



## **Module Specification**

### **Policing Threats**

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## Part 1: Information

**Module title:** Policing Threats

**Module code:** UZSYGC-30-3

**Level:** Level 6

**For implementation from:** 2025-26

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Health, Science & Society

**School:** CHSS School 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:** 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:** Relevant learning outcomes as specified in the applicable College of Policing National Policing Curriculum.

### 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 tasks, at least one to be reflective. This task 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 tasks:****Portfolio (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 (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 [Frenchay] BSc (Hons) 2023-24

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