

## Liverpool John Moores University

Title: Response Policing  
Status: Definitive  
Code: **6304PS** (126353)  
Version Start Date: 01-08-2021

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

Team	Leader
Ian Whitfield	Y

**Academic Level:** FHEQ6  
**Credit Value:** 20  
**Total Delivered Hours:** 55  
**Total Learning Hours:** 200  
**Private Study:** 145

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	22
Online	11
Workshop	22

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	Essay	2,500 words Essay on evidence base and social issues	60	
Portfolio	Portfolio	Four short (500 words each) assessment tasks	40	

### Aims

*Develop the knowledge and understanding relating to a Response Policing context.  
Develop knowledge and understanding of the social issues and pressures relating to response policing demand.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Critically assess specific challenges faced by response officers in more complex response situations and contexts.
- 2 Critically assess key social, political and strategic drivers impacting upon contemporary response policing.
- 3 Critically assess the strategies for ensuring those involved in response policing can remain effective in an increasingly challenging environment.
- 4 Critically assess the evidence base specifically associated with responding to major and critical incidents.
- 5 Critically assess the implications for response policing with the changing nature of crime

## Learning Outcomes of Assessments

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

Essay	1	2		
Portfolio	3	4	5	

## Outline Syllabus

### *Reducing knife crime*

*What constitutes a firearms incident Role of the NDM in firearms incidents*

*Building trust - with the vulnerable e.g. homeless people, missing persons The 'pack mentality' and the actions of organised low-level crime syndicates Recording police action on social media*

*How to increase police visibility and accessibility to the public Radicalisation and perceptions of the effectiveness of the 'prevent' strategy Impact of social and political change upon response policing*

*How response policing adapts to reduced resources and financial constraints*

*Analysing and reporting on issues such as:*

- *Current policing awareness of social/community issues*
- *Cultural/socio-political influences and change PEEL reports into police effectiveness*

*Reforms required to enable the police service to fulfil its primary functions Potential impact of resourcing demands on policing:*

- *Doing more with less money and fewer officers*
- *Increasing and different demands e.g. mental health and social issues, technical/digital crime, extremism*
- *Staffing levels, abstractions and availability*
- *Maintaining morale when faced with extent and pace of change*

*How response policing can deal with challenges posed by issues of resourcing How personal pressures generated by response policing can be alleviated:*

- *Personal time management - balancing efficiency and effectiveness with professionalism and stress*

- *Being proactive to help prevent or reduce crime and disorder*
  - *Personal coping strategies, including formal channels of support*
- Social Media.*  
*Police and the Community.*  
*Role of the press officer/corporate communications.*  
*Effective engagement with the Media.*

## **Learning Activities**

Lectures, workshops and supported online Canvas activities.

## **Notes**

Lectures will impart the knowledge to students. The directed study will reinforce and consolidate the knowledge. Workshops will contain exercises and scenarios to examine application.

Where relevant and appropriate the concept of evidence based policing will be introduced and its relevance explained. There will also be reference to the College of Policing 'What Works' facility.

National Policing Curriculum

Indicative Content

Response Policing

1.1 Purpose of, and evidence base for, response policing

1.2 Relevance of the following to response policing: • The Code of Ethics • National Decision Model (NDM) • National Intelligence Model (NIM)

1.3 Role of others, including call takers, control room staff, duty inspector

1.4 Meeting public views and expectations of police contact: • Public scrutiny and perceptions • Management of community expectations • Maintaining professional standards

1.5 Key considerations in response policing: • Safeguarding • Intelligence •

Investigation • Variations to response approach for different environments e.g. care homes • Use of crime pattern analysis

1.6 Effective use of technology in response policing: • To lower policing risk • To ease administrative burden • To improve investigative opportunities • To save time • To improve efficiency • To interrogate information systems quickly and effectively

1.7 Use of body-worn video, including the positive and negative aspects of its use

2.1 The police's role to protect the public: duty of care

2.2 Types of common incidents that first responders may attend: • Non crime-related • Crime-related

2.3 Types of crime: • Volume and priority crime • Evolving/increasing areas of crime e.g. child sexual exploitation (CSE), human trafficking/slavery, fraud and cybercrime • Serious and complex crime e.g. murder, kidnapping, serial GBH, Organised Crime

## Groups (OCGs)

### 3.1 Definition of 'public order'

3.2 Offences associated with public order contrary to the Public Order Act 1986, Crime and Disorder Act 1998 and Criminal Justice Act 2003, including: • Riot • Violent disorder • Affray • Fear or provocation of violence • (Intentional) harassment, alarm or distress • Racially or religiously aggravated • Aggravation related to disability, sexual orientation or transgender identity

### 3.3 Role of police in public order incidents

#### 4.1 What is meant by the terms 'search' and 'search objectives'

#### 4.2 Establishing whether there are grounds for a lawful search or a lawful entry and search

#### 4.3 Establishing the authority for the search before starting a search

#### 4.4 Limitations when carrying out a search

### 5.1 Definition of a 'stop and search' under Section 1 PACE 1984

### 5.2 Difference between a 'stop and account' and a 'stop and search'

5.3 Importance of employing an ethical 'stop and search' process according to the Best Use Of the Stop & Search Scheme 5.4 Potential impact of a 'search' or 'stop and search' on individuals and the community

### 6.1 Definition of a 'critical incident' and 'major incident'

### 6.2 Difference between a critical incident and a major incident

### 6.3 Who can declare a major incident

### 6.4 Command structure at a major incident

### 7.1 Introduction to, and rationale for, the Joint Emergency Services Interoperability Programme (JESIP)

### 7.2 JESIP principles

### 7.3 Role of police on attendance at an incident

7.4 Improvements made to interoperability between the emergency services since the inception of JESIP

### 8.1 Police occupational culture

### 8.2 Police integrity and corruption

### 8.3 Police diversity

### 8.4 Cross-cultural differences within society

### 8.5 Policing marginalised people

8.6 Public perceptions: • Fear of crime and perceptions of safety • Satisfaction and confidence • Procedural justice • Legitimacy

### 9.1 High profile examples of critical and major incidents

### 9.2 Lessons learned from these incidents

### 9.3 How this affects joint interoperability in future similar incidents

### 9.4 Use of emotional intelligence

### 10.1 Instances when JESIP comes into operation e.g. a major incident

### 10.2 The primacy rule at a major incident

### 10.3 Future developments e.g. joint command structures/joint command centres

### 11.1 Street gang culture and their power within communities

### 11.2 Reducing knife crime

### 11.3 Circumstances constituting a firearms incident

### 11.4 Role of the NDM in firearms incidents

11.5 Building trust - how the police can build trust with the vulnerable e.g. homeless people, missing persons

### 11.6 The 'pack mentality' and the actions of organised low-level crime syndicates e.

g. shoplifting teams, pick pockets

11.7 Recording police action on social media

11.8 How to increase police visibility and accessibility to the public

12.1 Impact of social and political change upon response policing

12.2 How response policing has adapted to a reduction in police numbers and growing financial constraints

12.3 Analysing and reporting on issues such as: • Current policing awareness of social/community issues • Cultural/socio-political influences and change

13.1 PEEL reports into police effectiveness

13.2 Reforms required to enable the police service to fulfil its primary functions

13.3 Potential impact of resourcing demands on policing: • Doing more with less money and fewer officers • Increasing and different demands e.g. mental health and social issues, technical/digital crime, extremism • Staffing levels, abstractions and availability • Maintaining morale when faced with extent and pace of change

13.4 How response policing can deal with challenges posed by issues of resourcing

Learning Outcomes

1,2,3,4,5,6,7,8,9,10,11,12,13