

MODULE SPECIFICATION

Module Title:	Police Investigations	Level:	6	Credit Value:	20
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Module code:	POL601	Is this a new module?	new	Code of module being replaced:	N/A
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Cost Centre:	GACJ	JACS3 code:	L311	HECOS code:	100484
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Trimester(s) in which to be offered:	1	With effect from:	September 2019
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Faculty:	Social and Life Sciences	Module Leader:	Andrew Crawford
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Scheduled learning and teaching hours	24hrs
Guided independent study	176hrs
Placement	0hrs
Module duration (total hours)	200hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Professional Policing	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval January 19

APSC approval of modification January 21

Version 3

1. Jan 21 Updates made to CoP standards numbering and syllabus points

2. Jan 22 - Additional updates made to syllabus points as per CoP requirements

Yes No

Have any derogations received SQC approval?

Module Aims

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

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
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: 1.1,1.2,1.3,1.4,1.5,1.6,1.7,1.8,1.9,2.1,2.2,2.3,2.4, 6.1,6.2,8.1,8.2,8.3,8.4.8.5,8.5a 8.6,10.1,10.2)	KS1	KS3
		KS6	KS8
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, 4.1,4.2,7.1)	KS1	KS3
		KS6	KS8
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, 11.4	KS1	KS2
4	Analyse and assess the legislation and the evidence base relating to conducting ethical police interviews NPC mapping: Police Investigations 5.1,5.2,5.3,5.4,5.5,5.6	KS1	KS3
		KS6	KS8
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)	KS1	KS3
		KS6	KS8
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) NPSC mapping Victims and witnesses 7.1,7.2,7.3		
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Transferable/key skills and other attributes

Advising
Evaluating data
Analytical skills
Writing skills
Independent Working
Time Management

Derogations

Module cannot be compensated/condoned on BSc (Hons) Professional Policing
Both elements of assessment must be passed on BSc (Hons) Professional Policing

Assessment:

This module will be assessed by 3 methods.

An exam will test student's understanding of investigative processes

An interview strategy report will require students to provide advice to a colleague on how to interview a suspect in a crime and a victim at the police station

Critical incident review: review a real-life policing incident in which ethical considerations were crucial to the decision-making process e.g. undercover operations;

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 (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2	Exam	50%	2 hours	
2	3,4,5	Interview strategy report	25%		1,500
3	6	Critical incident review	25%		1,500

Learning and Teaching Strategies:

The module will be taught online using a variety of strategies: wrap around lecture content, panopto videos, links to website and information, online exercises and discussions (asynchronous). The module will be supported by two face to face seminars.

Syllabus outline: NPC indicative content Mapping

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

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

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

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

Types of evidence

How digital technology can capture best evidence e.g. body-worn video cameras

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

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

Logistics of disclosure during complex or major investigations e.g. case management systems and databases

Cold case reviews

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

How to 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

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

Continuity in dealing with victims and witnesses

Safety

Protection

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

Bibliography:

Essential reading

- 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
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- 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
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- Madsen, S. (Ed.). (2007). *Practical policing skills for students*. (2nd ed.). Exeter: Law Matters P 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.