



Module Specification

Policing Threats

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Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	12
Part 4: Assessment.....	13
Part 5: Contributes towards	15

Part 1: Information

Module title: Policing Threats

Module code: UZSYGC-30-3

Level: Level 6

For implementation from: 2024-25

UWE credit rating: 30

ECTS credit rating: 15

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: Focusing on collaborative approaches to dealing with National, Regional and Local threats this module explores serious criminal activity that has the potential to disrupt road networks, warrant mutual aid and influence terrorist threat levels.

Features: Not applicable

Educational aims: This module provides an overview of the roles and processes associated with conducting complex investigations through the review of relevant legislation, highlighting community considerations, explaining the purpose and process of conducting briefings and de-brief using recognised national formats (IIMARCH, SAFCOM) and exploring the role of internal specialists such as crime scene investigators, digital or traditional forensic specialists, area specialists and single points of contact (SPoC), digital media, financial, and senior investigating officers. The module details the additional investigative processes that may be required (e.g., inquests), and highlights the impact that family court proceedings may have on an investigation, including the sharing of information, why partners may need access to the information irrespective of investigation needs, specialist advice available and the distinction between private law versus public law, and the role of the coroner.

The module identifies legislation applicable to complex investigations and describes the additional professional considerations to be considered when distinguishing between the types of offending that will be serious and complex. Examples of which may be violence involving the use of weapons and firearms, sexual assaults, incidents that can result in financial gain or cause substantial financial loss to a victim and/or are conducted by a large number of persons in pursuit of a common purpose. The module identifies a range of specialists to liaise with in relation to complex live (or cold) cases and explains the role of the CPS, the importance of early engagement, and pre-trial case conferences along with case discussions prior to engaging with specialists such as forensic medical examiners, in addition to explaining the logistics of disclosure during complex or major investigation relating to case management systems and databases and how they apply to cold case reviews.

Explaining how information and intelligence held by other agencies can help police operations, the module recognises the importance of information that is held on individuals by other agencies, procedures and guidance for partnership working including considerations relating to data protection, data sharing/quality, privacy, and risk management. The module highlights key roles in information handling, including the information Asset Owner (IAO) and the data protection regulations and legislation that are associated with the storage, processing, use and sharing of

policing data, and describes the impact of holding incorrect, inaccurate, or out of date information on an individual, and the implications of data protection regulations on the use of information and intelligence in policing operations by explaining the legal and organisational implications of inappropriate disclosure of information. The module explains the use of Privacy Impact Assessments with any held data, review retention periods for information as well as discussing the importance of critiquing data quality, along with the concept of risk mitigation.

Examining the issues that can arise when data management protocols are not adhered, the module aims to provide a broad understanding of the impact on the police service and the reputation of policing when data management errors occur, outlines the cost to the organisation and individuals when data breaches occur and describes the initial actions for dealing with data breaches and the roles of key stakeholders. The module directs learners to study key legislation regarding the rights of individuals and exceptions in respect to information that is held about them and describes the policing purposes for which information and intelligence may be gathered, the sources of information and/or intelligence appropriate to policing operations. The module reviews considerations regarding the gathering of information and intelligence to meet the needs of an operation, including identifying key legislation, methods of collection, data integrity and the intelligence product(s) required, and explains how intelligence moves between Regional Crime Units (ROCUs), the National Crime Agency (NCA), forces and other agencies.

The module recognises the importance of research and analysis in intelligence and distinguishes the sources of appropriate quantitative and qualitative data for intelligence reports/analytical reports, the suitability of data for intelligence purposes, identifies significant features, gaps, and unexpected results in intelligence data, and explains the possible contents of an intelligence collection plan such as the terms of reference, identification of gaps and how these can be overcome through the identification and assessment of threat, risk, and harm.

Breaking down the definitions of serious and organised crime and how they relate to Organised Crime Groups (OCGs), the module provides learners with opportunities to analyse the potential links between serious and organised crime and public

protection issues, how to formulate strategies for disruption and detection responses, while highlighting the effect of media coverage on public protection strategies, discovering the link of media between media spotlighting, and how these result in changes to police strategies for high-profile cases relating to major investigations such as 'Operation Yew Tree'. The module explains the role in policing in the gathering of intelligence that can combat terrorism on local, regional, and national levels while expressing the importance of community intelligence in counter-terrorism operations, the potential links between terrorism and other forms of criminality, and the importance of discovering the methods of funding that enable terrorism.

The module discusses the importance of Information and intelligence already held on police information databases, and describes how a simple vehicle stop where intelligence checks have been performed on the vehicle can uncover evidence of criminality that may lead to follow up actions where a suspect or person of interest is arrested, or apprehended, following an incident or targeted/planned operation on the road network. The module reviews prevention and disruption options available that target criminal activity on the road network by discussing the impact of organised crime at a national, regional, and local level, and explains how to devise strategies on how criminal activity on the road can be targeted. In a Roads Policing context, the module draws comparisons between the definitions of 'critical incidents' and 'major incidents', who can declare a major incident by explaining the command structure, the roles, and responsibilities of the police on attendance at a major incident.

A broad overview of the Joint Emergency Services Interoperability Programme (JESIP) and its principles provides a foundation knowledge for learners to review and critique the effectiveness of joint interoperability between the emergency services by understanding by explaining why the collaboration was implemented, and the rationale behind it. Building on this, the module summarises the improvements made to interoperability between the emergency services since the inception of JESIP, explain instances when JESIP comes into operation, the 'primacy rule' at a major incident, and summarise future development opportunities in relation to command structures and/or command centres.

Outline syllabus: CoP Curriculum:

Vulnerability and Risk:

8 Explain key considerations when identifying and supporting a person who may be vulnerable

8.4 Duty of police to take responsibility and effective action to make a person safe:

- Immediate safeguarding considerations in respect of individual and others potentially affected

- Multi-agency referrals

8.5 Using professional judgement to identify and assess risks posed to the person:

- Recognising when the police are not the most appropriate agency to deal with the situation

- Using a 'hard empathy' approach when appropriate

- Support agencies who might provide more appropriate assistance and how these agencies may be accessed

Counter Terrorism:

4 Explain the function of key counter-terrorism operations that impact on front-line policing

4.1 Counter-terrorism operations, past and present

4.2 National threat levels

5 Understand the role of policing in gathering intelligence that can combat terrorism

5.1 Intelligence in counter-terrorism operations:

- Local

- Regional

- National

5.2 Importance of community intelligence in counter-terrorism operations:

- Community engagement

- Developing intelligence

- Fostering co-operation"

6 Analyse the potential links between terrorism and other forms of criminality

6.1 Methods of funding/enabling terrorism, including:

- Money laundering
- Fraud
- Identity theft

7 Understand the role of front-line policing in identifying vulnerabilities in a counter-terrorism context

7.1 Importance of recognising vulnerabilities in a counter- terrorism context

7.2 Indicators of radicalisation of an individual:

- Risk factors
- Warning signs
- Individual and environmental factors
- Engagement, intent and capability

7.3 Radicalisation and the police role in the 'Prevent' strategy

8 Assess the potential for an insider threat within the police service and strategies to prevent this

8.1 Definition of the 'insider threat'

8.2 The common causes of an 'insider threat' scenario e.g. data loss, disaffection, duress

8.3 Signs that a person could be vulnerable to an 'insider threat'

8.4 Impact on the organisation of the 'insider threat'

8.5 Methods to prevent, detect or deter individuals who might be vulnerable

Response Policing:

6 Explain the role and responsibilities of the police at a major incident

6.1 Definition of a 'critical incident' and 'major incident'

6.2 Difference between a critical incident and a major incident

6.3 Who can declare a major incident

6.4 Command structure at a major incident

6.5 Role and responsibilities of the first responder at a major incident

6.6 Importance of effective debriefing of a major incident

7 Examine the effectiveness of joint interoperability between the emergency services

7.1 Introduction to, and principles for joint working (JESIP)

7.2 Role of police on attendance at an incident, including use of:

- Major Incident Public Portal (MIPP)
- Investigative Triage Form (ITF)

7.3 Role of other agencies in an incident, including:

- Casualty Bureau
- Hospitals
- Documentation Teams at Survivors Reception Centre (SuRC)
- Family and Friends Reception Centre (FFRC).

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

12 Analyse the role of the police within a joint emergency services operation

12.1 Importance of applying JESIP at a joint emergency services incident e.g. road traffic collision with fire and ambulance present

12.2 Use of the Joint Decision Model at joint emergency services incidents

12.3 The primacy rule at a major incident

12.4 Lessons learned from previous joint emergency services incidents

12.5 Future developments e.g. joint command structures/joint command centres

Policing Communities:

1 Examine the function of community policing, and key issues relevant to community policing

1.6 How terror attacks (such as 9/11 (USA), 7/7 (UK), and Manchester Arena) can:

- Impact on community policing
- Influence current and future relationships between communities and the police
- Members of the community and the police
- Impact on the public perception of police

Policing the Roads:

4 Explain the legislation applicable to more complex road investigations

- 4.1 Relevant case law and legislation in relation to drink/drug driving
- 4.2 Legislation and powers in relation to potential construction and use offences when conducting examinations of vehicles at the roadside
- 5 Explain how to apply a problem-solving process to investigate small-scale incidents and collisions on the roads
 - 5.1 The CLEAR initiative

Information and Intelligence:

- 4 Understand how information and intelligence held by other agencies can help police operations
 - 4.1 The information that is held on individuals by other agencies
 - 4.2 Considerations for partnership working e.g. data protection, data sharing/quality, privacy, risk management
 - 4.3 How the sharing of information can assist in single or multi- agency operations
 - 4.4 How to provide feedback on information and intelligence post- operation
- 5 Explain data protection regulations and their impact on professional policing
 - 5.1 The key roles in information handling, including the Information Asset Owner (IAO)
 - 5.2 Data protection regulations associated with storage, processing, use and sharing of policing data, including:
 - General Data Protection Regulation (GDPR)
 - Data Protection Act 2018
 - 5.3 Impact of holding incorrect, inaccurate or out of date information on an individual
 - 5.4 Implications of data protection regulations on the use of information and intelligence in policing operations
 - 5.5 Legal and organisational implications of inappropriate disclosure of information
 - 5.6 Use of Privacy Impact Assessments with any held data
 - 5.7 Retention periods for information
 - 5.8 Data quality
 - 5.9 Concept of risk mitigation
- 6 Examine the issues that can arise when data management protocols are not adhered to

- 6.1 Impacts on the police service and the reputation of policing when data management errors occur
- 6.2 Potential cost to the organisation and individuals when data breaches occur
- 6.3 Initial actions for dealing with data breaches and the roles of key stakeholders
- 7 Review the rights of the individual in respect of information held about them
 - 7.1 Rights of the individual and exceptions, including:
 - Protection of Freedoms Act 2012
 - Human Rights Act 1998
- 8 Explain relevant intelligence sources appropriate to policing operations
 - 8.1 Policing purposes for which information and intelligence may be gathered
 - 8.2 Sources of information and/or intelligence appropriate to a policing operation:
 - Europol (Five Eyes)/Interpol (I-24/7)
 - ACRO
 - SIS (Schengen) (via PNC)
 - Home Office Immigration Enforcement
 - Regional Organised Crime Units (ROCU)
 - National Crime Agency (NCA)
 - MAPPA – Multi-Agency Public Protection Arrangement
 - National and Local Government Agency Intelligence Network (GAIN)
 - Community intelligence
 - Neighbourhood watch
 - Local police forces
 - Agencies and border control, including:
 - Her Majesty's Revenue and Customs (HMRC)
 - UK Prison and Probation Service (UKPPS)
 - National Border Targeting Centre (NBTC) within Border Force
 - Border police command
 - Specialist agencies and departments
 - Prison Intelligence Officers (PIO)
 - Other sources
 - 8.3 Considerations regarding gathering information and intelligence to meet the needs of an operation, including:
 - Legislation and correct use of application of search warrants
 - Methods of gathering information and intelligence

- Data integrity
- Intelligence product(s) required

8.4 How intelligence moves between Regional Organised Crime Units (ROCU), National Crime Agency (NCA), forces and other agencies

Police Investigations:

8 Review the roles and processes associated with conducting complex investigations

8.1 Relevant legislation in relation to complex investigations

8.2 Community considerations, including community engagement, impact assessment and use of Independent Advisory Groups

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

8.4 Role of internal specialists, including:

- Crime Scene Investigator
- Digital or traditional forensic specialists
- Area specialists e.g. modern slavery single points of contact (SPoC)
- Digital Media Investigator
- Financial Investigator
- Senior Investigating Officer

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

8.6 Impact that family court/parallel 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
- Civil vs criminal law, private vs public

8.7 Role of coroner

10 Explain additional professional considerations to be taken into account in relation to specific complex investigations

10.1 Specific legislation applicable to complex investigations

10.2 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
- Involve death or serious injury on the roads

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. This module focuses heavily on theory and reading of academic texts; therefore, students will be encouraged to utilise UWE library services to support their learning throughout this module.

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

MO1 Analyse the roles and processes associated with conducting complex investigations including specific legislation, codes of practice and information sharing guidance.

MO2 Critically evaluate the logistics of disclosure during complex or major investigations and the importance of case management systems and databases.

MO3 Examine specific threats to the public and the issues that can arise when data management protocols are not adhered to.

MO4 Critically review legislation relating to the collection of information and intelligence, identifying gaps and inconsistencies.

MO5 Analyse public protection, the potential links between terrorism and other forms of criminality and the impact at a national, regional, and local level.

MO6 Distinguish between major and critical incidents and how the roads network can be used to facilitate crime.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Lectorials = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/F942F011-9F79-ADD6-FEF3-48A5C4E03961.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/F942F011-9F79-ADD6-FEF3-48A5C4E03961.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: Summative assessment for this module will be focused on an in-class Hydra exercise and 3000-word portfolio.

The Hydra Immersive Simulation System (hereafter Hydra) is a unique, high-fidelity learning environment that enables the monitoring of real-time leadership and decision making in critical incidents. Hydra is effectively an intelligence-based simulation. Learners will be provided with time-released chunks of information. As the simulation unfolds, learners will be required to make decisions which determines the release of the next set of information.

The portfolio consists of several components, at least one to be reflective. This component of the assessment encourages learners to explore different aspects of police work and their role within the team undertaking this. As such reflection will

provide a vital learning development opportunity for students. The portfolio separates the Hydra activity from the assessment as learners are not being assessed on their 'operational success', more so their application of problem-solving, decision-making, teamwork, and leadership skills.

The resit portfolio will be based on a primary source exercise which will allow students to consider relevant skills to working in a Police organisation.

Formative assessment of learning will be provided during scheduled teaching activities through case-studies, taking part in discussions, debates and questions and answers during taught sessions. Additional formative support will be provided in study skills workshops on research, literature reviews, creation of abstracts, and referencing.

Assessment components:

Portfolio - Component A (First Sit)

Description: 3000-word portfolio based on an in-class HYDRA exercise.

The portfolio will consist of several components, at least one to be reflective. The assessment encourages learners to explore different aspects of police work and their role within the team undertaking this. As such a written reflection activity will provide a vital learning development opportunity for students and further develop their academic research and writing skills.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Portfolio - Component A (Resit)

Description: This portfolio will be based on a primary source exercise which will allow students to consider relevant skills to working in a Police organisation.

At least one aspect of the portfolio will be reflective to enable students to help students consider how to develop their practice.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study:

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

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