organisations

1.1 Comparison to professional standards requirements within similar organisations

1.2 Absence of ordinary employment law: Office of Constable

2 Analyse how the police have developed policies and procedures to reduce the possibility of professional malpractice and increase community confidence

2.1 Reports detailing the thematic inspections into police integrity: IOPC/IPCC reports 'Without Fear or Favour' (2011)

3 Analyse the role that independent bodies such as the IOPC or HMICFRS play in holding the police accountable to the public

3.1 Instances when IOPC/HMICFRS would act as the lead investigative body, including post-incident management

3.2 Advantages and disadvantages of an independent investigating body

3.3 Investigation processes in comparative professional contexts

4 Examine why people in positions of respect or authority may fail to comply with policies, procedures, protocols or legislation, and commit criminal offences

4.1 Reasons why people in positions of respect or authority might act unprofessionally

4.2 Case studies: abuse of power/authority

5 Review how previous instances of misconduct/malpractice can influence future professional policing

5.1 Impact of police misconduct hearings being heard in public

5.2 Lessons learnt from past instances of misconduct/malpractice

6 Review the progress being made within the police service to improve professional standards

6.1 Organisational factors that have contributed to inappropriate behaviour/negative case outcomes

6.2 Perceptions of the police service having a 'blame culture' Strategies for mitigation

6.3 Reviewing improvements to the professional standards of the policing profession

Decision Making and Discretion

1 Evaluate decisions made whilst on operational duty and the impact upon the outcome of the use (or otherwise) of the National Decision Model

1.1 How the decision was made and recorded

1.2 The ethical approach to the decision

1.3 Differences between approach employed and previous approaches, as appropriate

1.4 Learning from consequences of the decision

- 2 Understand the importance of accountability in assessing risk
 - 2.1 Allocation of correct risk to the correct person ('false-positive' and 'falsenegative')
- 3 Evaluate the impact of risk aversion and risk avoidance on the ability of the police to deliver an effective service
 - 3.1 Definition of terms 'risk', 'risk assessment', 'risk aversion' and 'risk avoidance'
 - 3.2 The concept of 'constabulary independence'
 - 3.3 Effect of risk avoidance and risk aversion on decision making processes
- 4 Understand how varying circumstances can exert influence upon the decision making process
 - 4.1 Making decisions in 'slow time' and 'quick time'
 - 4.2 Making decisions in complex and unpredictable circumstances
- 5 Critically review policing incidents in which ethical considerations have been crucial to the decision-making process
 - 5.1 Review of relevant policing incidents where critical ethical decisions were made
 - 5.2 Rationale behind decisions
 - 5.3 Justification of decisions in the context of judicial reviews

Criminal Justice

- 1 Evaluate how the diversity of individuals and society impact on the criminal justice system
 - 1.1 How the diverse nature of society impacts upon the criminal justice system; the importance of valuing diversity and inclusion
 - 1.2 How socio-economic, mental health, diversity issues can impact on individuals progressing through the criminal justice system
- 2 Engage in effective partnership collaboration with respect to offender rehabilitation
 - 2.1 The role of the Youth Offender Service in diverting young people away from crime
 - 2.2 Reducing the possibility of re-offending by: Integrated offender management Rehabilitation
 - 2.3 Potential impacts of other interventions and diversions, including reparative, punitive and restorative justice on re-offending
 - 2.4 The importance of effective partnership collaboration

Counter Terrorism

- 1 Explain the organisational structures and inter-relationships that exist in counterterrorism policing.
 - 1.1 National Counter Terrorism Policing HQ (NCTPHQ)
 - 1.2 National Counter Terrorism Policing Operations Centre (NCTPOC)
 - 1.3 Counter Terrorism Command (CTC)
 - 1.4 Counter Terrorism Unit (CTU)
 - 1.5 Counter Terrorism Intelligence Unit (CTIU)
 - 1.6 Special Branch
 - 1.7 Security Service
 - 1.8 National Counter Terrorism Security Office (NaCTSO)

2 Analyse the potential links between terrorism and other forms of criminality
2.1 Methods of funding/enabling terrorism, including: Money laundering Fraud
Identity theft

3 Assess the potential for an insider threat within the police service and strategies to prevent this.

3.1 Definition of the 'insider threat'

3.2 The common causes of an 'insider threat' scenario e.g. data loss, disaffection, duress

3.3 Signs that a person could be vulnerable to an 'insider threat'

3.4 Impact on the organisation of the 'insider threat'

3.5 Methods to prevent, detect or deter individuals who might be vulnerable

Leadership and Team Working

1 Review key principles of leadership in relation to policing and employ appropriate leadership skills as a police constable

1.1 Leadership models in policing and comparable organisations (public and private)

1.2 Advantages and disadvantages of each model of leadership, according to circumstance

1.3 Reliability and validity of leadership models as a means of personal and professional development

1.4 Developing own leadership style

1.5 Developing leadership strategies that can be used to manage situations

1.6 Applying a change in leadership style/strategy to reflect changing circumstances

Introduction to Coaching, Mentoring and Assessment

1 Explain the skills required to deliver coaching and mentoring support and how these activities can promote professional development

1.1 Definition of the terms 'coaching' and 'mentoring'

1.2 Coaching and mentoring theories and their relevance to a policing context

1.3 How mentoring can be an aid to learning, development and performance

1.4 How coaching and mentoring may enable individuals to meet personal, professional and organisational goals

1.5 Considerations when planning or participating in a coaching and/or mentoring session

1.6 Support networks for coaching and mentoring

2 Explore how learning from coaching and mentoring sessions can be applied in the workplace

2.1 How learning achieved through coaching/mentoring can be transferred into the workplace

2.2 Benefits of workplace learning and secondments as part of the professional developmental process

3 Examine the principles of work-based assessment within policing

3.1 The concept of work-based assessment

3.2 Forms of assessment e.g. formative/summative

3.3 Roles and responsibilities of the assessor

3.4 Key stages of the assessment process

3.5 Providing and receiving feedback 3.6 How competence is achieved

3.7 Post-assessment progression

4 Understand the principles and practices of standardising assessment within the police service in order to ensure that consistent, professional standards are maintained

4.1 Developing a consistent approach to assessment and assessment processes

4.2 Standardisation processes used in police assessments 4.3 Creating a robust quality assurance process

Understanding the Police Constable Role (Advanced)

1 Understand and evaluate the overall strategic context of policing and relevant national policing strategies

1.1 Police reform

1.2 The Strategic Policing Requirement

1.3 Policing Vision 2025

1.4 Workforce Transformation in the Police Service 2018

2 Explain what is meant by the term 'profession'

2.1 Common features of a profession: A specialist knowledge base A distinct ethical dimension CPD requirements Standards of education

2.2 How development and ownership of an evidence-base can define the police profession

2.3 What is a 'professional body'

3 Explain the role of the College of Policing in professionalising policing

3.1 College of Policing: College of Policing Five Year Strategy Authorised Professional Practice Leadership Review Professional Development Programme Policing Education Qualifications Framework College Membership

Communication skills

1 Use social media as a means of informing and engaging with the community and promoting policing initiatives

1.1 Key considerations when using social media in a professional policing context:

Potential uses of social media by a professional organisation Advantages and disadvantages of a professional organisation using social media Force policy on using social media for professional information and engagement purposes Social media platforms used by policing Types of information found on police social media pages Benefits and risks of social media, including use of social media in personal life How risks can be managed or mitigated (See also under 'Maintaining Professional Standards')

1.2 How to identify and evaluate social media platforms that are used by the community

1.3 Potential effects of a good/poor social media initiative

1.4 How to run a successful social media initiative: Importance of having a social media strategy in place Choosing the right platform What can be divulged using social media Keeping things professional Pitfalls experienced when using social media e.g. miscommunication, timing, spelling etc.

2 Understand the principles and processes of an effective communication strategy

2.1 Occasions when a communication strategy would be required

2.2 Elements of a communication strategy: Awareness Understanding Reassurance Guidance

2.3 Methods of disseminating information

3 Know how to deal effectively with the media in a policing context

3.1 The role of the press office/Corporate Communications Department (CCD)

3.2 Framework for engaging with the media: Risks and benefits of media engagement Ethical issues: police/media engagement Media relations protocols e.g. how and when to talk to the media Dealing with media requests Working within a media strategy e.g. media briefings, pre-trial briefings Considerations for managing the media at an incident Considerations for high-profile or sensitive investigations or operations Considerations regarding disclosure of information Consequences of poor management of media engagement Potential impact of media scrutiny on teams

3.3 Authorised Professional Practice (APP) Guidance on media releases