

Module specification

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Module Code	POL601
Module Title	Police Investigations
Level	6
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	24 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	24 hrs
Placement / work based learning	0 hrs
Guided independent study	176 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	January 2021 – updates made to CoP standards numbering and syllabus points

For office use only	
	January 2022 – updates made to syllabus points as per CoP requirements July 2022 – NPC mapping changes to meet CoP requirements. Change to assessment strategy.
Version number	4

Module aims

This module aims to advance students' critical understanding of investigation processes and interview methods

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

1	Examine fundamental principles, legislation and powers relevant to , and differentiate between the structure and processes between, investigating 'volume and priority' crime 'serious and complex' crime. (NPC mapping: Police Investigations: 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9, 1.10 , 2.1,2.2,2.3,2.4, 5.1,5.2,8.1,8.2,8.3,8.4.8.5,8.6 8.7,10.1,10.2)
2	Analyse and explain the types of evidence and the appropriate processes for gathering and managing evidence/information, pertinent to different types of investigation (NPC mapping: Police Investigations: 3.1,3.2,3.3,3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10. 3.11, 3.12,6.1, 7.1, 7.2)
3	Explain the range of specialists to liaise with in relation to complex live (or cold) cases (NPC mapping: police Investigations: 11.1,11.2,11.3,
4	Analyse and assess the legislation and the evidence base relating to conducting ethical police interviews (NPC mapping: Police Investigations 4.1,4.2, 4.3, 4.4,45,45.6)
5	Appraise the intricacies associated with victim and witness care during a complex investigation (NPC mapping: Police Investigations: 9.1,9.2;9.3;,9.5) (Victims and witnesses 5.1,5.2,5.3,5.4,5.5,5.6,6.1,6.2,6.3,6.4,6.5,6.6,6.7)
6	Critically review policing incidents in which ethical considerations have been crucial to the decision-making process (NPC mapping: Decision making and discretion: 11.1,11.2,11.3) (NPC mapping Victims and witnesses 7.1,7.2,7.3)

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.

1. An exam will test student's understanding of investigative processes (2 hours).
2. Critical incident review: review a real-life policing incident in which ethical considerations were crucial to the decision-making process e.g. undercover operations (1,500 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 - 5	Examination	75
2	6	Written Assignment	25

Derogations

Module 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 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: Examine fundamental principles, legislation and powers relevant to , and differentiate between the structure and processes between, investigating 'volume and priority' crime 'serious and complex' crime

Relevant legislation, including legislation applicable in specific areas (e.g. Proceeds of Crime Act 2002)

Powers applicable to investigations, including:

- Entry powers
- Powers of arrest
- Search powers
- Powers of seizure including legal privilege
- S8 warrants

Definitions of 'criminal investigations' and 'investigator'

Ethical considerations when conducting investigations

Evidence base behind investigative concepts

Knowledge and skills required

Investigative mind-set

Principles of an investigation:

- Preserve life
- Preserve scenes
- Secure evidence
- Identify victims
- Identify suspects

Making decisions in an investigative context in accordance with the National Decision Model

Potential use of the PLANE model:

- Proportionality
- Lawfulness
- Accountability
- Necessity
- Ethical

Definitions of key terminology:

- Investigative mind set
- Best evidence
- Material/information/intelligence
- Disclosure

The stages of an investigation

How to develop an investigative hypothesis

Specialists who may be involved, including Crown Prosecution Service (CPS)

Define 'volume and priority' crime and 'serious and complex' investigations

Specific considerations to be taken into account when dealing with the following investigations:

- Anti-social behaviour and disputes
- Hate crime (including the importance of proving hostility)
- Public protection (including modern slavery, human trafficking and domestic abuse)
- Roads policing - Death and serious injury on the roads
- Public order
- Firearms
- Extremism
- Terrorism

Relevant legislation in relation to complex investigations

Community considerations

Briefing and de-briefing using recognised national formats (i.e. IIMARCH, SAFCOM)

Role of internal specialists, including:

- Crime Scene Investigator
- Digital or traditional forensics

Area specialists e.g modern slavery single point of contact (SPOC)

- Digital Media Investigator

- Financial Investigator
- Senior Investigating Officer

Additional investigative processes that may be required e.g. inquests

Impact that family court proceedings may have on an investigation, including:

- Sharing information under the Children's Act 1989 (duty to safeguard and promote welfare of children)
- Why partners may need access to the information irrespective of investigation needs
- Specialist advice available, including the 2013 Protocol and Good Practice Model
- Private law 'v' public law

Role of coroner

Specific legislation applicable to complex investigations

Types of offending that will be serious and complex e.g. offences which:

- Involve the use of violence, including weapons and firearms
- Are sexual assaults
- Can result in substantial financial gain
- Cause substantial financial loss to the victim
- Are conducted by a large number of persons in pursuit of a common purpose

LO2: Analyse and explain the types of evidence and the appropriate processes for gathering and managing evidence/information, pertinent to different types of investigation

What constitutes 'material', 'information', 'intelligence' or 'evidence'

Evidence-gathering opportunities:

- Victims
- Witnesses
- Suspects
- Crime scenes (including physical and digital scenes of crime)
- Passive data generators e.g. CCTV, data communication sources, banking and credit

card records

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How digital technology can capture best evidence e.g. body-worn video (BWV) or camera phones

Use of ANPR/CCTV as an investigative resource

Specialist support that may be required to analyse or obtain further evidence

How to review information and material gathered

How to plan and conduct an initial investigation

Managing an initial investigation:

- Using THRIVE
- Recording a crime
- Taking an initial account
- Understanding the role of others
- Fast-track action
- Golden hour principles

Importance of considering the potential end products (e.g. intelligence, disclosure and/or evidence) at the outset of an investigation

Importance of undertaking investigative and evidential evaluation throughout the investigation

Planning an investigation and investigative strategies that may be considered and used for evidence gathering:

- Search powers and warrants
- House-to-house
- Intelligence
- Financial investigation
- Passive data generators (e.g. CCTV/Digital Images)
- Communications (e.g. internal briefings, external communications)
- Forensics
- Physical evidence
- ANPR
- Trace, Investigate, Evaluate (TIE)
- Suspect identification
- Multi-agency
- Victim/witness
- Prevention
- Disruption

Role of specialists in retrieving information/intelligence or evidence from devices

Effects of personal attitudes, stereotyping views, values and bias on the investigation process

Strategies for dealing with the potential impact of such attitudes, stereotyping views, values or bias

LO3: Explain the range of specialists to liaise with in relation to complex live (or cold) cases

Role of the CPS, early engagement and pre-trial case conferences

Types of reviews, statutory or non-statutory, including cold case reviews

Case discussions prior to engaging a specialist e.g. Forensic Medical Examiner

Logistics of disclosure during complex or major investigations e.g. case management systems and databases (e.g. MIRSAP/HOLMES)

LO4: Analyse and assess the legislation and the evidence base relating to conducting ethical police interviews

Legislation to be considered during interviews, including:

- PACE Code E - Audio Recording of Interviews
- PACE Code F - Video Recording of interviews

The evidence base associated with the PEACE interview structure

The principles of investigative interviewing

The PEACE interview process:

- Planning and preparation
- Engage and explain
- Account clarification and challenge
- Closure
- Evaluation

Individuals who may need to be involved in interview process, including:

- Interpreters

- Legal advisors
- Intermediaries

Non-verbal signals seen in interviews

LO5: Appraise the intricacies associated with victim and witness care during a complex investigation

Impact of trauma on victim(s) and witnesses involved in complex and serious offending
 Support required for victims, including therapeutic support, consent issues and maintaining on-going support throughout the investigation

Professional support that may be involved and their role

Victim's right to review

Accurately identify victims and witnesses and applying early considerations around key, significant, vulnerable or intimidated victims or witnesses

How to conduct an early needs assessment and refer victim and/or witness to appropriate support agencies, if necessary, e.g.

- Women's Aid
- Action Fraud

How to take an initial account from victims and witnesses

- The details required
- Taking victims and witnesses concerns seriously
- Support that may be required to enable an initial account to be made

Understanding and supporting victim needs

Strategies to safeguard, manage risk and refer the victim care to appropriate specialist agencies/service providers:

- Victim support
- Hate crime support
- Independent domestic abuse advisors

Immediate actions that may be appropriate to help reduce further victimisation

How to ensure continuity in dealing with victims and witnesses

- Risk
- Safety
- Protection

Specific considerations when supporting different categories of victims and witness e.g. those of:

- Crime
- Abuse
- Trauma
- Disaster

How a victim's or witness's vulnerability may change

- Ongoing review
- Assessment of needs

Involvement of multi-agency professionals in building comprehensive victim risk assessments e.g. where victims:

- Have dependants
- Are primary carers
- May be the parents of further victims or witnesses

Impact of investigative activity on victims, including:

- Expert witnesses
- Managing 'difficult' messages
- Managing uncooperative or hostile victims

Principles of victim consent and their right to privacy:

- Adhering to DPP Guidance
 - The right to withdraw consent at any time
- Legitimacy of victim and witness and defence accounts, to conduct balanced, unbiased investigations in search of the truth
- How family liaison can provide additional information regarding support to officers in providing victim care

- Reducing the potential for victims to become dependent on the police
- Creating an exit strategy
- Managing complaints, sharing good practice and lessons learned

LO6: Critically review policing incidents in which ethical considerations have been crucial to the decision-making process

Review of relevant policing incidents where critical ethical decisions were made

Rationale behind decisions

Justification of decisions in the context of judicial reviews

Views of the victim and witness as to what constitutes justice and why victims and witnesses do not always seek judicial redress

Types of justice outcomes e.g. restorative • Impact on victims and witnesses when offender is either punished or not punished

Reasons why cases may not go to court

Dealing with victims who are not eligible for a formal outcome

- No further action taken
- Threshold not met
- No reasonable lines of enquiry

Indicative Bibliography:

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

Essential Reads

- 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:
- Bryant, R. and Bryant, S. (Eds.). (current edition). *Blackstone's student police officer handbook*. Oxford: Oxford University Press.
- College of Policing Authorised Professional Practice – Investigation (2018) <https://www.app.college.police.uk/investigation-index/>
- Connor,P.,Hutton,G.,Johnson,D.,McKinnon,G., and Pinfield,D. (2018) Blackstone's Police Investigators' Manual and handbook 2019
- O'Neill,M. (2018) Key Challenges in Criminal investigation. London: Palgrave
- Rogers, C & Blakemore, F. 2009, *Crime Analysis and Evaluation – a Reader*. Chapter 5 'Intelligence-led Policing' Ratcliffe, J. Willan Publishing, Cullompton.
- Shepherd, E & Griffiths, A. (2013). *Investigative Interviewing: the Conversation Managements Approach*. Oxford: Oxford University Press
- Shepherd, E. (2004). *Police Station Skills for Legal Advisers: v. 2: Practical Reference: The Law Society*

Other indicative reading

- Cook, T., Hill, M. and Hibitt, S. (2018) Blackstone's Crime Investigators' Handbook.
- Cleary, H. and Warner, T.C., 2016. Police training in interviewing and interrogation methods: A comparison of techniques used with adult and juvenile suspects. *Law and human behavior*, 40(3), p.270-285
- Cleary, H., 2014. Police interviewing and interrogation of juvenile suspects: A descriptive examination of actual cases. *Law and human behavior*, 38(3), p.271.
- Crow, D., Form, A., Fraser, G. et al. (2007). *Practical Policing Skills for Students*. Oxford: Law Matters Publishing.
- Leahy-Harland, S. and Bull, R., 2017. Police strategies and suspect responses in real-life serious crime interviews. *Journal of Police and Criminal Psychology*, 32(2), pp.138-151.
- Masip, J., Martínez, C., Blandón-Gitlin, I., Sánchez, N., Herrero, C. and Ibabe, I., 2018. Learning to detect deception from evasive answers and inconsistencies across repeated interviews: A study with lay respondents and police officers. *Frontiers in psychology*, 8, p.220-227.
- Neyroud, P. and MacVean, A. (2012) *Police Ethics and Values*. London: Sage
- Madsen, S. (Ed.). (2007). *Practical policing skills for students*. (2nd ed.). Exeter: Law Matters
- Smith, L.L. and Bull, R., 2014. Exploring the disclosure of forensic evidence in police interviews with suspects. *Journal of Police and Criminal Psychology*, 29(2), pp.81-86.
- Meissner, C.A., Redlich, A.D., Michael, S.W., Evans, J.R., Camilletti, C.R., Bhatt, S. and Brandon, S., 2014. Accusatorial and information-gathering interrogation methods and their effects on true and false confessions: A meta-analytic review. *Journal of Experimental Criminology*, 10(4), pp.459-486.
- Sooniste, T., Granhag, P.A. and Strömwall, L.A., 2017. Training police investigators to interview to detect false intentions. *Journal of Police and Criminal Psychology*, 32(2), pp.152-162.
- Walsh, D., Oxburgh, G.E., Redlich, A.D. and Myklebust, T. eds., 2017. *International Developments and Practices in Investigative Interviewing and Interrogation: Volume 1: Victims and Witnesses*. Routledge.
- Westera, N.J., Kebbell, M.R. and Milne, B., 2016. Want a better criminal justice response to rape? Improve police interviews with complainants and suspects. *Violence against women*, 22(14), pp.1748-1769.

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