

Module specification

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Module Code	POL506
Module Title	Response Policing
Level	5
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100484
Cost Code	GACJ

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Professional Policing	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	30 hrs
Placement / work based learning	0 hrs
Guided independent study	170 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	January 20119
With effect from date	September 2019
Date and details of revision	January 2022 – annual updates to curriculum to meet CoP requirements.

For office use only	
	July 2022 – NPC mapping changes and syllabus additions to meet CoP requirements. January 2023 – admin correction, LO6 added to LO table
Version number	4

Module aims

The module develops students' understanding of the response policing role

Module Learning Outcomes - at the end of this module, students will be able to:

1	<p>Review the overall scope of the response policing role; the type of incident and crime typically encountered in a response capacity; the impact they can have on officers and how that may be managed</p> <p>(NPC Mapping: Response policing: 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8, 1.9, 1.10. 1.11,2.1,2.2,2.3; 9.1;9.2.9.3,9.4, 10.1;10.2;10..3; 10.4)</p>
2	<p>Understand the legislation relevant to public order policing</p> <p>(NPC Mapping: Response policing: 3.1,3.2,3.3)</p>
3	<p>Understand how to establish grounds and authority, and the appropriate powers, for carrying out i) a lawful search/entry and search and ii) 'stop and search'</p> <p>(NPC Mapping: Response policing:4.1,4.2,4.3,4.4,5.1,5.2,5.3,5.4)</p>
4	<p>Explain the role and responsibilities of the police at a major incident and examine the effectiveness of joint interoperability between the emergency services</p> <p>(NPC Mapping: Response policing:6.1,6.2,6.3,6.4,6.5, 6.6 7.1,7.2,7.3,7.4)</p>
5	<p>Examine specific challenges faced by response officers in more complex response situations and contexts e.g involving street gangs; weapons, and within a joint emergency services operation</p> <p>(NPC Mapping: Response policing:8.6, 10.1,10.2,10.3,13.1,13.2,13.3,13.4, 13.5,13.6,13.7,13.8, 12.1, 12.2, 12.3, 12.414.1, 14.2, 14.3, 14.4)</p>
6	<p>Review examples of high-profile critical and major incidents to establish best policing practice and identify strategies for how those involved in response policing can remain effective in an increasingly challenging environment</p> <p>(NPC Mapping: Response policing: 11.1, 11.2, 11.3, 17.1, 17.2, 17.3, 17.4)</p>

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

This module will be assessed by 2 methods.

Exam: will explore understanding of the response policing role and of legislation/powers in response policing encounters (1.5 hours)

Case study commentary: Students to identify good practice and areas for improvement related to (actual) response encounters (street gang/crowd, joint services, weapons and citizen encounter) (2x 1000 words)

Assessment guidance will be provided that directs students towards meeting the relevant learning outcomes

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-3	Examination	50%
2	4-6	Written Assignment	50%

Derogations

Cannot be compensated/condoned on BSc (Hons) Professional Policing
Both elements of assessment must be passed on BSc (Hons) Professional Policing

Learning and Teaching Strategies

The module will use a combination of teaching and learning strategies, including lectures, The learning and teaching strategy used in the module is grounded in the University's commitment to Universal Design for Learning (UDL), the key principle of which holds that students are encouraged to participate in higher education when they are exposed to flexible ways of learning by staff that engage them in different ways using innovative and creative approaches. Accordingly, the module embrace the University's Active Learning Framework (ALF) which supports accessible, flexible learning that creates a sense of belonging for students. Each module is associated, thereby, with face to face and online elements.

Indicative Syllabus Outline

LO1 Review the overall scope of the response policing role and the type of incident and crime typically encountered in a response capacity

Purpose of, and evidence base for, response policing

Relevance of the following to response policing:

- The Code of Ethics
- National Decision Model(NDM)
- National Intelligence Model (NIM)

Role of first responders, including administrative and reporting responsibilities

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

Meeting public views and expectations of police contact:

- Public scrutiny and perceptions
- Management of community expectations
- Maintaining professional standards

Key considerations in response policing:

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

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

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

Potential threat/risk of harm to self and others

Complexities of incident-handling on the ground

Principles of incident management:

- Taking the lead
- Recognising critical or major incidents
- Getting it right first time
- Dynamic risk assessment
- Recognising and taking steps to resolve/refer underlying

issues

- 'Soft skills' required to defuse, negotiate, provide reassurance, manage and resolve situations

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

Types of common incidents that first responders may attend:

- Non crime-related, including
 - civil emergencies
 - illness in public places
 - injury in non-road traffic accidents
 - neighbour or business-related disputes
 - missing persons
 - dangerous incidents e.g. gas leak, house fire, plane crash
 - situations where police powers may be required e.g. mental ill health
- Crime-related, including:
 - anti-social behaviour (can also be non-crime related)
 - burglary
 - theft
 - assault
 - robbery
 - domestic abuse incidents

- public order act offences drug related offences etc

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)

Types of incident/situations that can cause trauma

Importance of managing effects of trauma

Common signs and reactions of trauma

Support available to individuals and groups by the Emergency Services Trauma Intervention Programme (ESTIP)

How workplace experiences can improve or impact on the psychological needs of an individual e.g.

- Autonomy - feel able to act and make choices that reflect one's personal beliefs and values
- Relatedness - feel sense of belonging, part of a team where feel respected and valued
- Competence - feel skilful, effective and being able to make a contribution

Impacts that policing can have on emotional energy levels e.g. shift patterns, rest day cancellations

Methods to help mental wellbeing, for example, ability to 'switch off' from work activity in non-work time

Importance of recognising the need for support to manage mental wellbeing

LO2 Understand the legislation relevant to public order policing

Definition of 'public order'

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

Role of police in public order incidents including how a first responder fits into the command structure of a public order incident

LO3 Understand how to establish grounds and authority, and the appropriate powers, for carrying out i) a lawful search/entry and search and ii) 'stop and search'

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

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

Establishing the authority for the search before starting a search

Limitations when carrying out a search

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

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

Importance of employing an ethical 'stop and search' process according to the Best Use Of the Stop & Search Scheme

Potential impact of a 'search' or 'stop and search' on individuals and the community

LO4 Explain the role and responsibilities of the police at a major incident and examine the effectiveness of joint interoperability between the emergency services

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

Difference between a critical incident and a major incident

Who can declare a major incident

Command structure at a major incident

Role and responsibilities of the first responder at a major incident

Importance of effective debriefing of a major

Introduction to, and principles of joint working (JESIP)

Role of police on attendance at an incident, including use of:

- Major Incident Public Portal (MIPP)
- Investigative Triage Form (ITF)

Role of other agencies in an incident, including:

- Casualty Bureau
- Hospitals
- Documentation Teams at Survivors Reception Centre (SuRC)
- Family and Friends Reception Centre (FFRC)

LO5 Examine specific challenges faced by response officers in more complex response situations and contexts e.g. involving street gangs; weapons, and within a joint emergency services operation

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

The primacy rule at a major incident

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

Street gang culture and their power within communities

Reducing knife crime

Circumstances constituting a firearms incident

Role of the NDM in firearms incidents

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

The 'pack mentality' and the actions of organised low-level crime syndicates e.g. shoplifting teams, pick pockets

Recording police action on social media

How to increase police visibility and accessibility to the public

Importance of applying JESIP at a joint emergency services

incident e.g. road traffic collision with fire and ambulance present

Use of the Joint Decision Model at joint emergency services incidents

The primacy rule at a major incident

Lessons learned from previous joint emergency services incidents

Theories of the psychology of human behaviour

Crowd psychology

Negotiating and influencing in complex response situations

Skills, tactics and tools for exerting emotional influence

LO6 Review examples of high-profile critical and major incidents to establish best policing practice and identify strategies for how those involved in response policing can remain effective in an increasingly challenging environment

High profile examples of critical and major incidents

Lessons learned from these incidents

How this affects joint interoperability in future similar incidents

Use of emotional intelligence

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

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

- Alison, L. and Crego, J. (2008) Policing Critical Incidents: Leadership and Critical Incident Management. London; Wilan.
- Bryant, R, Garcia, S, Lawton-Barrett, K., Gilbert, P. and Bryant, S. (eds) (2017) Blackstone's Handbook for Policing Students 2016. Oxford: Oxford University Press:
- College of Policing (2018) Detention and custody: Arrest and detention, use of force, detainee care, including children and young persons, risk assessment and buildings and facilities. Authorised professional practice. Available to view at: <https://www.app.college.police.uk/app-content/>
- College of Policing (2018) National decision making. Available to view at: <https://www.app.college.police.uk/app-content/>
- College of Policing (2018) Stop and Search. Available to view at: <https://www.app.college.police.uk/app-content/>
- College of Policing (2018) Critical Incident Management. Authorised Professional Practice <https://www.app.college.police.uk/app-content/critical-incident-management/?s=>
- College of Policing (2018) Operations. Authorised Professional Practice. Available at: <https://www.app.college.police.uk/app-content/>
- College of Policing (2018) Public Order. Authorised Professional Practice. Available at: <https://www.app.college.police.uk/app-content/>
- Connor, P., Johnston, D., Hutton, G., McKinnon, G., Cooper, S., Orme, M. (2018). Blackstone's Police Manuals (1-4). Oxford: Oxford University Press.
- Flanagan, J., 2014. Joint Emergency Services Interoperability Programme: working together saving lives. Journal of Paramedic Practice, 6(6), pp.284-287.
- Kendall, J (2018) Regulating Police Detention. Bristol: Policy Press
- Ozin, P. and Norton, H. (2012) PACE: A Practical Guide to the Police and Criminal Evidence Act 1984 4/e (Blackstone's Practical Policing). Oxford: Oxford University Press

Other indicative reading

- Ariel, B., Farrar, W.A. and Sutherland, A., 2015. The effect of police body-worn cameras on use of force and citizens' complaints against the police: A randomized controlled trial. *Journal of quantitative criminology*, 31(3), pp.509-535.
- Boulton, L., McManus, M., Metcalfe, L., Brian, D. and Dawson, I., 2017. Calls for police service: Understanding the demand profile and the UK police response. *The police journal*, 90(1), pp.70-85.
- Bradford, B. and Loader, I., 2016. Police, crime and order: the case of stop and search. In B. Bradford, B. Jauregui, I. Loader & J. Steinberg (eds.), *The Sage handbook of global policing*. London: Sage Publications, pp.241-260
- Fleming, J. and Grabosky, P., 2009. Managing the demand for police services, or how to control an insatiable appetite. *Policing: a journal of policy and practice*, 3(3), pp.281-291.
- Heen, M.S., Lieberman, J.D. and Miethe, T.D., 2016. Eyes in the Sky: Public Attitudes Towards Police Use of Drone Technology.
- Lewis, S., 2016. Emergency planning and response: Working in partnership. *Health Emergency Preparedness and Response*, p.37.
- Metcalfe, L., McManus, M., Boulton, L. and Dawson, I., 2016. Calls for police service: Understanding the demand profile and the UK police response. *The Police Journal: Theory, Practice and Principles*, 90(1), pp.70-85.
- Rogers, C. and Scally, E.J., 2018. Police use of technology: insights from the literature. *International Journal of Emergency Services*, 7(2), pp.100-110.
- Stott, C. and Hoggett, J., 2015. Post G20: The challenge of change, implementing evidence-based public order policing. In *Crowds in the 21st Century* (pp. 64-74). Routledge.
- Nettet, M.B., Bjørngaard, J.H., Nøttestad, J.A., Whittington, R., Lynum, C. and Palmstierna, T., 2017. Factors associated with police decisions on immediate responses to intimate partner violence. *Journal of interpersonal violence*, p.0886260517706762.

Employability skills – the Glyndwr Graduate

Each module and programme is designed to cover core Glyndwr Graduate Attributes with the aim that each Graduate will leave Glyndwr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising

Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication