

Summary Information

Module Code	6307PS
Formal Module Title	Conducting Investigations
Owning School	Justice Studies
Career	Undergraduate
Credits	20
Academic level	FHEQ Level 6
Grading Schema	40

Module Contacts

Module Leader

Contact Name	Applies to all offerings	Offerings
Richard Carr	Yes	N/A

Module Team Member

Contact Name	Applies to all offerings	Offerings
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Partner Module Team

Contact Name	Applies to all offerings	Offerings
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Teaching Responsibility

LJMU Schools involved in Delivery
Justice Studies

Learning Methods

Learning Method Type	Hours
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Online	55
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Module Offering(s)

Offering Code	Location	Start Month	Duration
APR-MTP	MTP	April	12 Weeks

Aims and Outcomes

Aims	Develop knowledge and understanding of the investigative process in a range of operational contexts. Develop practical solutions to provide effective policing methods in this area whilst furthering their own competence within the pathway.
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Learning Outcomes

After completing the module the student should be able to:

Code	Description
MLO1	Critically assess the knowledge and skills required to conduct investigations. In doing so evidence an understanding the relevance of liaising with specialists in relation to cases.
MLO2	Critically assess methods to balance the intricacies associated with victim and witness care during an investigation, taking into account any additional professional considerations.
MLO3	Critically assess ways to ensure the well-being and resilience of the investigative team and self during an investigation.
MLO4	Demonstrate knowledge and understanding of victim, witness and suspect interviewing. Apply this knowledge to scenarios.

Module Content

Outline Syllabus
<p>Relevant legislation. Initial assessment and management of potential vulnerabilities of victim(s)/witness(es)/suspect(s). Additional strategies that may be required to support the investigation. Use of media, mass screening etc. Community considerations. Briefing and de-briefing using recognised national formats. Recording the tasking of others, including experts or specialist advisors. Conducting and prioritising fast-track responses in an auditable and retrievable format. Role of internal specialists, including:</p> <ul style="list-style-type: none"> • Crime Scene Investigator • Digital or traditional forensics • Digital Media Investigator • Financial Investigator • Senior Investigating Officer • Firearms Covert methods and their use in an investigation. Role of coroner. Offender management – Guns and gangs. Impact on and Support required for victims, including therapeutic support, consent issues and maintaining on-going support throughout the investigation. The Multi-Agency Public Protection Arrangements (MAPPA) Process. Welfare of self and others during an investigation Role of the CPS, early engagement and pre-trial case conferences. Social Media. Police and the Community. Role of the press officer/corporate communications. Effective engagement with the Media. Interviews of suspects in custody Interview of witnesses

Module Overview

Additional Information

Lectures will deliver the knowledge components to students. Directed study will reinforce areas. Workshops will provide opportunities to apply knowledge to scenarios and simulations. Where relevant and appropriate the concept of evidence based policing will be introduced and its relevance in this context explained. There will also be reference to the College of Policing 'What Works' facility. National Policing Curriculum Indicative Content Police Investigations

1.1 Relevant legislation, including legislation applicable in specific areas (e.g. Proceeds of Crime Act 2002)

1.2 Powers applicable to investigations, including:

- Entry powers
- Powers of arrest
- Search powers
- Powers of seizure including legal privilege
- S8 warrants

1.3 Definitions of 'criminal investigations' and 'investigator'

1.4 Ethical considerations when conducting investigations

1.5 Evidence base behind investigative concepts

1.6 Knowledge and skills required

1.7 Investigative mind-set

1.8 Principles of an investigation:

- Preserve life
- Preserve scenes
- Secure evidence
- Identify victims
- Identify suspects

1.9 Making decisions in an investigative context in accordance with the National Decision Model

2 Understand the structure and processes in relation to conducting an investigation

2.1 Definitions of key terminology:

- Investigative mind set
- Best evidence
- Material/information/intelligence
- Disclosure

2.2 The stages of an investigation

2.3 How to develop an investigative hypothesis

2.4 Specialists who may be involved

3.1 What constitutes 'material', 'information', 'intelligence' or 'evidence'

3.2 Evidence-gathering opportunities:

- Victims
- Witnesses
- Suspects
- Crime scenes (including physical and digital scenes of crime)
- Passive data generators e.g. CCTV, data communication sources, banking and credit card records

4.1 Types of evidence

4.2 How digital technology can capture best evidence e.g. body-worn video cameras

5.1 Legislation to be considered during interviews, including:

- PACE Code E - Audio Recording of Interviews
- PACE Code F - Video Recording of interviews

5.2 The evidence base associated with the PEACE interview process

5.3 The principles of investigative interviewing

5.4 The PEACE interview process:

- Planning and preparation
- Engage and explain
- Account clarification and challenge
- Closure
- Evaluation

5.5 Individuals who may need to be involved in interview process, including:

- Interpreters
- Legal advisors
- Intermediaries

5.6 Non-verbal signals seen in interviews

6.1 Define 'volume and priority' crime and 'serious and complex' investigations

6.2 Specific considerations to be taken into account when dealing with the following investigations:

- Anti-social behaviour and disputes
- Hate crime (including the importance of proving hostility)
- Public protection and domestic abuse
- Roads policing (including road death investigation)
- Public order
- Firearms
- Extremism
- Terrorism

7.1 Role of specialists in retrieving information/intelligence or evidence from devices

8.1 Relevant legislation

8.2 Community considerations

8.3 Briefing and de-briefing using recognised national formats (i.e. IIMARCH, SAFCOM)

8.4 Role of internal specialists, including:

- Crime Scene Investigator
- Digital or traditional forensics specialists
- Digital Media Investigator
- Financial Investigator
- Senior Investigating Officer

8.5 Additional investigative processes that may be required e.g. inquests

8.6 Role of coroner

9.1 Impact of trauma on victim(s) and witnesses involved in complex and serious offending

9.2 Support required for victims, including therapeutic support, consent issues and maintaining on-going support throughout the investigation

9.3 Professional support that may be involved

9.4 The role of Multi-Agency Public Protection Arrangements (MAPPA)

9.5 Victim's right to review

10.1 Specific legislation applicable

10.2 Types of offending that will be serious and complex e.g. offences which:

- Involve the use of violence, including weapons and firearms,
- Are sexual assaults,
- Can result in substantial financial gain,
- Cause substantial financial loss to the victim,
- Are conducted by a large number of persons in pursuit of a common purpose,
- Involve death or serious injury on the roads,

11.1 Role of the CPS, early engagement and pre-trial case conferences,

11.2 Types of review, statutory and non-statutory, including cold case reviews,

11.3 Case discussions prior to engaging a specialist e.g. Forensic Medical Examiner,

11.4 Logistics of disclosure during complex or major investigations e.g. case management systems and databases (e.g. MIRSAP/HOLMES)

Assessments

Assignment Category	Assessment Name	Weight	Exam/Test Length (hours)	Learning Outcome Mapping
Essay	2000 word Essay	40	0	MLO3, MLO1

Portfolio	2500 words total	60	0	MLO4, MLO2
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