Prifysgol **Wrecsam**
Wrexham University

Module specification

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Refer to guidance notes for completion of each section of the specification.

Module Code	POL508
Module Title	Digital Policing
Level	5
Credit value	20
Faculty	Faculty of 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

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Initial approval date	15th August 2024
With effect from date	September 2024
Date and details of revision	
Version number	1

Module aims

This module aims to equip students with a comprehensive understanding and practical skills in digital technologies within policing. It focuses on the retrieval and recovery of data from digital devices and CCTV, emphasizing legal, ethical, and practical considerations in digital evidence collection.

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

1	LO1 - Evaluate the complexities associated with obtaining, gathering and interrogating digital data. NPC Mapping • <u>Information, Intelligence and Evidence</u>: Understand the processes for digital devices and CCTV retrieval/recovery.3.1 • <u>Conducting Investigations</u> Examine best practice when conducting an investigation 3.5 • <u>Conducting Investigations</u> Apply guidance and processes relating to international enquiries / investigations: 2.2 • <u>Wellbeing and Resilience</u> Identify personal and organisational risks associated with using personal devices and being a member of the Police service: 3.2
2	LO 2 – Reflect on Personal and Organisational Risks Associated with Using Personal Devices in the Police Service: NPC Mapping • <u>Wellbeing and Resilience</u> Identify personal and organisational risks associated with using personal devices and being a member of the Police service 3.1

3	LO 3 – Appraise the contribution social media can make to Community Engagement and realising Police objectives.
	NPC Mapping
	• <u>Community Policing and Partnership Working</u>: Use social media as a means of informing and engaging with the community and prompting police initiatives: 4.1,4.2
	• <u>Community Policing and Partnership Working</u> Examine the key issues in relation to community policing and options for addressing them 1.3
	• <u>Response Policing</u> Understand the practical policing skills when attending an incident as a first responder 2.4 2.8 (digital element)2.9 (digital element)
	• <u>Response Policing</u> Understand how to respond appropriately to issues of vulnerability as a first responder 3.3

Assessment

Indicative Assessment Tasks:

Poster presentation (50%) For this assessment, students will create a poster presentation exploring the possibilities and   challenges associated with Digital Forensics and Social Media Engagement. (Equivalent 1000 words)

Escape room (30%) (30 minutes)- students will be placed in a scenario where they must navigate a series of challenges related to the use of personal digital devices within a simulated police service environment.

Essay (20%) – Students are required to produce reflective essay (1,000 words) on their experience of the digital security escape room experience.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1 & 3	Presentation	50
2	2	Practical	30
3	1 & 2	Essay	20

Derogations

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

All elements of the module must be passed.

Learning and Teaching Strategies

The learning and teaching strategy are grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include synchronous and a-synchronous elements. Face to face classroom teaching will be supplemented by online lectures wherein students will be expected to complete activities such as watching Panopto videos; undertake Other Indicative Reading; complete quizzes and exercises; and post comment for a-synchronous debate. These activities will be the subject of formative feedback by the module tutor. Added to this, will be access to staff who provide presence, challenge and support for student learning and can relate learning to real world uses.

Indicative Syllabus Outline

LO1 –Evaluate the complexities associated with obtaining, gathering and interrogating digital data

- Procedures associated with digital technology and evidence
- Considerations associated with the use of technology as part of an investigation
- Guidance and processes applicable to an international and / or European investigation/enquiry, including digital information
- Potential forms of abuse / harm and their influence on victims and witnesses
- Considerations to support 'Better Case Management' (BCM) and the national file standard,
- Actions that can be taken using technology and digital devices in a missing person situation.
- Action to be taken when observing the use of a digital device by others at the scene, including when conducting a search, ensuring evidence is not overwritten, corrupted or lost.
- Digital signs at a crime scene, or home environment, that could indicate vulnerability and / or safeguarding measures, including social media posts and Apps.
- Responses when dealing with an incident involving an Unmanned Aerial Vehicle (UAV)
- How digital technology can capture best evidence e.g., body-worn video (BWV) or camera phones.
- Electronic monitoring as an investigative tool

LO 2 -Reflect on the Personal and Organisational Risks Associated with Using Personal Devices in the Police Service:

- How to manage wellbeing and safety in relation to digital devices:
- Managing the security risk to self and family
- What is meant by 'digital hygiene' e.g., risks with using personal devices for police business.
- Identifying and reporting suspicious activity"
- Considerations associated with unlawful research / examination of a device, including assuming a fake persona.

LO 3 - Appraise the contribution social media can make to Community Engagement and realising Police objectives.

- Develop skills in effectively using social media platforms to inform, engage, and build relationships with the community. This includes crafting strategies for communication, public awareness campaigns, and promoting police initiatives that foster trust and collaboration between the police and the community.
- Key considerations when using social media in a professional policing context.
- Effect of social media and high-profile cases resulting in major investigations and the potential impacts on the community and policing initiatives.
- Influences of technology devices on modern day policing

Indicative Bibliography:

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

Essential Reads

Bryant, R. and Bryant, S. (2016) Policing Digital Crime. London: Routledge.

Gillespie, A.A. (2019) Cybercrime. London: Routledge.

Taylor, R.W., Fritsch, E.J., Liederbach, J., Saylor, M.R. and Tafoya, W.L. (2019) Cyber Crime and Cyber Terrorism. 4th edn. New York: Pearson.

Other indicative reading

Andrew Guthrie Ferguson (2019). Rise of Big Data Policing: surveillance, race, and the future of law enforcement. S.L.: New York University Press.

Leukfeldt, E.R. and Holt, T.J. (2020). The Human Factor of Cybercrime. London: Routledge.

Schneider, C.J and Altheide,D.L . (2017). Policing and Social Media: Social control in an era of new media. London: Lexington Books.