

MODULE SPECIFICATION

Module Title:	Response Policing	Level:	5	Credit Value:	20
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Module code:	POL506	Is this a new module?	new	Code of module being replaced:	N/A
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Cost Centre:	GACJ	JACS3 code:	L311	HECOS Code:	100484
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Trimester(s) in which to be offered:	2	With effect from:	September 2019
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Faculty:	Social and Life Sciences	Module Leader:	Andy Jones
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Scheduled learning and teaching hours	30hrs
Guided independent study	170hrs
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 2022 annual updates to curriculum to meet COP requirements

Have any derogations received SQC approval?

Version 2

Yes No

Module Aims

The module develops students' understanding of the response policing role

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

At the end of this module, students will be able to		Key Skills	
1	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 (NPC Mapping: Response policing: 1.1,1.2,1.3,1.4,1.5,1.6,1.7,2.1,2.2,2.3; 8.1a;8.2a.8.3a,8.4a, 8.1b;8.2b;8.3b; 8.4b	KS1	KS3
		KS6	KS8
2	Understand the legislation relevant to public order policing (NPC Mapping: Response policing: 3.1,3.2,3.3)	KS1	KS3
		KS6	KS8
3	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' (NPC Mapping: Response policing:4.1,4.2,4.3,4.4,5.1,5.2,5.3,5.4)	KS1	KS3
		KS6	KS8
4	Explain the role and responsibilities of the police at a major incident and examine the effectiveness of joint interoperability between the emergency services (NPC Mapping: Response policing:6.1,6.2,6.3,6.4,7.1,7.2,7.3,7.4)	KS1	KS3
		KS6	KS8
5	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 (NPC Mapping: Response policing:10.1,10.2,10.3,11.1,11.2,11.3,11.4,11.5,11.6,11.7,11.8)	KS1	KS2
		KS3	KS8

6	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 (NPC Mapping: Response policing:9.1,9.2,9.3,9.4, 13.1,13.2,13.3,13.4)	KS1	KS2
		KS3	KS8

Transferable/key skills and other attributes

Recording information
 Problem solving and reasoning
 Making decisions
 Managing stress
 Independent Working
 Time Management

Derogations

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

Assessment:

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

Case study commentary: Students to identify good practice and areas for improvement related to 4 (actual) response encounters (street gang/crowd, joint services, weapons and citizen encounter)

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 (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2,3	Traditional unseen exam	50%	1.5hours	
2	4, 5,6	Case studies	50%		500x4

Learning and Teaching Strategies:

The module will use a combination of teaching and learning strategies, including lectures, seminars and role plays. Formative assessments will be used to provide developmental feedback to students and will include role plays, incident analysis and classroom knowledge checks. The range of teaching strategies will allow students to develop their knowledge of response policing and policing the roads

Syllabus outline: NPC Indicative Content Mapping

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 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

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

Types of common incidents that first responders may attend:

- Non crime-related
- Crime-related

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

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

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

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

Introduction to, and rationale for, the Joint Emergency Services interoperability Programme (JESIP)

JESIP principles

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

Role of police on attendance

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

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

Bibliography:

Essential reading

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- College of Policing (2018) National decision making. Available to view at: <https://www.app.college.police.uk/app-content/>
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- College of Policing(2018) Critical Incident Management. Authorised Professional Practice <https://www.app.college.police.uk/app-content/critical-incident-management/?s=>
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- 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.
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- Nasset, 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.