Module specification

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Module Code	POL406
Module Title	Criminal Justice
Level	4
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	36 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	**0** hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	January 2019
With effect from date	September 2019
Date and details of revision	Jan 2021 – updated LO4 to meet PSRB requirement

For office use only	
	Jan 2022 – minor changes to syllabus and CoP standards numbering as per CoP requirements
July 2022 – AM0: NPC mapping changes, additional syllabus elements to meet CoP requirements
Version number	4

Module aims

To ensure students gain an understanding of the police process and criminal justice system

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

| 1 | Explain the criminal justice system - key terminology and the role of key partners/stakeholders (including roles associated with pre-charge bail, out of court disposals, stages of the court process and the legislation that supports it

(NPC mapping: Criminal justice 1.1, 1.3,1.4,1.5, 7.1, 9.1,9.2,9.3,9.5. 9.5,9.6,9.7, 9.8, 9.9, 10.1, 10.2 , 10.3 , 10.4. NPC mapping: Criminology and crime prevention: 4.4) |
|---|---|
| 2 | Understand the legislation, functions and statutory processes associated with detaining and escorting a suspect to, and then interviewing /charging them in custody

(NPC mapping: Criminal Justice 4.1,4.2,5.1,5.2, 7.1, 7.2,7.3, 7.4, 7.5.7.6.7.7) |
| 3 | Understand the process for ethical recording of policing incidents and disclosure, and the responsibilities associated with giving evidence at court

(NPC mapping: Criminal Justice 1.2, 2.1,2.2,8.1,8.2,8.3,) |
| 4 | Understand the complexities and law associated with providing a service to victims and witnesses

(NPC mapping victims and witnesses (1.1, 1.2,1.3,1.4,1.5, 2.1,2.2,2.3,2.4,2.5, 4.1,4.2,.4.3,4.4,4.5;8.1,8.2,8.3,8.4,8.5, 8.5a 8.6,8.7, 8.8) |
| 5 | Explain the importance of effective partnership collaboration with respect to offender rehabilitation

(NPC mapping: Criminal Justice 12.1,12.2,12.3,12.4) |

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.

There are three assessments for this module:

1. Journey map- students to prepare and then talk though (responding to questions) a 'criminal justice system map/highlighting relevant legislation that will apply as the person they have arrested proceeds through the system and how victims and witnesses should be managed (1000 words)

2. In class test (open book) students will be presented with a scenario whereby the victim of the burglary has admitted lying in police statements about items that were stolen. In the classroom setting, and via a timed written test, students to reflect on the disclosure, and the responsibilities associated with it having been made and in terms of giving evidence at court (1 hour)

3. Essay: explores how police might get involved with IOM supervision in the case post release (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	1,2,4	Written Assignment	50%
2	3	In-class test	20%
3	5	Written Assignment	30%

Derogations

Module cannot be compensated/condoned on BSc (Hons) Professional Policing
All elements of assessment must be passed on BSc (Hons) Professional Policing

Learning and Teaching Strategies

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: Explain the criminal justice system- key terminology and the role of key partners/stakeholders), including out of court disposals, stages of the court process and the legislation that supports it

Function and purpose of the criminal justice system (CJS) and the police role within it

Roles of key partners/stakeholders involved in the criminal justice system

Relevant legislation applicable to the criminal justice system, including PACE Code G

Legislation associated with criminal justice, including:

- Criminal Justice Act 2003
- Criminal Procedure Rules 2015
- Policing and Crime Act 2017
- Youth Justice and Criminal Evidence Act 1999
- Civil Evidence Act 1995
- Criminal Procedure and Investigations Act 1996

Roles associated with pre-charge bail processes, including authorisations

Importance of necessity and proportionality in the decision making processes for using bail, including street bail

Government policy on 'out-of-court' disposals

Types of courts, legal proceedings, hearings and their purposes

The court process, including the Crown Court Sentencing Guidelines, the Sentencing Council Magistrates' Court

Orders and requirement options available to various courts

Key terminology used in a court, including trial agenda

Personnel involved

Role of experts

charging process

Enhanced sentencing for hate crimes, including where there is evidence of hostility

How actions at the court stage can affect the prosecution

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

Understand the court process, including interpretations and analysis that can be drawn from evidence given

Preparing an evidence file for prosecuting authority

Complexities associated with giving evidence, including disclosure, confidence admissibility and credibility

Defence tactics that may be used and strategies to deal with such tactics, including inducement defence

LO2: Understand the legislation, functions and statutory processes associated with detaining and escorting a suspect to, and then interviewing /charging them in custody

Function of detention and custody in the criminal justice system

Legislative requirements for escorting persons to custody and detaining the person, including:

- Police Reform Act 2002
- PACE Code of Practice

Time constraints associated with detention of persons, including extensions to the detention period

Legislation associated with interviewing of detainees

Policies and legislation relevant to charging, including:

Director of Public Prosecutions Guidance (DPPG) on Charging
CPS (2012) Guidance on Joint Enterprise Charging
The Code for Crown Prosecutors
Police and Criminal Evidence Act 1984 (and relevant Codes) (specifically bail post-charge under section 38(1))
Policing and Crime Act 2017
Prosecution of Offences Act 1985
National File Standard
Bail Act 1976
The Code for Crown prosecutors
Importance of understanding the influences on charging, including:
 • What is done at initial contact can affect the outcome of the case and potential charge
• Type and nature of the incident and the potential trajectory of the investigation
• Relationship between the investigation and the likely outcome of the case
• Process to acquire early investigative advice and the need to document it
• Process associated with pre-charge engagement (PCE) and when it can be used
The investigative strategy including decision making records and aspects of rebuttable presumption, in line with the likely outcomes of the investigation
Implications and disclosure requirement associated with any admission, denial or plea offered by the suspect (anticipated 'guilty' or 'not guilty')
The decision to charge, including:
 • Decisions made by the police
• Decisions made by the CPS
• Charging of youths
• Postal requisition or postal charge
How a prosecution is undertaken and how to work with lawyers in the CPS
Explaining logic, decision making and evidence in a case to a legally qualified person
The full code test, including the evidential and public interest stages
The threshold test and conditions underpinning it
Director of Public Prosecutions Guidance (DPPG) on charging
Setting out the charge correctly, including:
Points to prove
Using Police National Legal Database (PNLD) and gravity matrices (adult and youth)
Charging to the correct court
Importance of considering impacts on victims, including Needs assessment; Vulnerabilities; Intimidation; Victim and perpetrator dynamic for children; Appropriate special measures required
Factors required to pursue a charge, should the victim not support the police investigation, or a prosecution

LO3: Understand the process for ethical recording of policing incidents and disclosure, and the responsibilities associated with giving evidence at court
Definitions of key criminal justice terms, including 'material', 'relevant' and 'disclosure'
Incident Recording Standards
Crime Recording Standards

Specific disclosure legislation and common law, including the Crown Prosecution Service (CPS) Disclosure Manual, Attorney General's Guidelines on Disclosure and CPIA Code of Practice

Roles and responsibilities of those associated with the disclosure of material

The disclosure process for recording, retention and revelation of material

LO4: Understand the complexities and law associated with providing a service to victims and witnesses

Key legislation, codes of practice, guidance and policies when dealing with victims and witnesses:

• Human Rights Act 1998
• Achieving Best Evidence 2022
• Code of Practice for Victims of Crime (the Victims' Code)
• The Witness Charter
• Victims' Right to Review
• Director of Public Prosecutions (DPP) Guidance
• Data Protection Act
• The Youth Justice and Criminal Evidence Act 1999
• The Witness Charter
• Criminal Procedures Rules

Ensuring victims and witnesses are dealt with fairly, with respect and in an ethical and non-biased manner:

 • The Code of Ethics
• Procedural justice

Measures available to protect victims and witnesses:

 • Criminal disclosures
• Measures applicable to victims of domestic abuse, stalking etc

Purpose of protection orders:

 • Domestic Violence Protection Order (DVPO)
• Stalking Protection Order (SPO) etc

Impact of proceedings on victims and witnesses (or families)

     • Coronial processes
• Family court proceedings

Key terms associated with victims and witnesses

 Difference between victim and complainant

Victimisation

Poly-victimisation

Repeat victimisation

Alpha victims

Coercion

Vulnerability

Intimidation

Range of psychological effects on victim and witness behaviour:

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

Impact of re-victimisation on victims and witnesses where they are not dealt with appropriately from the outset of an investigation
Impacts of investigations on the investigator e.g. investigator fatigue
 Empathy fatigue, mindlessness, judgement bias and stereotyping
Relationships between victims, witnesses and offenders
 The responses and steps to manage these e.g. if victims are an ethnic minority, 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
Different categories of victim and witness:
• Crime, abuse, trauma and disaster
How to enable a victim or witness to give their best evidence:
Tools and techniques that can be used to build rapport and obtain information
How to involve the victim and witness in the decision-making process
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
How to keep victims and witnesses updated
The police role in triaging (signposting) victims and witnesses to specialist support
 Safeguarding services and agencies e.g. MASH
Victim and witness understanding of the role of the police
Personal and professional communication skills required to support the victim and witness, including:
     • Active listening
 • Non-verbal communication (NVC)
• Knowing what and what not to say e.g. differentiating between empathy and sympathy
Behavioural skills that can provide additional support to victims and witnesses e.g.
 Acting with compassion, empathy and kindness
Understanding the victim's account in terms of completeness, coherence and accuracy
 Legal concepts of reliability and credibility and the impact on those of assumptions around vulnerability
Impact of the criminal justice system on victims and witnesses
Why it is important to enhance victim and witness satisfaction in their dealings with the police and CJS 8.3 Specialist support agencies and their role in supporting victims through the criminal justice system e.g.
 • Witness services
• Witness care units
• Implementing special measures
How to use and employ expert evidence and expert witnesses
How to manage victims through the court process with other agencies
 How other agencies/specialists contribute to the proceedings e.g. Europol, NCA International Liaison Officer
The police officer's responsibilities to victims after criminal justice system outcomes e.g. relaying of information regarding the offender (s)

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

LO5: Explain the importance of effective partnership collaboration with respect to offender rehabilitation
The role of the Youth Offender Service in diverting young people away from crime
Reducing the possibility of re-offending by:
• Interventions and diversions coupled with disposals
• Integrated offender management
• Rehabilitation
Potential impacts of other interventions on diversions, including reparative, punitive and restorative justice on re-offending
The importance of effective partnership collaboration

Indicative Bibliography:

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

Essential Reads

- Ashworth, A., 2015. Sentencing and criminal justice. Cambridge 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/
- Cram, F., 2018. The 'carrot' and 'stick' of integrated offender management: implications for police culture. Policing and Society, pp.1-18.
- Evans, E., 2015. Police/probation partnerships–the anticipated impact of "transforming rehabilitation". International Journal of Emergency Services, 4(2), pp.194-211.
- Hutton,G and Johnson,D (2018) Blackstone's Police Manuals Volume 2; Evidence and procedure 2019: London: Blackstones.
- Hutton,G.,Mckinnon,G and Connor,P (2018) Blackstone's Police Manuals Volume 4: General Police Duties 2019 Chapter 4.3,4.4 and 4.5 PACE. London: Blackstone
- Joyce, P. (2017) Criminology and Criminal Justice: A study guide (2nd edition) Cullompton: Willan Publishing
- Pearson, G., Rowe, M. and Turner, L., 2018. Policy, Practicalities, and PACE s. 24: The Subsuming of the Necessity Criteria in Arrest Decision Making by Frontline Police Officers. Journal of Law and Society, 45(2), pp.282-308.
- Skinns, L., Wooff, A. and Sprawson, A., 2017. Preliminary findings on police custody delivery in the twenty-first century: Is it 'good' enough?. Policing and Society, 27(4), pp.358-371.

Other indicative reading

- Dehaghani, R., 2016. The Case Against Custody: Exploring the Problems with Police Detention in England and Wales.
- Keown, P., French, J., Gibson, G., Newton, E., Cull, S., Brown, P., Parry, J., Lyons, D. and McKinnon, I., 2016. Too much detention? Street Triage and detentions under Section 136 Mental Health Act in the North-East of England: a descriptive study of the effects of a Street Triage intervention. BMJ open, 6(11), p.e011837.
- McKinnon, I. and Grubin, D., 2014. Evidence-based risk assessment screening in police custody: the HELP-PC study in London, UK. Policing: A Journal of Policy and Practice, 8(2), pp.174-182.
- Rock, P., 2008. The treatment of victims in England and Wales. Policing: A Journal of Policy and Practice, 2(1), pp.110-119.
- Kebbell, M.R. and O'Kelly, C.M., 2007. Police detectives' perceptions of giving evidence in court. Policing: An International Journal of Police Strategies & Management, 30(1), pp.8-20.
- Wooff, A. and Skinns, L., 2017. The role of emotion, space and place in police custody in England: Towards a geography of police custody. Punishment & society, p.1462474517722176.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr 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