

MODULE SPECIFICATION

Module Title:	Criminal Justice	Level:	4	Credit Value:	20
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Module code:	POL406	Is this a new module?	no	Code of module being replaced:	n/a
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Cost Centre:	GACJ	JACS3 code:	L311
		HECOS Code:	100484

Trimester(s) in which to be offered:	2	With effect from:	September 2019
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Faculty:	Social and Life Sciences	Module Leader:	Dr Sarah Dubberley
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Scheduled learning and teaching hours	36hrs
Guided independent study	163hrs
Placement	0hrs
Module duration (total hours)	200hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Professional Policing	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval January 19

APSC approval of modification January 21

Version 3

1. Jan 21 – updated LO4 to meet PSRB requirement
2. Jan 22 minor changes to syllabus and CoP standards numbering as per CoP requirements

Yes No

Have any derogations received SQC approval?

Module Aims

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

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
 KS2 Leadership, team working and networking skills
 KS3 Opportunity, creativity and problem solving skills
 KS4 Information technology skills and digital literacy
 KS5 Information management skills
 KS6 Research skills
 KS7 Intercultural and sustainability skills
 KS8 Career management skills
 KS9 Learning to learn (managing personal and professional development, self-management)
 KS10 Numeracy

At the end of this module, students will be able to

Key Skills

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, 9.1,9.2,9.3,9.5,9.6,9.7 NPC mapping: Criminology and crime prevention: 4.4)	KS1	KS5
		KS2	KS6
		KS4	
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, 7.1a, 7.2a,7.3a, 7.4a, 7.5a.7.6a.7.7a,	KS1	KS5
		KS2	KS6
		KS4	
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,)	KS1	KS5
		KS2	KS6
		KS4	
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)	KS1	KS5
		KS2	KS6
5	Explain the importance of effective partnership collaboration with respect to offender rehabilitation NPC mapping: Criminal Justice 11.1,11.2,11.3,11.4)	KS1	KS8

Transferable/key skills and other attributes

On successful completion of this modules students will have developed the following transferrable skills

Presentation skills

Empathy

Analytic skills;

IT skills

Decision making

Independent Working

Time Management

Derogations

Module cannot be compensated/condoned on BSc (Hons) Professional Policing

All elements of assessment must be passed on BSc (Hons) Professional Policing

Assessment:

There are three assessments for this module:

The assessments for this module are linked and follow a single young offender (sec18 assault on householder during a burglary) students have arrested through the arrest, detention, charge, trial, sentence process to YOI and to release on licence.

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

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

Essay: explores how police might get involved with IOM supervision in the case post release (offender assumed to be 20/21 transitioning from YOT to probation on release on extended licence)

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

Assessme nt number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,4	Journey map	50%		1,000
2	3	In class test	20%	60 minutes	
3	5	Essay	30%		1,000

Learning and Teaching Strategies:

The module will use a variety of teaching and learning strategies, including lectures, seminars and discussion and the use of Moodle.

Syllabus outline: NPC Indicative Content Mapping

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 and the Director of Public Prosecution's (DPP) Guidance on Charging

Orders and requirement options available to various courts

Key terminology used in a court, including trial agenda

Personnel involved

Role of experts

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

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

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
- The investigative strategy and range of potential outcomes of the investigation
- Does the suspect admit to the offence (anticipated 'guilty' or 'not guilty' plea)?

The decision to charge, including:

- Decisions made by the police
- Decisions made by the CPS
- Charging of youths
- Postal requisition

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

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 special measures

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

Roles 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:

- The Youth Justice and Criminal Evidence Act 1999
- Code of Practice for Victims of Crime 2015 (the Victims' Code)
- The Witness Charter
- Achieving Best Evidence 2011
- 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

Range of psychological effects on victim and witness behaviour:

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, 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

Enabling a victim or witness to give their best evidence:

Tools and techniques that can be used to build rapport and obtain information

Involving 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

Keeping the victims and witnesses updated on the investigatory process

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

How 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:

- 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

Bibliography:

Essential Reading

- 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.
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- 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.