



Module Specification

Volume and Priority Crime

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Part 1: Information

Module title: Volume and Priority Crime

Module code: UZSYFX-15-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Field: Sociology and Criminology

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Throughout this module learners will be examining challenges faced by response officers when dealing with incidents that are more complex in nature or may require specific crime prevention advice or strategies.

Features: Not applicable

Educational aims: This module aims to spotlight the diverse types of incidents that response officers may be called to attend on a routine basis which may include anti-

social behaviour, hate-crimes, and public order offences, but also explores the more complex incidents that may require specific strategies to be put in place for incidents related to extremism and terrorism. Further examples include street gang culture and knife crimes, firearms incidents, organised (low-level) crime syndicates, occasions where the media may wish to become involved, the impact of social media on criminal investigations and, how the police promote their visibility and accessibility to the public.

To provide opportunities for the study and evaluation on how these types of crimes have a significant impact on communities and understand strategic planning requirements to ensure that suitable resources are in place to tackle these issues. Key legislation, policies and procedures will set out the police processes that must be followed once a person has been arrested and processed through the custody detention suite and how the process of investigations may advance on to a court trial.

The module establishes the relevance and importance of decision-making models and recognise the importance of applying the core fundamental police ethical values of proportionality, legality, accountability and necessity within volume and priority crime investigations.

Outline syllabus: CoP Curriculum:

Response Policing:

13 Examine specific challenges faced by response officers in more complex response situations and contexts

13.1 Street gang culture and their power within communities

13.2 Reducing knife crime

13.3 Circumstances constituting a firearms incident

13.4 Role of the NDM in firearms incidents

13.5 Building trust - how the police can build trust with the vulnerable e.g. homeless people, missing persons

13.6 The 'pack mentality' and the actions of organised low-level crime syndicates

e.g. shoplifting teams, pick pockets

13.7 Recording police action on social media

13.8 How to increase police visibility and accessibility to the public

Police Investigations:

5 Understand the difference between 'volume and priority' crime and 'serious and complex' crime and the relevance to the investigative process

5.1 Define 'volume and priority' crime and 'serious and complex' investigations and identify what factors will escalate a volume and priority crime to serious and complex

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

- Anti-social behaviour and disputes
- Hate crime and incidents (including proportionate response and the importance of proving hostility)
- Public protection (including safeguarding, multi-agency response and information sharing)
- Death and serious injury on the roads
- Public order
- Firearms
- Extremism
- Terrorism

Understanding the Police Constable Role:

6 Understand how to exercise police powers and procedures fairly and without bias

6.1 Legal requirement to use the least level of power necessary to achieve a proportionate, legal, accountable and necessary aim:

- Human Rights Act 1998
- Mnemonic PLANE

6.2 Statutory responsibilities where police need to provide an explanation to an

individual prior to applying police powers e.g. reasons for arrest

6.3 Balance between the effect (and the implications) of using police powers and the benefits being sought

6.4 Specific legislation applicable when dealing with typical policing incidents:

- Offences Against the Person Act 1861
- Criminal Damage Act 1971
- Misuse of Drugs Act 1971
- Theft Act 1968/Theft Act 1978
- Police and Criminal Evidence Act (PACE) 1984
- Public Order Act 1986
- Road Traffic Act 1988
- Human Rights Act 1998
- Regulation of Investigatory Powers Act 2000 (RIPA)
- Police Reform Act 2002
- Sexual Offences Act 2003
- Licensing Act 2003
- Anti-social Behaviour, Crime and Policing Act 2014
- Psychoactive Substances Act 2016
- Investigatory Powers Act 2016
- Policing and Crime Act 2017
- Offensive Weapons Act 2019
- Other legislation as relevant to local force area e.g. Wildlife and Countryside Act 1981

Response Policing:

3 Understand the legislation relevant to public order/public safety policing

3.1 Definition of 'public order'

3.2 Offences associated with public order/public safety 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

3.3 Role of police in public order/public safety incidents, including how a first responder fits into the command structure of a public order incident

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 and discuss specific challenges faced by response officers in more complex response situations and contexts.

MO2 Explain the statutory processes that relate to a person detained in police custody and the legislation associated with the interviewing of detainees.

MO3 Identify the types of incidents categorised as 'Volume and priority' and the relevance to the investigative process.

MO4 Evaluate how incidents that are categorised as 'Serious and Complex' are investigated and the key stakeholders involved in the investigative process.

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/BD05FC5E-1AE6-D0E5-CFCD-F303A4DC8C23.html?lang=en-GB>

Part 4: Assessment

Assessment strategy: Summative assessment will be in the form of a single written task.

Assessment part A is a 2500-word 'best practice toolkit' (mini-SARA Plan) on a volume crime issue.

The police routinely use the 'SARA Plan' problem-solving model which allows officers and staff to scan for a particular issue, analyse, respond, and then assess whether the problem-solving approach has been successful. This assessment will allow learners to apply the principles of the SARA model to a selection of case study scenarios. The assessment enables learners to utilise the College of Policing's 'Crime Reduction Toolkit' to identify a volume crime issue, analyse and evaluate available data, review previous interventions, and incorporate their findings into their own mini-SARA Plan.

Formative assessment of learning will be assisted during scheduled teaching activities by group quizzes, discussions, and practice of applying learning from taught sessions to several policing problem case studies. Additional formative support will be provided in study skills workshops on research, literature reviews, creation of abstracts, and referencing.

Assessment tasks:

Written Assignment (First Sit)

Description: 2500-word essay on a volume crime issue. Learners will write an essay about a volume crime issue of their choice and will utilise the College of Policing's 'Crime Reduction Toolkit' via the CoP website.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (Resit)

Description: 2500-word essay on a volume crime issue. Learners will write an essay about a volume crime issue of their choice and will utilise the College of Policing's 'Crime Reduction Toolkit' via the CoP website.

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 [Frenchay] BSc (Hons) 2023-24

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