Module Specification

Investigating Crime

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Contents

Part 1: Information

Module title: Investigating Crime

Module code: UZSYFV-15-1

Level: Level 4

For implementation from: 2022-23

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Sociology and Criminology

Module type: Standard

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: An introduction to police investigations through a series of practical learning exercises culminating in a PEACE Model cross examination. The module primarily focuses on the fundamental principles, legislation, codes of practice and powers relating to conducting investigations with a broad overview of the purpose and management of information and intelligence, the types of evidence that may be obtained during an investigation and signposts to additional guidance from the

College of Policing's APP (Authorised Professional Practice) to underpin the knowledge and theory learners will require to be able to conduct effective investigations.

Features: Not applicable

Educational aims: The module aims to provide learners with a detailed insight into police investigations which will include the examination of the fundamental principles, legislation, codes of practice, powers and guidance related to conducting investigations. The module structure has been divided into several key areas:

Principles, Legislation and Powers: (2 weeks)
Relevant legislation that provides the powers to enter and search premises, powers of arrest, identifying evidence-gathering opportunities and the powers to seize any property of potential evidential value to the investigation. The fundamental principles of the preservation of life, preservation of crime scenes, securing evidence and, the identification of victims and suspects. High importance is placed on the ethical and legal considerations around conducting interviews with particular focus on the legislation and codes of practice to be considered.

Information and Intelligence: (2 weeks)
Understanding the National Intelligence Model and how it operates at both local and national levels. How information and intelligence can be used in key areas of policing. Identification of the different types and sources of information and intelligence will allow learners to discover evidence-gathering opportunities from a wide range of sources which may include victims, witnesses, suspects, crime scenes, passive data generators such as CCTV, digital media, digital records, and the potential impact on public perceptions of policing caused by both effective and ineffective use of information and intelligence. Identifying the practical issues pertaining to the collection, retention and sharing of information and intelligence. Understanding the definitions of the terms 'dissemination' and 'sharing' along with the legislation and principles that apply to the sharing of information and intelligence within authorised professional practice guidance.

Structure and stages of investigations and interviews: (3 weeks)

The definitions of key terminology such the concept of the 'investigative mindset', achieving 'best evidence', the differences between 'material', 'information', 'intelligence' and, the processes around 'disclosure'. How to develop an investigative hypothesis taking into consideration other individuals and specialists who may also be involved in the investigation including the Crown Prosecution Service and others involved in cold case reviews. Learners will be introduced to the PEACE interviewing model which spotlights the different stages of interviewing; planning and preparation, engage and explain, account clarification and challenge, closure, and evaluation.

Roads Policing investigations: (1 week)
Identifying relevant legislation, powers, and case law in relation to complex road investigations. This includes the management of both small and large-scale incidents, police pursuits, tactics, the investigation of road deaths including drink/drug driving, construction and use offences, and vehicle examinations at the roadside.   Learners will be introduced to partner agency working collaborations with the 'CLEAR' initiative and how this joint initiative between key agencies cooperatively helps to reduce delays to any investigations, road closures and clear ups for motorway related incidents.

Counter-terrorism: (2 weeks)
Identification of relevant legislation, powers of search, arrest and detention in relation to terrorism offences. The definitions of 'radicalisation' and extremism will be explored along with explaining terminology/concepts such as Right-Wing Terrorism (RWT) and Left Anarchist or Single-Issue Terrorism (LASIT), Northern Ireland Related Terrorism (NIRT) and Islamist Terrorist (IT). Drawing on real life cases, the types of terrorism-related offences will be uncovered alongside a detailed examination of the government's intervention strategy named 'CONTEST', and its key purpose to pursue, prevent, protect, and prepare against all forms of terrorism. By researching the historical foundations of the 'Special Branch' learners will be able to describe the function of Counter Terrorism Policing and how UK police forces work in collaboration with the intelligence community to help protect the public and national security by preventing, deterring, and investigating terrorist activity.

Outline syllabus: CoP Curriculum:

Counter Terrorism:

1 Understand key counter-terrorism terminology/concepts

1.1 Radicalisation

1.2 Extremism, including Right Wing Terrorism (RWT) and Left Anarchist or Single Issue Terrorism (LASIT), Northern Ireland Related Terrorism (NIRT) and Islamist Terrorism (IT)

1.3 Interventions

1.4 Terrorism-related offences

1.5 CONTEST strategy: Pursue, Prevent, Protect and Prepare

1.6 Terminology and threshold matrix

2 Explain the organisational structures and inter-relationships that exist in counter-terrorism policing

2.1 National Counter Terrorism Policing HQ (NCTPHQ)

2.2 National Counter Terrorism Policing Operations Centre (NCTPOC)

2.3 Counter Terrorism Command (CTC)

2.4 Counter Terrorism Unit (CTU)

2.5 Counter Terrorism Intelligence Unit (CTIU)

2.6 Special Branch

2.7 Security Service

2.8 National Counter Terrorism Security Office (NaCTSO)

2.9 Importance of partnership working, including international and European partners

3 Understand key legislation relevant to counter-terrorism policing

3.1 Relevant legislation, including:

  • Terrorism Act 2000 (as amended)

  • Counter Terrorism and Security Act 2015"

3.2 Powers of search, arrest and detention in relation to terrorism

Information and Intelligence:

1 Explain the importance of information and intelligence to key areas of policing

1.1 Information versus intelligence

1.2 The National Intelligence Model (NIM), including coverage of its purpose

1.3 Intelligence roles:

  • National intelligence

  • Local intelligence

  • Intelligence roles within other intelligence organisations

1.4 Responsibilities of the intelligence function within the NIM

1.5 Key intelligence products in NIM and their utilisation:

  • Strategic and tactical assessment

  • Problem and subject profiles

1.6 Role of intelligence briefings, including evaluation and debriefing utilising NIM

1.7 How information and intelligence can be used in key areas of policing e.g:

  • Community policing

  • Response policing

  • Policing the roads

  • Investigation

  • Counter terrorism

  • Public protection

  • Vulnerability and risk

  • Major policing operations

1.8 Potential impact on public perceptions of policing caused by both effective/ineffective use of information and intelligence

2 Understand relevant legislation/guidance underpinning handling of information and intelligence in policing

2.1 Relevant legislation, including:

• Human Rights Act 1998

• Freedom of Information Act 2000

• Regulation of Investigatory Powers Act 2000

• Protection of Freedoms Act 2012

• Investigatory Powers Act 2016

• Data Protection Act 2018

• General Data Protection Regulation (EU) 2016/679 (GDPR)

2.2 Relevant guidance, including:

- Managing Information (Management of Police Information (MOPI))
- APP Information Management
- Government Security Classifications (GSC)
- Information Sharing Agreements (ISA)

3 Understand the practical issues pertaining to the collection, retention and sharing of information and intelligence

3.1 The Intelligence Cycle:

- Direction
- Collection
- Evaluation
- Collation
- Analysis
- Dissemination

3.2 Relationship between the National Intelligence Model (NIM) and the Intelligence Cycle

3.3 Use of information and intelligence within the National Decision Model (NDM)

3.4 Link between the NDM, the Code of Ethics and intelligence products

3.5 Sources of information and intelligence, including:

- Open/closed sources
- Internet Intelligence Investigations (III)
- Police National Computer (PNC)
- Police National Database (PND)
- Policing registers
- Other forces/agencies, including specialist agencies and departments
- Covert Human Intelligence Sources (CHIS)
- Social media
- Community intelligence
- Digital sources

3.6 Intelligence reports, including :

- Purpose
- Completion (including sanitising)
- Intelligence sources
- Handling codes
- Intelligence evaluation

- Submission

- Quality Assurance

3.7 Importance of correct grading/labelling of intelligence

3.8 Systems employed to 'grade' information into intelligence

3.9 How intelligence is prioritised:

- Rating of credibility

- Threat

- Risk

- Harm

- Opportunity

3.10 Uses (and challenges) of technology in information and intelligence management:

- 'Golden Nominal' concept

3.11 Definition of the terms 'dissemination' and 'sharing' in relation to the management of police information

3.12 Reasons why there is a need to share information within the police service and with other organisations

3.13 Potential positive and negative impact on policing outcomes of information and intelligence sharing

3.14 Principles of sharing police information

3.15 The different types of sharing:

- Statutory obligation

- Statutory Power

- Common Law (Policing Purpose)

3.16 Appropriate, effective and legal sharing of information, including permissions that may be required and determining key points which should be shared

3.17 How Information Sharing Agreements (ISAs) work

3.18 Role of the Information Commissioner's Office (ICO)

3.19 Potential consequences of sending too much information versus too little to partner agencies

3.20 Instances when sharing information outside of the ISA may be acceptable

3.21 Impacts of information misuse

3.22 Freedom of Information and subject access requests

Police Investigations:

1 Examine fundamental principles, legislation and powers related to conducting investigations

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

1.2 Powers applicable to investigations, including:

   • Entry powers

   • Powers of arrest

   • Search powers

   • Powers of seizure including legal privilege

   • S8 warrants

1.3 Definitions of 'criminal investigations' and 'investigator'

1.4 Ethical considerations when conducting investigations

1.5 Evidence base behind investigative concepts

1.6 Knowledge and skills required

1.7 Investigative mind-set

1.8 Principles of an investigation:

   • Preserve life

   • Preserve scenes

   • Secure evidence

   • Identify victims

   • Identify suspects

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

1.10 Potential use of the PLANE model:

• Proportionality

• Lawfulness

• Accountability

• Necessity

• Ethical

2 Understand the structure and processes in relation to conducting an investigation

2.1 Definitions of key terminology:

• Investigative mind-set (impact of personal biases)

• Best evidence

• Material/information/intelligence/evidence

• Disclosure

2.2 The stages of an investigation

2.3 How and when to develop an investigative hypothesis, and

how to test hypotheses

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

forensic specialists, financial investigators, digital media investigators

3 Explain the appropriate processes for gathering and managing

evidence/information that may be pertinent to an investigation

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

3.2 Types of evidence

3.3 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

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

or camera phones

3.5 Use of ANPR/CCTV as an investigative resource

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

3.7 How to review information and material gathered

3.8 How to plan and conduct an initial investigation

3.9 Managing an initial investigation:

• Using THRIVE

• Recording a crime

• Taking an initial account

• Understanding the role of others

• Fast-track action

• Golden hour principles

3.10 Importance of considering the potential end products (e.g. intelligence,

disclosure and/or evidence) at the outset of an investigation

3.11 Importance of undertaking investigative and evidential

evaluation throughout the investigation

3.12 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

4 Understand the legislation and supporting principles relating to police interviews

4.1 Legislation to be considered during interviews, including:

• PACE Code C

• PACE Code E - Audio Recording of Interviews

• PACE Code F - Video Recording of interviews

4.2 The evidence base associated with the PEACE interview structure

4.3 The principles of investigative interviewing

4.4 The PEACE interview process:

   • Planning and preparation

   • Engage and explain

   • Account clarification and challenge

   • Closure

   • Evaluation

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

• Interpreters

• Legal advisors

• Intermediaries

• Appropriate adult

4.6 Non-verbal signals seen in interviews

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

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

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

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

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

Part 3: Teaching and learning methods

Teaching and learning methods: The module will employ a combination of lectures, seminars, and workshops. Our pedagogy is interactive, discussion-based, and student-facing. Students are an active part of the learning process, and will be asked to contribute ideas, questions, and critical standpoints. The learning environment is designed to promote peer-to-peer support and exchange.

While teaching and learning will be predominantly classroom based, appropriate use will be made of online resources and learning environments.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Identify key legislation, powers and codes of practice relating to police investigations including interview structures, evidence-gathering opportunities and sources, categories and types of evidence, and the principles and processes of investigative interviewing.

MO2 Demonstrate an understanding of the models, legislation, codes of practice, guidance and importance of information and intelligence to key areas of

policing including the practical issues pertaining to the collection, retention and sharing of information and intelligence.

MO3 Explain the legislation applicable to more complex road investigations and how to apply a problem-solving process to investigate small-scale incidents and collisions on the roads.

MO4 Explain key counter-terrorism terminology/concepts, organisational structures and inter-relationships that exist in counter-terrorism policing in accordance with legislation relevant to counter-terrorism policing.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 112.5 hours

Lectorials = 37.5 hours

Total = 150

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://rl.talis.com/3/uwe/lists/84E2F02B-B420-1FFB-69EC-6ACBA4785C19.html?lang=en-GB&login=1

Part 4: Assessment

Assessment strategy: Summative assessment for this module will be based on a written task and simulated 'PEACE' interview.

Component A is PEACE model Case Study and Role-play exercise.

The combination of a written PEACE structured interview plan and role-play assessment allows learners to demonstrate their application of nationally recognised policing interview planning and preparation techniques. Incorporating a written victim/witness statement that will be formatively peer-assessed from the classroom session, learners will prepare their interview using the structure of the PEACE model, then participate in a simulated exercise which will test their knowledge and

application in a controlled simulation assessment.

Formative assessment of learning will be provided during scheduled teaching activities though the peer assessment of a statement writing task, taking part in discussions, debates and questions and answers. Additional formative support will be provided in study skills workshops on research, literature reviews, creation of abstracts, and referencing.

Assessment components:

Case Study - Component A (First Sit)
Description: PEACE Model Case Study and Roleplay. Learners will produce a structured interview plan for a victim, witness or suspect interview based on a crime-based role-play scenario. The assessment will be supported by the formative peer-assessed statement writing task.
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Case Study - Component A (Resit)
Description: PEACE Model Case Study and Roleplay. Learners will produce a structured interview plan for a victim, witness or suspect interview based on a crime-based role-play scenario. The assessment will be supported by the formative peer-assessed statement writing task.
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Professional Policing [Sep][SW][Frenchay][4yrs] BSc (Hons) 2022-23

Professional Policing [Frenchay] BSc (Hons) 2022-23

Professional Policing [Sep][FT][Frenchay][3yrs] BSc (Hons) 2022-23