Programme specification

BA (Hons) Degree in Professional Policing

School:	School of Psychological and Social Sciences
Entry from:	2019 *in:* September
Awarding institution:	York St John University
Teaching institution:	York St John University
Delivery location:	York St John University
Programme/s accredited by:	College of Policing
Exit awards:	BA (Ord) Degree in Policing Studies Diploma of Higher Education Policing Studies Certificate of Higher Education Policing Studies
UCAS code / GTTR / other:	
Joint Honours combinations:	Not applicable
QAA benchmark group(s):	Criminology (2014)
Mode/s of study:	Full time for 3 years
Language of study:	English
Study abroad opportunities:	No
Paired with Foundation Year	Yes
Placement Year opportunity:	No

Introduction and special features

The BA (Hons) Degree in Professional Policing provides an opportunity for you to obtain the national pre-join qualification. It will support you to apply to join the police service in England and Wales as a Police Constable. It will introduce you to the role of policing through the study of law, policy and procedure, as well as criminal justice, crime and deviance relevant to policing in England and Wales. It will also allow you to consider global policing issues.

The programme has been developed in accordance with the College of Policing's licensing agreement to run the national pre-join degree programme as part of the Policing Education Qualifications Framework (PEQF) and engages with a range of contemporary and relevant issues in the UK and across international policing and by following the National Policing Curriculum. The modules enable you to pursue a focused study of police law and policy and consider contemporary issues facing the police service in the UK and internationally.

Your studies foreground policing but also draw upon criminological perspectives. You will consider aspects of Criminology relating to crime and deviance; modules will examine how crime, policy, social inequalities and divisions impact upon an understanding of policing. A core theme running through the entire programme will be Evidenced-based Policing (EBP). The police service sees EBP as an important link between policing and education and there are modules dedicated to developing EBP skills and carrying out research projects.

The University wants you to do well and our aim is to enhance your employment potential. The pre-join degree may also be of interest or benefit to you if you are considering a career in other roles within policing, for seeking to understand how society is policed, if you have an interest in law enforcement or if you want to enter the wider justice sector. In encouraging you to enhance your future employability, volunteering in a range of settings is encouraged and both the school and the University will support you in this. Relationships have been developed with police forces in the north east region, as well as organisations that work alongside the police service. These organisations cover restorative justice, domestic abuse and support for victims of sexual assault, victim's charities and agencies supporting vulnerable people in society. These will not only provide work related experience, but will also support your studies.

York St John University offers a range of facilities to aid in your academic and personal journey whilst you study here. The library services offer a wide range of books, journals and other materials, and dedicated Academic Liaison Librarians can provide additional support dependent upon your needs. Fitness and health are important for the role of a police officer and the University has a gym on the main campus and a range of classes are available. Alongside this are the large number of sports clubs and societies that students can take an active part in. The University also considers that your wellbeing is paramount and Student Services offer a range of facilities to assist and support your health.

Below are links to a range of support available;
Academic Support
Disability Support
Academic Misconduct
Student Services
Library and IT Services

In summary, this is an exciting opportunity to gain the national pre-join professional qualification to be able to apply for the role of a Police Constable in England and Wales. You will develop a detailed and critical knowledge and insights into policing issues. It also allows you to enhance your future employability within a vibrant and growing department.

Special Features
- Experienced current and ex-police officers and police staff from highly specialised backgrounds will deliver all modules;
- Police lectures are specialised in the following areas; Operational Policing, Evidenced-based Policing, Investigation & Interviewing, Crime Scenes, Community Policing, Counter-Terrorism, Mental Health, Firearms, Crime Science, Custody & the Police and Criminal Evidence Act 1984;
- Supported by academics from Criminology and Sociology;
- Guest speakers from policing organisations and other support agencies;
- Enhanced employment potential as a police officer, police staff or working within the wider criminal justice sector.

Admissions criteria
You must meet the University's general entry criteria for undergraduate study.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/).

If you do not have traditional qualifications, you may be eligible for entry on the basis of Accredited Prior (Experiential) Learning (APL/APEL). We also consider applications for entry with advanced standing.

York St John welcomes applicants from all types of backgrounds. If you are unsure about your suitability to join the programme please contact admissions for further information.

Additional Requirements for Recruitment to the Police Service of England and Wales

In addition, you must have:
- Whilst it is not a criterion for entry onto the programme, if you are looking to join the police service in England and Wales, you should ensure that you will meet the necessary criteria. Information is available via the link; http://www.policecouldyou.co.uk/police-officer/am-i-eligible/detailed-eligibility-req/index.html

- Under the requirements of the licence from the College of Policing, it is important to understand that successful completion of the programme does not guarantee you a position as a police officer. You will need to apply to your chosen police force, meet the general criteria and go through the full national application and selection processes, as well as any additional local requirements.
- If you wish to use a pre-join degree as your entry route to the police service, you must apply to join a police force within five years of your graduation.

Programme aims
The BA (Hons) Degree in Professional Policing aims to enable students to:
1. Obtain a detailed knowledge and understanding of police law, policy and procedure relating to policing in England and Wales
2. To achieve the pre-join professional qualification in policing that allows application to the police service in England and Wales without the requirement to undertake further study on recruitment;
3. Obtain a range of skills relating to the collection, interpretation, analysis and communication of policing data focused in an area of Evidenced-Based Policing;
4. Develop a range of skills, behaviours and attitudes to equip them for employment in the police service.

Programme learning outcomes
Upon successful completion of the programme students will be able to:

Level 4
4.1 Demonstrate a broad-based knowledge and understanding of a range of underlying concepts, content and theoretical perspectives associated with studying policing;
4.2 Effectively explain different policing perspectives;
4.3 Demonstrate a detailed knowledge of police law, policy and procedure relating to policing in England and Wales;
4.4 Present, evaluate and interpret different forms of information, evidence, data, artefacts and performances appropriate to the study of policing;
4.5 Communicate effectively using a range of skills, both written and oral appropriate for the audience and
purpose;
4.6 Demonstrate a range of key transferable skills, including, use of computer software, presentation, problem-solving and discussion appropriate for further study and personal development.

Level 5
5.1 Apply police law, policy and procedures, theoretical perspectives and concepts to a range of issues relevant to the fields of policing;
5.2 Demonstrate a critical awareness of research strategies that are relevant to the study of policing;
5.3 Critically analyse data and information relevant to the study of policing;
5.4 Communicate subject-relevant information, ideas and arguments effectively to specialist and non-specialist audiences;
5.5 Apply knowledge and skills in communication effectively in decision-making in the context of growing maturity as an independent learner.

Level 6
6.1 Apply methods and techniques learned to review, consolidate, extend and apply knowledge of policing theories and principles in the analysis and solution of complex problems;
6.2 Critically evaluate research strategies associated with police studies;
6.3 Communicate information, ideas, problems and solutions relating to the evaluation of qualitative and
quantitative data relevant to the study of policing;
6.4 Acquire, organise and communicate information, ideas and arguments, showing an understanding of the significance and limitations of knowledge in the field of police studies;
6.5 Critically evaluate and apply policing theory, practice and principles to a range of issues.;
6.6 Apply skills, concepts, theoretical and empirical knowledge, and methods appropriate to the study of policing to initiate, design, plan and execute evidence-based policing research;
6.7 Reach reasoned judgements about arguments and evidence based upon sound critical analysis and an understanding of different value positions;

6.8 Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

Programme Structure

Code	Level	Semester	Title	Credits	Status of Module*
1PP001	4	1	The Role of the Police	20	CA
1PP002	4	1	Valuing Difference and Inclusion	20	CA
1PP003	4	1	Study and Employability Skills	20	CA
1PP004	4	2	Criminal Justice	20	CA
1PP005	4	2	Policing Communities and Problem Solving	20	CA
1PP006	4	2	Criminology and Crime Prevention	20	CA
2PP001	5	1	Designing Evidence-Based Policing Research	20	CA
2PP002	5	1	Response Policing	20	CA
2PP003	5	1	Vulnerability and Risk	20	CA
2PP004	5	2	Policing the Roads	20	CA
2PP005	5	2	Intelligence and Information	20	CA
2PP006	5	2	Investigation	20	CA
3PP001	6	1&2	Evidenced-Based Policing Dissertation	40	CA
3PP002	6	1	Public Protection	20	CA
3PP003	6	1	Decision Making and Discretion	20	CA
3PP004	6	2	Counter Terrorism	20	CA
3PP005	6	2	Digital Policing	20	CA

***C**: Compulsory, **CA**: Compulsory for award, **O**: option or **E**: elective.

(Refer to Appendix A to see how the YSJ Programme Learning Outcomes and Modules map to the National Policing Curriculum for the Pre-join Degree in Professional Policing)

Learning, teaching and assessment

We provide a positive learning environment in which you will experience a range of teaching styles and settings and a variety of approaches to learning. Many of the teaching team have taught on a wide range of police training and educational programmes, both theoretical and operational. Classes will generally involve tutor-led input interspersed with student activities.

Activities may include small group work, discussions, guided reading and library-based research leading to feedback alongside seminars (small groups of students with a tutor) and tutorials (one-to-one meetings with a tutor). In addition, there is an emphasis on independent study outside of formal teaching sessions. This 'Supported Open Learning' (SOL) will include directed reading tasks, student-based project work, engaging with the online virtual learning environment (VLE) and the Learning Centre and encouragement to attend guest lectures and research seminars.

The range of resources are designed to enable you to work collaboratively and build your knowledge beyond guided reading so that you are able to engage with key debates within the approaches to theory and practice. Policing is a rich and varied discipline and, as such, you must be able and willing to explore the depth of knowledge and experience at your disposal. You will study challenging issues and cases, as well as police law, policy and procedure from the National Police Curriculum. This will require you to undertake in depth study and reflective learning.

Although learning about the discipline of policing is important, the development of academic skills are not overlooked and there will be various activities which are aimed at making you more effective in the work that you produce whilst on the course. As part of this, skills which are valued by employers, such as communication, presentational and organisational skills are intrinsic to assignments. You will find further support in relation to the development of academic skills on the programme's Moodle site.

York St John University adopts the position that students are co-producers of knowledge rather than just recipients of it. We see students as an important aspect of a student-centred approach. As such there will be opportunities for you to engage in research in different ways; such as through the Research Assistant scheme. This provides students with the opportunity to take part in research projects being carried out by staff. York St John University is committed to seeing students as co-creators of knowledge and we aim to ensure that you have opportunities to engage in the study of Policing rather than just hear about how knowledge is produced.

Transferable skills and competencies as evident within graduate attributes will be achieved through the tiered learning progression. As such, Level 4 and 5 have increased contact time to ensure that you have a sound grounding in the subject area in key modules; this is reduced in Level 6 to develop your autonomy, whilst still providing a supportive environment. In Level 6, you will be expected to engage in critical enquiry-based learning to develop your individual autonomous reasoning, analytical and research skills to a high standard. Throughout your studies you will have an opportunity to undertake learning that is related to the career that you wish to pursue in the future. Across the levels you will study specialist modules that will allow you to reflect upon a range of possible future careers. Guest speakers from the police service, former police officers/staff and people from partnership agencies will provide relevant learning experiences. You will also be encouraged to undertake volunteering activities to enhance your future employability. You will be assigned an academic tutor in addition to module tutors. The role of the academic tutor is to provide additional support with your studies where necessary. In addition to this support the University provides extensive support in a range of academic skills, such as writing assignments and the use of the library for locating relevant information.

York St John University is committed to embedding formative assessment activities as part of its approach to teaching, learning and assessment. These are activities which develop your understanding of how assessed work is marked and how you might produce work to a higher standard, as well as developing you as a person. The intention is to ensure that you receive on-going feedback relating to your learning and development which will assist you in being successful in your studies and your future career aspirations. You will encounter a range of assessment approaches which are designed to enable you to develop a range of skills and meet the learning outcomes detailed earlier. Formative and summative assessment will be by a variety of methods appropriate to the specified Programme Learning Outcomes (PLOs) for the programme, the level, and the specific module including written work, group work, presentations and exams.

The assessment methods that you will encounter will reflect the requirements of the police service, such as; operational planning, report writing, case studies and reviews, police recruit style examination, practical elements, presentation and employability skills and research. As part of your academic development, assignments will foster critical and original thinking through structured activities and study.

(Refer to Appendix B for an overview of the assessment plan and rationale)

Progression and graduation requirements
The University's general regulations for undergraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

Students must pass 360 credits to be eligible for the award of BA (Hons) Degree in Professional Policing.

Further information on progression, complaints, appeals and processes can be found via the links below;

https://yorksj.ac.uk/registry/regulations/regulations-for-undergraduate-awards/#d.en.27481

https://www.yorksj.ac.uk/registry/assessment/sap-procedures/

https://www.yorksj.ac.uk/ssr/policies-and-regulations-/appeals-and-complaints-/

https://www.yorksj.ac.uk/registry/assessment/sap-procedures/

Internal and external reference points
This programme specification was formulated with reference to:
- University Mission Statement [see page two]
- Strategic Plan 2015-20 [see page four]
- QAA subject benchmark statement
- Framework for Higher Education Qualifications
- Licensing requirements to run the Degree in Professional Policing from the College of Policing

Date written / revised: 21/02/19
Programme originally approved:

Appendices:
See the attached appendices for:
- Appendix A – Mapping of National Policing Curriculum for the Pre-join Degree in Professional Policing to YSJ Programme Learning Outcomes and Modules
- Appendix B - Assessment plan, Schedule and Rationale

Appendix A - Pre-join Degree in Professional Policing (Level 6)			
Learning Outcomes	**Indicative Content**	**Pre-join Degree in Professional Policing (Module)**	**Pre-join Degree in Professional Policing (YSJU Programme Learning Outcome)**
Understanding the Police Constable Role			
1 Explain the purpose of the police service and the responsibilities of those charged with delivering a professional service	1.1 The history of the police • The creation of the police (e.g. Peelian principles) • The modern police service 1.2 The policing mission 1.3 What it means to be a police constable e.g. constabulary independence, crown servant 1.4 Roles and responsibilities of those charged with ensuring that the police service delivers a professional service: • Home Secretary • Police and Crime Commissioners (Combined Authority Mayor) • Her Majesty's Inspector of Constabulary (HMIC) • NPCC (National Police Chiefs Council) • Mayor's Office for Policing and Crime (MOPAC) • Independent Police Complaints Commission (IPCC) • Chief Constables • College of Policing • Staff Associations • Professional Standards 1.5 How Police and Crime Plans impact on the police service	L4 - The role of the Police	L4.1 - L4.6
2 Review the role of law enforcement agencies and how a police constable can support these agencies to deliver safer UK	2.1 Regional and national collaboration between forces	L4 - The role of the Police	L4.1 – L4.6
	2.2 How the police service works with other law enforcement agencies to provide an effective national service, including: • National Crime Agency • Special Branch • National Counter Terrorism Policing • Interpol • MI5 and MI6 2.3 Level of input and advice that can be provided by specialist agencies 2.4 Role of the constable in supporting these agencies	L4 - The role of the Police	L4.1 - L4.6
3 Explain the concepts and principles of 'policing by consent'	3.1 Social and historical context of 'policing by consent' 3.2 Constitutional position of the police 3.3 The concept of, and evidence, for, police legitimacy 3.4 The concept of 'procedural justice' 3.5 Role and importance of the public in policing (e.g. reporting crime, intelligence, informal social control, compliance) 3.6 Risks to maintaining public consent and their consequences (e.g. riots, lack of co-operation, lack of community cohesion) 3.7 Local accountability	L4 - The role of the Police	L4.1 - L4.6
4 Explain the structure of the police service and the functions and the roles of members of the service	4.1 Police officers; Special Constabulary; PCSOs; other police staff 4.2 Types of roles and functions performed: • Uniformed roles and functions • Specialist roles and functions 4.3 How these roles and functions can work together to deliver fair and effective policing	L4 - The role of the Police	L4.1 - L4.6
5 Understand the extent of police powers and how these powers are regulated	5.1 Extent of powers applicable to: • Police officers • Special Constabulary • PCSOs • Police staff 5.2 How police powers are regulated: • Legislation • Professional Standards	L4 - The role of the Police	L4.1 - L4.6
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 PLAN 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 The 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 • Road Traffic Act 1968/ Road Traffic Act 1988 • Police and Criminal Evidence Act (PACE) 1984 • Public Order Act 1986 • Offensive Weapons Act 1996 • 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 • Policing and Crime Act 2017 • Investigative Powers Act 2016	L4 - The role of the Police, L5 - Response Policing, L5 - Policing the Roads, L5 - Vulnerability and Risk, L6 - Public Protection, L5 - Investigation	L4.1 - L4.6, L5.1 - L5.5, L6.4, L6.7, L6.8
7 Understand and evaluate the overall strategic context of policing and relevant national policing strategies	7.1 Police reform 7.2 The Strategic Policing Requirement 7.3 Policing Vision 2025 7.4 Workforce Transformation in the Police Service 2018	L4 - The role of the Police	L4.1 - L4.6

8 Explain what is meant by the term 'profession'	8.1 Common features of a profession: • A specialist knowledge base • A distinct ethical dimension • CPD requirements • Standards of education	L4 - The role of the Police	L4.1 - L4.6
	8.2 How development and ownership of an evidence-base can define the police profession		
	8.3 What is a 'professional body'		
9 Explain the role of the College of Policing in professionalising policing	9.1 College of Policing: • College of Policing Five Year Strategy • Authorised Professional Practice • Leadership Review • Professional Development Programme • Policing Education Qualifications Framework • College Membership	L4 - The role of the Police	L4.1 - L4.6

Valuing Difference and Inclusion			
1 Understand the core principles of ethics, equality, diversity and human rights in professional policing	1.1 The terms 'ethics', 'diversity', 'equality' and 'human rights'	L4 - Valuing Difference and Inclusion	L4.1 - L4.6
	1.2 Relevant legislation and guidance in a policing context: • Human Rights Act 1998 • Equality Act 2010 • The Police Reform Act 2002 • The Police Staff Council Joint Circular 54 for police staff • The IPCC Statutory Guidance 2015		
	1.3 Code of Ethics		
2 Analyse theories and concepts linked to ethics	2.1 Theories and concepts linked to an ethical approach	L4 - Valuing Difference and Inclusion	L4.1 - L4.6
3 Critically evaluate the impact upon policing of differing values, ethics and norms within a diverse community	3.1 Understanding values, ethics and norms within diverse communities	L4 - Valuing Difference and Inclusion	L4.1 - L4.6
	3.2 Understanding potential barriers experienced by individuals, based upon personal circumstances, including: • Language barriers • Knowledge of UK law		
	3.3 How cross-cultural differences may affect interaction between individuals, groups and organisations		
	3.4 Effect of cultures and traditions on police ethics and values		
	3.5 Policing diverse communities		
4 Explain how to apply professional approaches to policing, demonstrating fairness, ethics and integrity	4.1 Roles and responsibilities of those charged with ensuring the police deliver an unbiased, ethical and fair service	L4 - Valuing Difference and Inclusion	L4.1 - L4.6
	4.2 Upholding the law versus supporting the public		
	4.3 Maintaining the public perceptions of a fair and unbiased police service		
	4.4 Interpretation of the law: • Letter of the law • Essence of the law		
	4.5 Public interest and criminalisation		
	4.6 How ethical decisions (e.g. the application of discretion) can conflict with standard operating procedures, policies and procedures, accepted practice, performance standards and legislation		
	4.7 Justifying the application of discretion		
	4.8 Case for adopting a professional approach that values inclusivity and diversity (within the organisation, community and wider society)		
	4.9 How application of professional judgement can influence public perceptions of policing		

Maintaining Professional Standards			
1 Understand the necessity for maintaining professional standards in policing, and relevant governance, roles and responsibilities	1.1 Necessity: • Fair, ethical and unbiased delivery of policing services	L4 - The role of the Police	L4.1 - L4.6
	1.2 Governance: • Legislation • Professional standards • Professional Standards Unit (PSU)		
	1.3 Roles and responsibilities: • PSU • Chief Officers • Disciplinary procedures • Hearings • Role of the IOPC (formerly IPCC), in serious cases		
	1.4 Professional standards: • Police (Complaints and Misconduct) Regulations 2012 • Disciplinary procedures • Notifiable associations • Off-duty conduct • Avoiding corruption • Abuse of authority (for sexual purposes, financial gain etc.)		
	1.5 Code of Ethics		
2 Compare professional standards requirements within the police service to similar professional organisations	2.1 Comparison of professional standards requirements within similar organisations	L4 - The role of the Police	L4.1 - L4.6
	2.2 Absence of ordinary employment law: Office of Constable		
3 Explain the professional standards to be maintained as a member of the police service	3.1 The level of professional standards required in both professional and personal life	L4 - The role of the Police	L4.1 - L4.6
	3.2 Potential impact of policing targets on professional standards		
	3.3 Potential consequences of failing to comply with strict professional standards		
4 Analyse how the police have developed policies and procedures to reduce the possibility of professional malpractice and increase community confidence	4.1 Reports detailing the thematic inspections into police force integrity: • IOPC/IPCC reports • 'Without Fear or Favour' (2011)	L4 - The role of the Police	L4.1 - L4.6
5 Analyse the role that independent bodies such as the IOPC or HMICFRS play in holding the police accountable to the public	5.1 Instances when IOPC/HMICFRS would act as the lead investigative body, including post-incident management	L4 - The role of the Police	L4.1 - L4.6
	5.2 Advantages and disadvantages of an independent investigating body		
	5.3 Investigation processes in comparative professional contexts		

6 Examine why people in positions of respect or authority may fail to comply with policies, procedures, protocols or legislation, and commit criminal offences	6.1 Reasons why people in positions of respect or authority might act unprofessionally	L4 - The role of the Police	L4.1 - L4.6
	6.2 Case studies: abuse of power/authority		
7 Review how previous instances of misconduct/malpractice can influence	7.1 Impact of police misconduct hearings being heard in public	L4 - The role of the Police	L4.1 - L4.6
	7.2 Lessons learnt from past instances of misconduct/malpractice		
8 Review the progress being made within the police service to improve professional standards	8.1 Organisational factors that have contributed to inappropriate behaviour/negative case outcomes	L4 - The role of the Police	L4.1 - L4.6
	8.2 Perceptions of the police service as having a 'blame culture' • Strategies for mitigation		
	8.3 Reviewing improvement to the professional standards of the policing profession		

Evidence-based Policing			
1 Explain the professional concept of evidence-based policing	1.1 Definition of evidence-based policing (EBP): • Definitions of evidence-based policing • College of Policing definition - ATLAS approach • Sherman definition • Realist perspectives	L5 - Designing EBP Research, L4 - The role of the Police, L4 - Study and Employability Skills, L4 - Policing Communities and Problem solving, L5 - Response Policing, L5 - Policing the Roads, L5 - Vulnerability and Risk, L6 - Public Protection, L6 - EBP Dissertation	L4.1 - L4.6, L5.1 - L5.5, L6.1 - L6.8
	1.2 The rationale for evidence-based policing: • Cognitive biases and heuristics e.g. Daniel Kahneman • Behavioural insights e.g. the concept of 'nudge' • High-risk, high-harm, high-cost issues • 'Scared straight' and 'backfire'		

	1.3 Importance of differentiating between types of evidence to identify best practice:
	
	 • Types of evidence:
	  - Research evidence (types and standards of research)
	  - Professional expertise
	  - Information and intelligence
	  - Lessons learned from success and failure
	 • How evidence should be used to inform decisions:
	  - Systematic analysis
	  - Identification of best practice		

	1.4 Case studies exploring the impact of evidence-based policing in different areas of policing		
2 Understand potential constraints associated with an evidence-based policing approach and identify best practice	2.1 Constraints of timescale	L5 - Designing EBP Research, L4 - The role of the Police, L4 - Study and Employability Skills, L4 - Policing Communities and Problem solving, L5 - Response Policing, L5 - Policing the Roads, L5 - Vulnerability and Risk, L6 - Public Protection, L6 - EBP Dissertation	L4.1 - L4.6, L5.1 - L5.5, L6.1 - L6.8
	2.2 Instances when an evidence-based policing approach failed to meet intended targets		
	2.3 Identifying best practice and lessons learned		
3 Evaluate the potential professional applications of an evidence-based policing approach	3.1 Professional contexts in which an evidence-based policing approach is appropriate: • Organisational • Community	L5 - Designing EBP Research, L6 - EBP Dissertation, L4 - The role of the Police, L4 - Study and Employability Skills, L4 - Policing Communities and Problem solving, L5 - Response Policing, L5 - Policing the Roads, L5 - Vulnerability and Risk, L6 - Public Protection	L4.1 - L4.6, L5.1 - L5.5, L6.1 - L6.8
	3.2 Policing-related activities where an evidence-based policing approach is beneficial: • Tackling crime and disorder • Managing offenders • Criminal justice • Engaging the public • Learning and development • Improving work practices/processes • Introducing new technology		
4 Know how to systematically review and critically evaluate available evidence	4.1 'What Matters'	L5 - Designing EBP Research, L6 - EBP Dissertation, L4 - The role of the Police, L4 - Study and Employability Skills, L4 - Policing Communities and Problem solving, L5 - Response Policing, L5 - Policing the Roads, L5 - Vulnerability and Risk, L6 - Public Protection	L4.1 - L4.6, L5.1 - L5.5, L6.1 - L6.8
	4.2 'What Works' evidence ladder		
	4.3 Maryland Scale of Scientific Methods		
	4.4 Frameworks for evaluating the quality of qualitative research		
5 Identify potential sources of evidence that can be used as part of an evidence-based policing approach	5.1 Sources of research and evidence (and support) for evidence-based policing: • College of Policing (What Works Centre, Knowledge Hub (formerly POLKA), National Police library, global policing database) • Other police forces • HMICFRS • Campbell Collaboration • Academic sources and journals • Government (ONS, Home Office) • Alliance for Useful Evidence/NESTA • Society of Evidence-Based Policing • Center for Evidence-Based Crime Policy (US) • Center for Problem-Oriented Policing (US)	L5 - Designing EBP Research, L6 - EBP Dissertation, L4 - The role of the Police, L4 - Study and Employability Skills, L4 - Policing Communities and Problem solving, L5 - Response Policing, L5 - Policing the Roads, L5 - Vulnerability and Risk, L6 - Public Protection	L4.1 - L4.6, L5.1 - L5.5, L6.1 - L6.8
6 Explain how evidence-based policing can be applied in practice	6.1 Development of police standards (e.g. Authorised Professional Practice (APP))	L5 - Designing EBP Research, L6 - EBP Dissertation, L4 - The role of the Police, L4 - Study and Employability Skills, L4 - Policing Communities and Problem solving, L5 - Response Policing, L5 - Policing the Roads, L5 - Vulnerability and Risk, L6 - Public Protection	L4.1 - L4.6, L5.1 - L5.5, L6.1 - L6.8
	6.2 Development of national/local policy (e.g. funding, deployment)		
	6.3 How to use evidence in practice: • Professional judgement • The reflective practitioner		
	6.4 How to question and challenge using evidence		
	6.5 Ethical concerns with regards to evidence and how these concerns can be addressed		
7 Know how to optimise opportunities to	7.1 Developing a range of options	L5 - Designing EBP Research,	

obtain the best available evidence, evaluate options and develop the most appropriate solution to a given policing problem	7.2 Selecting the preferred, most likely option to mitigate or resolve problem	L6 - EBP Dissertation, L4 - The role of the Police, L4 - Study and Employability Skills, L4 - Policing Communities and Problem solving, L5 - Response Policing, L5 - Policing the Roads, L5 - Vulnerability and Risk, L6 - Public Protection	L4.1 - L4.6, L5.1 - L5.5, L6.1 - L6.8
	7.3 Justifying interventions and potential consequences		
	7.4 Preparing a presentation to an appropriate authority		
	7.5 Developing methods to evaluate the intervention, including cost benefit and end user satisfaction		
	7.6 Feeding results back into future policing strategies		

Problem Solving			
1 Explain the principles of problem-solving techniques	1.1 Herman Goldstein's model of problem-oriented policing (POP)	L4 - Policing Communities and Problem Solving, L4 - Criminology and Crime Prevention	L4.1 - L4.6
	1.2 Models used in problem solving and crime prevention: • SARA (Scanning, Analysis, Response & Assessment) model • Problem Analysis Triangle • Routine Activity Theory • Rational Choice Theory		
	1.3 Principles of problem-solving and crime prevention: • Principles of crime prevention • Primary/secondary/tertiary prevention • Situational crime prevention • Early intervention and action		
	1.4 Evidence-based policing examples exploring the impact of evidence-based policing in different areas of policing		
	1.5 Partnership working and co-production in problem-solving		
	1.6 Role of the public in community problem-solving (e.g. problem identification and definition, taking action and assessing effectiveness)		
	1.7 Traditional versus non-traditional responses to problems		
	1.8 Outcomes of similar approaches in other comparable forces/organisations		
2 Explain how to engage in effective problem solving	2.1 The importance of defining a problem: • Context of the problem • Particular features of the problem (nature, extent and causes) • Multiple sources of data/information to help define and understand the problem • Overcoming barriers to sharing partner data	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	2.2 Enablers to effective problem solving	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	2.3 Barriers to effective problem solving	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	2.4 Tools for effective problem solving: • Problem Analysis Triangle • Routine Activity Theory • Signal Crimes • Techniques of Crime Prevention • 55 Steps to becoming a Problem-Solving Analyst	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	2.5 Impact of short-term targets versus long-term problem solving e.g. priority crime types	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
3 Carry out research to identify and understand an emerging issue or problem in a specific policing area and formulate an ethically sound research question	3.1 'Scanning' and Analysis' stages of the SARA model	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	3.2 Carrying out initial scoping to identify an issue/problem to research further		
	3.3 Reviewing previous literature on the issue or problem: • Considering different review approaches • Searching for and synthesising available evidence		
	3.4 Creating a sound research question, based on critical reading of appropriate literature and research		
	3.5 Developing a proposal for research to explore the nature, extent and causes of the issue/problem, including: • Research aims and questions • Consideration of different research designs • Strengths and weaknesses of different research methods • Project management (e.g. timescales, resources)		
	3.6 Carrying out the research as outlined in the proposal		
4 Plan an intervention to tackle the identified issue/problem	4.1 'Response' stage of the SARA model	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	4.2 Reviewing previous interventions designed to tackle the issue/problem		
	4.3 Developing a proposal for an intervention to tackle the issue/problem, including: • evidence for/against the proposed approach • consideration of alternative approaches • an implementation plan		
	4.4 Developing a range of options		
	4.5 Selection of the preferred, most likely option to mitigate or resolve problem		
	4.6 Justifying interventions and potential consequences		
	4.7 Preparing a presentation to an appropriate authority		
	4.8 Developing methods to evaluate the intervention, including cost benefit and end user satisfaction		
	4.9 Developing a proposal to assess the effectiveness of the proposed intervention		

Research Methods and Skills			
1 Understand the importance of planning research activities	1.1 Research design	L5 - Designing EBP Research	L5.2 - L5.5
	1.2 Focus of research and development of research questions		
	1.3 How to formulate an ethically sound research question		
2 Outline the strengths and weaknesses of research methodologies and approaches	2.1 Qualitative, quantitative and mixed methods	L5 - Designing EBP Research	L5.2 - L5.5
	2.2 Approaches to data collection: • Surveys • Interviews • Observation • Experimental design • Use of secondary sources		
	2.3 How to choose, implement and critically evaluate appropriate methods of research		
	2.4 Data sampling		
	2.5 Design frames and their strengths and weaknesses		
	2.6 Data reliability and validity		
	2.7 Research ethics to be adhered to		
	2.8 Research standards		
	2.9 Peer review		
	2.10 Use of data (qualitative and quantitative)		

3 Demonstrate skills in the use of resources and primary/secondary literary sources relevant to the degree programme	3.1 Methods of searching library and internet resources 3.2 Appropriate ICT and relevant university library resources 3.3 Relevant study materials	L5 - Designing EBP Research L4 - Study and Employability Skills	L4.1 - L4.2, L4.4 - L4.6, L5.2 - L5.5
4 Demonstrate a structured approach to studying, writing essays and referencing content	4.1 Critical reading, thinking and writing skills 4.2 Answering problem questions 4.3 Listening and note-taking skills 4.4 Appropriate referencing 4.5 Academic misconduct (e.g. plagiarism)	L5 - Designing EBP Research L4 - Study and Employability Skills	L4.1 - L4.2, L4.4 - L4.6, L5.2 - L5.5
5 Review and assess literature and case law in order to develop critical arguments and draw conclusions	5.1 Academic writing 5.2 Effective reading 5.3 Research of relevant undergraduate literature 5.4 Critiquing literature 5.5 Developing critical analysis and argument 5.6 Communication and presentation skills	L5 - Designing EBP Research L4 - Study and Employability Skills	L4.1 - L4.2, L4.4 - L4.6, L5.2 - L5.5
6 Explain statistical tests and the interpretation of data	6.1 Basics of numeracy and statistical information gathering	L5 - Designing EBP Research	L5.2 - L5.5
7 Apply key concepts in relation to models of learning and reflective practice	7.1 Learning styles 7.2 Critical thinking 7.3 Models of learning 7.4 Reflective practice	L5 - Designing EBP Research L4 - Study and Employability Skills	L4.1 - L4.2, L4.4 - L4.6, L5.2 - L5.5
8 Research, analyse and evaluate relevant research publications and qualitative and quantitative data	8.1 Critiquing research literature 8.2 Research ethics 8.3 Relationship between theories and methods 8.4 Evidence-based policing	L5 - Designing EBP Research L4 - Study and Employability Skills	L5.2 - L5.5
9 Demonstrate autonomy, as well as accountability and working with others, in a study skills context	9.1 Personal responsibility 9.2 Effective independent and confident self-directed learning 9.3 Working with others, including working in teams (action learning sets)	L5 - Designing EBP Research L6 - EBP Dissertation	L5.2 - L5.5, L6.1 - L6.8
10 Demonstrate proficiency in academic writing and presentation, in accordance with ethical protocols	10.1 Academic writing 10.2 Critiquing literature 10.3 Developing critical analysis and argument 10.4 Working in teams 10.5 Communication and presentation skills 10.6 Create a sound research question, based on critical reading of appropriate literature and research 10.7 Develop a proposal for research to explore the nature, extent and causes of the issue/problem, including: • Research aims and questions • Consideration of different research designs • Strengths and weakness of different research methods • Project management details (e.g. timescales, resources)	L5 - Designing EBP Research L6 - EBP Dissertation	L5.2 - L5.5, L6.1 - L6.8
11 Demonstrate effective referencing of a wide range of material appropriate to the subject area	11.1 Referencing and bibliography styles	L5 - Designing EBP Research L6 - EBP Dissertation	L5.2 - L5.5, L6.1 - L6.8
12 Apply quantitative and qualitative research techniques, including the interpretation of data	12.1 Analysis of quantitative and qualitative data 12.2 Numerical and statistical information gathering	L5 - Designing EBP Research L6 - EBP Dissertation	L5.2 - L5.5, L6.1 - L6.8
13 Present research on the identified issue/problem and proposals for tackling it	13.1 Writing a summary of the research project, including: • Background to the research • Previous literature • Research questions and methods • Evidence of critical analysis, argument and discussion • Conclusions and proposals arising from critical analysis	L5 - Designing EBP Research L6 - EBP Dissertation	L5.2 - L5.5, L6.1 - L6.8

Decision-making and Discretion

1 Understand the rationale for development of the National Decision Model (NDM)	1.1 Key influences on the decision-making process 1.2 Background and key drivers for development of the National Decision Model (NDM) 1.3 Purpose and benefits of the NDM	L6 - Decision Making and Discretion L5 - Response Policing	L5.1, L5.3 - L5.5, L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
2 Explain the stages of the National Decision Model (NDM) and the flexibility of approach it provides	2.1 The National Decision Model (NDM): • Mnemonic CIAPOAR (Code of Ethics, Information, Assessment, Powers & Policy, Options, Action and Review) 2.2 Link between the NDM, the Code of Ethics and intelligence products 2.3 Human rights in decision making: • Mnemonic PLAN (Proportionality, Legality, Accountability, Necessity) 2.4 Flexibility within the NDM	L6 - Decision Making and Discretion L5 - Response Policing	L5.1, L5.3 - L5.5, L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
3 Examine the role of discretion in the decision-making process	3.1 Definition of the term 'discretion' 3.2 How discretion plays an important part in the decision-making process in policing 3.3 The applicability of autonomy and discretion in effective policing 3.4 Measures to be put into place to ensure that discretion is applied ethically and professionally, including: • On-the-spot accountability (e.g. information provision) • Record keeping • Briefing and debriefing • Supervision • Reviewing decisions and learning lessons (e.g. case reviews) • Continuing professional development (CPD)	L6 - Decision Making and Discretion	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
4 Examine barriers to effective decision-making and strategies to mitigate these	4.1 Obstacles to making effective decisions 4.2 Strategies for effective decision-making 4.3 Application of discretion within the NDM 4.4 Where the use of discretion might/might not be applicable 4.5 Application of Authorised Professional Practice (APP) risk principles 4.6 Public interest 4.7 Applying the essence of the law 4.8 Risks involved when discretion is used as part of the decision-making process 4.9 Justifying the application of discretion in any decision-making process	L6 - Decision Making and Discretion L5 - Response Policing	L5.1, L5.3 - L5.5, L6.1, L6.2, L6.4, L6.5, L6.7, L6.8

5 Analyse the effect of bias on the decision-making process	5.1 The influences of bias on the ethical decision-making process: • Disproportionality • Prejudice, stereotyping and discrimination • Conscious and unconscious bias, including implicit bias • Direct and indirect discrimination • Relevance of police occupational culture • Structural, institutional and individual explanations for bias and discrimination	L6 - Decision Making and Discretion L4 - The role of the Police, L4 - Valuing difference and Inclusion	L4.1 - L4.6, L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
	5.2 Effects of personal experience, personal bias, values, cultural norms and emotions upon ethical decision-making, including: • Personal resilience • Cynicism • Empathy • Policing culture		
	5.3 The effect of using a 'default position' for decision-making based upon previous approaches		
6 Explain how to apply the National Decision Model to a given professional situation, demonstrating effective professional judgement and decision making	6.1 Reviewing example case studies	L6 - Decision Making and Discretion	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
	6.2 Recording decisions and rationale		
	6.3 Demonstrating flexibility within decisions		
	6.4 Justifying the decisions made		
	6.5 Reflecting upon the decisions made		
7 Understand the significance of recording all decisions and the associated rationale	7.1 Principles underpinning decision recording, and rationale	L6 - Decision Making and Discretion	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
	7.2 Methods of recording decisions and rationale		
	7.3 Contents of records		
8 Understand the importance of accountability in assessing risk	8.1 Allocation of correct risk to the correct person ('false-positive' and 'false-negative')	L6 - Decision Making and Discretion	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
9 Evaluate the impact of risk aversion and risk avoidance on the ability of the police to deliver an effective service	9.1 Definition of terms 'risk', 'risk assessment', 'risk aversion' and 'risk avoidance'	L6 - Decision Making and Discretion	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
	9.2 The concept of 'constabulary independence'		
	9.3 Effect of risk avoidance and risk aversion on decision-making processes		
10 Understand how varying circumstances can exert influence upon the decision-making process	10.1 Making decisions in 'slow time' and 'quick time'	L6 - Decision Making and Discretion	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
	10.2 Making decisions in complex and unpredictable circumstances		
11 Critically review policing incidents in which ethical considerations have been crucial to the decision-making process	11.1 Review of relevant policing incidents where critical ethical decisions were made	L6 - Decision Making and Discretion	L6.1, L6.2, L6.4, L6.5, L6.7, L6.8
	11.2 Rationale behind decisions		
	11.3 Justification of decisions in the context of judicial reviews		

Criminology and Crime Prevention

1 Examine a range of key concepts relating to criminology	1.1 An introduction to criminology and sociology	L4 - Criminology and Crime Prevention	L4.1, L4.2, L4.4 - L4.6
	1.2 Crime, victimisation and harm: • Definition • Measurement • Trends and patterns • Causes		
2 Explore nature of, and relationship between, offending and victimisation in light of theoretical approaches to criminology	2.1 Offenders and offending: • Risk and vulnerability • Criminal careers and desistance from crime • Environmental criminology	L4 - Criminology and Crime Prevention, L5 - Vulnerability and Risk	L4.1, L4.2, L4.4 - L4.6
	2.2 Victims and victimology: • Risk and vulnerability • Repeat victimisation		
	2.3 Relationship between offenders and victims: • Overlap • Restorative justice		
3 Examine the relationship between community engagement and crime prevention	3.1 Definition of 'procedural justice'	L4 - Criminology and Crime Prevention	L4.1, L4.2, L4.4 - L4.6, L5.1 - L5.5
	3.2 Application of procedural justice		
4 Critically review the constitutional role of the police in contemporary society and the wider criminal justice system	4.1 Police, policing and social control	L4 - Criminology and Crime Prevention	L4.1, L4.2, L4.4 - L4.6
	4.2 Politics, accountability and governance of the police		
	4.3 Police powers and their regulation		
	4.4 The role of different agencies in the policing landscape and criminal justice system		
5 Explore crime prevention theories and strategies	5.1 Principles of crime prevention	L4 - Criminology and Crime Prevention, L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	5.2 Situational, biological, sociological and psychological theories on crime and their relevance to policing		
	5.3 Relevant national strategies and tools: • National Policing Crime Prevention Strategy 2015 • Home Office Modern Crime Prevention Strategy 2016 • National Intelligence Model		
6 Assess the strengths and weaknesses of different policing models in relation to crime/victimisation and the public	6.1 Models of policing: • 'Hot Spots' policing • Problem-oriented policing • Intelligence-led policing • Rapid response and reactive patrol • Community policing • Predictive policing • Procedural justice	L4 - Criminology and Crime Prevention, L4 - Policing communities and Problem Solving, L5 - Intelligence and Information	L4.1 - L4.6, L5.1, L5.3 - L5.5
	6.2 Evidence-based policing and 'what works', including: • Rational Choice Theory • Routine Activity Theory • Situational Crime Prevention		
7 Evaluate the benefits that a greater understanding of sociology and criminology can have on operational policing and decision making	7.1 Improved research capabilities in a specialised field	L4 - Criminology and Crime Prevention	L4.1, L4.2, L4.4 - L4.6
	7.2 Confidence to challenge pre-determined concepts e.g. policing models		
	7.3 Ability to think 'outside the box' when considering solutions		
	7.4 Ability to justify decisions based on a sound understanding of the problem		
8 Review specific initiatives relating to crime prevention	8.1 Kirkholt Burglary Prevention project	L4 - Criminology and Crime Prevention	L4.1, L4.2, L4.4 - L4.6
	8.2 Jill Dando Institute		
	8.3 Designing out crime - 'Crime Prevention Through Environmental Design' (Newman et al)		
	8.4 How effective crime prevention initiatives can have a positive effect on resources		

Vulnerability and Risk

1 Define 'vulnerability' in the context of operational policing	1.1 Definition of 'vulnerability': • 'A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care or protect themselves, or others, from harm or exploitation.'	L5 - Vulnerability and Risk	L5.1 - L5.5
	1.2 How definitions of vulnerability can vary between organisations		
	1.3 Importance of the police working to one specific definition of vulnerability		
	1.4 Different thresholds that exist for assessing vulnerability		
	1.5 Complex nature of vulnerability e.g. presence of some situational/environmental factors can combine with personal vulnerability resulting in a person possibly being both a victim and/or perpetrator and susceptible to a range of harms		
2 Explain the national drivers for the police service in providing a professional and ethical service to individuals who are, or may be, vulnerable, have suffered harm or be at risk of harm	2.1 National drivers for dealing professionally and ethically with people who are vulnerable, have suffered harm and/or are at risk of harm: • PEEL: Police Effectiveness 2015 (Vulnerability) - A National Overview • National Police Crime Prevention Strategy 2015 • Independent Inquiry into Child Sexual Exploitation in Rotherham 2014 • Cross-governmental approach for managing vulnerability • Increase in reporting of child sex abuse following high-profile cases • Changing demand arising from complexity of some vulnerability cases	L5 - Vulnerability and Risk	L5.1 - L5.5
	2.2 Legislation, policies and 'what works' in relation to vulnerable people or those at risk of harm, including: • Serious Crime Act 2015 • Mental Capacity Act 2005 • Mental Health Act 1983 • Code of Practice Mental Health Act 2015 • Care Act 2014 • Code of Practice for Victims of Crime 2015 • Working Together to Safeguard Children 2015 • Children Act 1989 and 2004 • Information sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2015 • Safeguarding Disabled Children – Practice Guidance 2009 • Achieving Best Evidence 2011		
3 Explain the personal aspect of vulnerability	3.1 Intrinsic personal characteristics (that may lead to harm/risk of harm)	L5 - Vulnerability and Risk	L5.1 - L5.5
	3.2 Historical factors that can contribute to, or cause current vulnerability: • Adverse childhood experiences • Effect of impact trauma on emotional development • Link between perpetration and victimisation: the cycle of abuse		

	3.3 Personal vulnerabilities, when combined with situational/environmental factors, that can result in harm or risk of harm, including:
	
	• Lack of ability to understand a situation through circumstance e.g. age, mental ill health, learning disabilities, dementia, substance misuse
	• Poverty
	• Disability
	• Race and/or faith
	• Gender identity and sexual orientation
	• Isolation caused by:
	  - lack of support
	  - language/communication barriers
	  - coercive controlling behaviour
	  - dependency/reliance upon abuser(s)		

	3.4 How the police cannot alter those personal factors that make an individual vulnerable		
	3.5 Why vulnerable people may be targeted by perpetrators		
	3.6 How a vulnerable person may become known to the police only after suffering harm, or being at risk of harm		
	3.7 How a vulnerable person may be at risk of coercive control by others, to commit crimes or become radicalised		
4 Understand how extrinsic factors can result in harm, or risk of harm to a vulnerable person	4.1 Factors that, when combined with personal vulnerability, can lead to harm or a risk of harm: • Environmental influences • Situational influences • Circumstantial influences • Presence of an abuser	L5 - Vulnerability and Risk	L5.1 - L5.5
	4.2 The relationship between the factors (e.g. situational) and the personal characteristics and vulnerabilities that may lead to harm/risk of harm to an individual		
	4.3 Police role in managing the factors (e.g. environment) to reduce risk		
5 Understand concepts and theories of how a person becomes a victim	5.1 The impact of early life events and the link to poly-victimisation, including Adverse Childhood Experiences (ACE)	L5 - Vulnerability and Risk	L5.1 - L5.5
	5.2 The effect of multiple adversities		
	5.3 Stockholm Syndrome		
	5.4 Troubled Families initiative		
	5.5 Strategies to prevent repeat victimisation		
	5.6 Victimisation and perpetration: common risk factors that may be present		
	5.7 How victimisation may lead to future perpetration (Cycle of Abuse theory)		
	5.8 Risk factors associated with multi-victimisation		
6 Explain the influences of risk factors on vulnerability	6.1 Limitations of risk factors and risk assessments	L5 - Vulnerability and Risk	L5.1 - L5.5
	6.2 Limitations of protective factors		
	6.3 Complexity of risk and protective factor relationships (e.g. exposure to violence) may lead to substance abuse, mental ill-health, but also a risk of being a victim of CSE)		
	6.4 How risk factor weightings vary (e.g. some personal vulnerabilities and situational risk factors may pose greater risks of harm than others)		
	6.5 The difference between increased risk and actual vulnerability		
7 Outline the importance of vulnerable people being appropriately supported by	7.1 Professional policing drivers for dealing more effectively with vulnerable people, including Early Help strategies		

the police	7.2 Potential implications of perceived lack of support from the police	L5 - Vulnerability and Risk	L5.1 - L5.5	
	7.3 Recent high-profile cases where a lack of support has resulted in questions being asked of the police			
	7.4 Consequences of not managing or controlling the environmental/situational factors for the vulnerable person			
	7.5 Consequences of failure to share key information e.g.: • Fiona Pilkington • Baby P • Victoria Climbié • Daniel Pelka			
	7.6 Recent high-profile cases where a positive outcome has resulted from police involvement			
8 Understand how a vulnerable person may respond to a police presence at an incident	8.1 How the combination of personal vulnerabilities and situational/environmental factors may affect a person's reaction to, and communication with authority figures e.g. people with diagnosed conditions	L5 - Vulnerability and Risk	L5.1 - L5.5	
	8.2 How situational factors and perceptions may cause a problem to proliferate and escalate: • Power imbalance • Coercive and controlling behaviour • Multiple vulnerabilities • Change in seriousness of incidents • Multiple victims and poly-victimisation			
9 Understand theories about the onset of offending	9.1 Motivations for offending: • Early life events	L5 - Vulnerability and Risk	L5.1 - L5.5	
	9.2 Understanding the age/offending curve			
	9.3 Identifying propensity to offending behaviour			
	9.4 Early identification of offenders and early intervention			
	9.5 Dealing with potential offenders			
	9.6 Strategies to prevent offending(including radicalisation) or re-offending			
10 Understand the impact upon the offending curve of early intervention	10.1 What works from the Early Intervention Foundation website	L5 - Vulnerability and Risk	L5.1 - L5.5	
	10.2 Working with other organisations to provide support to children and families to tackle problems before they become more difficult to reverse			
11 Evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm	11.1 Recent high profile cases e.g. Breck BEDNAR (2014)			
	11.2 Independent Police Complaints Commission (IPCC) Bulletin – 'Learning the Lessons'			
	11.3 Department of Education: Pathways to Harm, Pathways to Protection: A Triennial Analysis of Serious Case Reviews (2011-2014)			
12 Analyse the developing issue of youth gangs targeting vulnerable people, or people at risk of harm	12.1 Psychology of a vulnerable person or person at risk of harm which makes them an attractive target for youth gangs	L5 - Vulnerability and Risk	L5.1 - L5.5	
	12.2 The effect it has on the vulnerable person			
	12.3 Situations which vulnerable people may be subject to or find themselves involved in			
	12.4 Strategies and disruption tactics that could be employed			

Public Protection				
1 Explain key definitions, legislation and guidance associated with 'public protection' policing	1.1 Legislation and guidance associated with public protection policing, including: • Protection from Harassment Act 1997 • Racial and Religious Hatred Act 2006 • Sexual Offences Act 2003 • Modern Slavery Act 2015	L6 - Public Protection L4 - The role of the Police	L4.1 - L4.6, L6.4, L6.7 - L6.8	
	1.2 Terms and offences associated with public protection policing, including: • Child abuse, including neglect, child sexual exploitation/abuse (CSE) • Adults at risk • Domestic abuse • Families with complex needs • Missing persons • Forced marriage • Honour-based abuse • Female genital mutilation (FGM) • Modern slavery and human trafficking • Sex work and prostitution • Coercive control • Stalking or harassment • Sexual offences • Managing offenders • Hate crime • County lines			
	1.3 Potential overlaps between one type of public protection offence and other offences (e.g. human trafficking and sex work and prostitution)			
2 Explain the breadth of abuse incidents	2.1 Potential forms of abuse/harm, including digital-related abuse (e.g. sexting, revenge porn, grooming) and those relating to other public protection offences e.g. modern slavery and human trafficking	L6 - Public Protection, L6 - Digital Policing	L6.1, L6.4 - L6.5, L6.7 - L6.8	
	2.2 The range of situations and locations in which abuse can take place			
	2.3 Home Office definition of domestic abuse			
	2.4 Demand on police resources resulting from domestic abuse incidents			
	2.5 How child abuse differs from other forms of abuse			
	2.6 Signs, symptoms and common myths surrounding child abuse and child sexual exploitation			
	2.7 Signs and behaviours that may be displayed by victims and offenders in grooming incidents			
	2.8 Who may perpetrate an act of abuse and why they abuse others (including familial abuse, particularly with regard to sexual offences)			
	2.9 Potential relationships between victim(s) and abuser(s)			
	2.10 Cultural considerations associated with some public protection offences (e.g. female genital mutilation, hate crime and forced marriage)			
	2.11 Why incidents of abuse go under-reported			
3 Understand the impact of abuse on a victim	3.1 Impact of abuse on victims: • Visible and invisible impact • Short, medium and long-term impacts of abuse • Cumulative effect of low-level abuse			

	3.2 Link between abuse, depression, self-blame and behavioural changes	L6 - Public Protection	L6.4, L6.7 - L6.8
	3.3 Link between abuse and the long-term effects on a victim's health, education and social standing		
	3.4 Potential effects of rape and other sexual offences on victims		
	3.5 Poly-victimisation		
	3.6 How perpetrators may exploit victims in order to prevent detection		
	3.7 Advice to prevent victimisation		
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5 Assess the role and impact of Multi-Agency Public Protection Arrangements (MAPPA) and the use of community intelligence in managing offenders	5.1 Role of Multi-Agency Public Protection Arrangements (MAPPA) in managing offenders	L6 - Public Protection	L6.4, L6.7 - L6.8
	5.2 Use of community intelligence to manage offenders		
6 Analyse potential links between serious and organised crime and public protection issues	6.1 Serious and organised crime definitions e.g. Organised Crime Groups (OCGs)		
	6.2 Links between serious and organised crime and public protection issues e.g. sexual offences, modern slavery, sex work and prostitution, child abuse		
	6.3 Disruption and detection strategies		
7 Examine instances where law enforcement personnel have misused their position of authority and police powers to commit sexual offences	7.1 IPCC Report: The Use of Police Powers to Perpetrate Sexual Violence (2012)	L6 - Public Protection	L6.4, L6.7 - L6.8
	7.2 Psychology of an offender's use of position of authority to commit sexual offences		
8 Evaluate the effect of media coverage on public protection policing strategy	8.1 Media influences upon social perceptions of policing strategy	L6 - Public Protection	L6.4, L6.7 - L6.8
	8.2 Effect of high-profile cases resulting in major investigations e.g. Operation Yew Tree		
	8.3 Link between media spotlighting and changes to police strategy		

Digital Policing			
1 Understand the prevalence of technology and devices in modern society and their effect on policing	1.1 Changing world of devices and device capabilities: • Wearables (e.g. Fitbits, Apple watches etc.) • GPS, satnav, drones • Vehicle data (telematics, infotainment etc.) • Internet of things (connected home) • Games consoles (e-readers, other mobile devices) • Routers, Wi-Fi, VPN and communications data • Data storage, including Cloud, removable drives, memory sticks and volatile data	L6 - Digital Policing	L6.1, L6.4, L6.5, L6.7, L6.8
	1.2 Common IT terminology associated with devices: • Internet addresses (e.g. IP addresses, MAC addresses, mobile internet etc.) • Email • Social networking (e.g. social media, instant messaging) • Mobile apps • Source code • Cryptocurrency • Dark web, deep web		
	1.3 Supporting technology and how these support device functionality • Social networks • Apps and encrypted communications		
	1.4 Influences of technology and devices in a policing context • First point of contact, social media etc. • Digital witnesses (Echo, Google home etc.), CCTV, digital devices etc. • Investigative opportunities (CPIA 1996, investigative mind-set) • Community engagement		
2 Understand the personal and organisational risks associated with using personal devices and being a member of law enforcement	2.1 How to manage the security risk to self, and family: • Keeping private life separate from work life and work identity • Risk of being traced through technology, location service data etc.	L6 - Digital Policing	L6.1, L6.4, L6.5, L6.7, L6.8
	2.2 What is meant by the term 'digital hygiene': • Impacts of using personal devices for police business (e.g. automatic connection to networks, taking photographs etc.) • Seizure of the personal device for evidence and subsequent disclosure at court (e.g. crime scene photographs) • Risk of disclosure of personal data in court (if the device is seized) • Risk of leaking information about live police operations • Tracking and scanning devices • Keeping private life separate from work life and work identity • Risk of being traced through technology, location service data		
	2.3 Key legislation applicable to ensure compliance and mitigate organisational risk when dealing with devices in a policing context: • Police and Criminal Evidence Act 1984 • Computer Misuse Act 1990 • Criminal Procedure and Investigations Act 1996 • Regulation of Investigatory Powers Act 2000 • Criminal Justice and Police Act 2001 • Wireless Telegraphy Act 2006 • ACPO Good Practice Guide for Digital Evidence 2012 • Investigatory Powers Act 2016 • Data Protection Act 2018/General Data Protection Regulation (EU) 2016/679 (GDPR) 2018		
3 Describe the ways in which technology may be used in everyday policing	3.1 How digital technology may be used to assist with: • Community engagement • Data retained in apps on devices e.g. locations • Gathering information, including further lines of enquiry (victims, suspects and witnesses) • Managing incidents (instant messaging, public appeals for information etc.) • Enhancing a criminal investigation (device location, attribution etc.) • Enhancing communications		

	3.2 Considerations in the use of technology within policing: • Legal restrictions on investigatory use of technology • Digital footprint, personal and work devices • Professional standards • Disclosure considerations		
	3.3a Considerations associated with unlawful research/examination of a device, including assuming a fake persona	L6 - Digital Policing	L6.1, L6.4, L6.5, L6.7, L6.8
4 Examine types of internet-facilitated crimes, and individuals who may be especially vulnerable	4.1 Common internet-facilitated crimes: • Hate crime • Extortion (e.g. sexting/revenge porn etc.) • Abuse, bullying, stalking and threats or harassment • Online fraud/cybercrime • Child sexual exploitation • Radicalisation • Financial crime • Modern slavery and human trafficking	L6 - Digital Policing L5 - Vulnerability and Risk	L5.1 - L5.5, L6.1, L6.4, L6.5, L6.7, L6.8
	4.2 Individuals who may be more vulnerable to internet-facilitated crimes e.g. children, elderly, vulnerable adults		
5 Describe complex types of digital-facilitated crimes and their impact	5.1 How criminals engage in complex internet-dependent crimes and the impact of such criminality: • Hacking • Malware • Phishing • Denial of service • Browser hi-jacking • Ransomware • Data manipulation • Cryptocurrency and CryptoLocker offences	L6 - Digital Policing	L6.1, L6.4, L6.5, L6.7, L6.8
	5.2 Impact of complex digital-related crimes on individuals and businesses		

	Counter Terrorism		
1 Understand key counter-terrorism terminology/concepts	1.1 Radicalisation	L6 - Counter Terrorism	L6.2, L6.4, L6.5, L6.7, L6.7, L6.8
	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)	L6 - Counter Terrorism L4 - The role of the Police	L4.1 - L4.6, L6.2, L6.4, L6.5, L6.7, L6.8
	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)		
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	L6 - Counter Terrorism	L6.2, L6.4, L6.5, L6.7, L6.7, L6.8
	3.2 Powers of search, arrest and detention in relation to terrorism		
4 Explain the function of key counter-terrorism operations that impact on front-line policing	4.1 Counter-terrorism operations, past and present	L6 - Counter Terrorism	L6.2, L6.4, L6.5, L6.7, L6.7, L6.8
	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	L6 - Counter Terrorism L4 - Policing Communities and Problem Solving, L5 - Intelligence and Information	L4.1 - L4.6, L5.1, L5.3 - L5.5, L6.2, L6.4, L6.5, L6.7, L6.7, L6.8
	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	L6 - Counter Terrorism	L6.2, L6.4, L6.5, L6.7, L6.7, L6.8

	Criminal Justice		
1 Explain the criminal justice system and the legislation and processes that support it	1.1 Function and purpose of the criminal justice system (CJS) and the police role within it	L4 - Criminal Justice	L4.1 - L4.6
	1.2 Definitions of key criminal justice terms, including 'material', 'relevant' and 'disclosure'		
	1.3 Roles of key partners/stakeholders involved in the criminal justice system		
	1.4 Relevant legislation applicable to the criminal justice system, including PACE Code G		
	1.5 Legislation associated with criminal justice, including: • Criminal Justice Act 2003 • Criminal Procedure Rules 2015 • Policing and Crime Act 2017 • Youth Justice and Criminal Evidence Act 1999 • Civil Evidence Act 1995 • Criminal Procedure and Investigations Act 1996		
2 Understand the process for ethical recording of policing incidents	2.1 Incident Recording Standards	L4 - Criminal Justice	L4.1 - L4.6
	2.2 Crime Recording Standards		
3 Explain the considerations associated with supporting victims and witnesses through the criminal justice system	3.1 Minimum and enhanced standards of service that must be provided by the police under the Code of Practice for Victims of Crime (the Victims Code)	L4 - Criminal Justice	L4.1 - L4.6
	3.2 Rights of victims, including making a complaint and the role of the Victim's Commissioner		
	3.3 Potential impact of the criminal justice process on victims and witnesses		
	3.4 Role and remit of Family Liaison Officers		
4 Understand the legislation and	4.1 Function of detention and custody in the criminal justice system		

functions associated with detaining and escorting a suspect to custody	4.2 Legislative requirements for escorting persons to custody and detaining the person, including: • Police Reform Act 2002 • PACE Code of Practice	L4 - Criminal Justice	L4.1 - L4.6
5 Explain statutory processes relating to a person detained in police custody	5.1 Time constraints associated with detention of persons, including extensions to the detention period	L4 - Criminal Justice	L4.1 - L4.6
	5.2 Legislation associated with interviewing of detainees		
6 Explain the government policy for 'out-of-court' disposal that may be used within policing	6.1 Government policy on 'out-of-court' disposals	L4 - Criminal Justice	L4.1 - L4.6
7 Explain the processes for provision of materials for disclosure by CPS	7.1 Specific disclosure legislation and common law, including the Crown Prosecution Service (CPS) Disclosure Manual	L4 - Criminal Justice	L4.1 - L4.6
	7.2 Roles associated with the disclosure of material		
	7.3 The disclosure process for recording, retention and revelation of material		
8 Explain the stages of the court process and the responsibilities associated with giving evidence at court	8.1 Types of courts, legal proceedings, hearings and their purposes	L4 - Criminal Justice	L4.1 - L4.6
	8.2 The court process, including the Crown Court Sentencing Guidelines, the Sentencing Council Magistrates' Court and the Director of Public Prosecution's (DPP) Guidance on Charging		
	8.3 Orders and requirement options available to various courts		
	8.4 Charging process		
	8.5 Key terminology used in a court, including trial agenda		
	8.6 Personnel involved		
	8.7 Role of experts		
9 Evaluate how the diversity of individuals and society impact on the criminal justice system	9.1 How the diverse nature of society impacts upon the criminal justice system; the importance of valuing diversity and inclusion	L4 - Criminal Justice	L4.1 - L4.6
	9.2 How socio-economic, mental health, diversity issues can impact on individuals progressing through the criminal justice system		
10 Explain the importance of effective partnership collaboration with respect to offender rehabilitation	10.1 The role of the Youth Offender Service in diverting young people away from crime	L4 - Criminal Justice	L4.1 - L4.6
	10.2 Reducing the possibility of re-offending by: • Integrated offender management • Rehabilitation		
	10.3 Potential impacts of other interventions an ddiversions, including reparative, punitive and restorative justice on re-offending		
	10.4 The importance of effective partnership collaboration		

Response Policing

1 Review the overall scope of the response policing role	1.1 Purpose of, and evidence base for, response policing	L4 - The role of the Police, L5 - Vulnerability and Risk, , L5 - Police Investigation, L5 - Response Policing, L5 - Intelligence and Information	L4.1 - L4.6, L5.1 - L5.5
	1.2 Relevance of the following to response policing: • The Code of Ethics • National Decision Model(NDM) • National Intelligence Model (NIM)		
	1.3 Role of others, including call takers, control room staff, duty inspector		
	1.4 Meeting public views and expectations of police contact: • Public scrutiny and perceptions • Management of community expectations • Maintaining professional standards		
	1.5 Key considerations in response policing: • Safeguarding • Intelligence • Investigation • Variations to response approach for different environments e.g. care homes • Use of crime pattern analysis		
	1.6 Effective use of technology in response policing: • To lower policing risk • To ease administrative burden • To improve investigative opportunities • To save time • To improve efficiency • To interrogate information systems quickly and effectively		
	1.7 Use of body-worn video, including the positive and negative aspects of its use		
2 Review the types of incident and crime likely to be encountered in response policing	2.1 The police's role to protect the public: duty of care	L4 - The role of the Police, L5 - Response Policing	L4.1 - L4.6, L5.1, L5.3 - L5.5
	2.2 Types of common incidents that first responders may attend: • Non crime-related • Crime-related	L5 - Response Policing	L5.1, L5.3 - L5.5
	2.3 Types of crime: • Volume and priority crime • Evolving/increasing areas of crime e.g. child sexual exploitation (CSE), human trafficking/slavery, fraud and cybercrime • Serious and complex crime e.g. murder, kidnapping, serial GBH, Organised Crime Groups (OCGs)	L4 - Policing Communities and Problem Solving, L5 - Vulnerability and Risk, L5 - Response Policing, L6 - Public Protection	L4.1 - L4.6, L5.1 - L5.5, L6.4, L6.7, L6.8
3 Understand the legislation relevant to public order policing	3.1 Definition of 'public order'	L4 - The role of the Police, L5 - Response Policing	L4.1 - L4.6, L5.1, L5.3 - L5.5
	3.2 Offences associated with public order 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 incidents		
4 Understand how to establish grounds and authority for carrying out a lawful search/entry and search	4.1 What is meant by the terms 'search' and 'search objectives'	L4 - Valuing Difference and Inclusion, L5 - Response Policing	L4.1 - L4.6, L5.1, L5.3 - L5.5
	4.2 Establishing whether there are grounds for a lawful search or a lawful entry and search		
	4.3 Establishing the authority for the search before starting a search		
	4.4 Limitations when carrying out a search		
5 Understand appropriate powers to stop and search a person under Section 1 PACE 1984	5.1 Definition of a 'stop and search' under Section1 PACE 1984	L4 - Valuing Difference and Inclusion, L4 -	
	5.2 Difference between a 'stop and account' and a 'stop and search'		

	5.3 Importance of employing an ethical 'stop and search' process according to the Best Use Of the Stop & Search Scheme	Criminology and Crime Prevention, L5 - Response Policing	L4.1 - L4.6, L5.1, L5.3 - L5.5
	5.4 Potential impact of a 'search' or 'stop and search' on individuals and the community		
6 Explain the role and responsibilities of the police at a major incident	6.1 Definition of a 'critical incident' and 'major incident'	L5 - Response Policing	L5.1, L5.3 - L5.5
	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		
7 Examine the effectiveness of joint interoperability between the emergency services	7.1 Introduction to, and rationale for, the Joint Emergency Services interoperability Programme (JESIP)	L5 - Response Policing	L5.1, L5.3 - L5.5
	7.2 JESIP principles		
	7.3 Role of police on attendance		
	7.4 Improvements made to interoperability between the emergency services since the inception of JESIP		
8 Critically review key issues relating to the complexity and challenges of operational policing	8.1 Police occupational culture	L4 - The role of the Police, L4 - Valuing difference and Inclusion, L4 - Policing Communities and Problem Solving, L5 - Response Policing	L4.1 - L4.6, L5.1, L5.3 - L5.5
	8.2 Police integrity and corruption		
	8.3 Police diversity		
	8.4 Cross-cultural differences within society		
	8.5 Policing marginalised people		
	8.6 Public perceptions: • Fear of crime and perceptions of safety • Satisfaction and confidence • Procedural justice • Legitimacy		
9 Review examples of high-profile critical and major incidents to establish best policing practice	9.1 High profile examples of critical and major incidents	L4 - Valuing Difference and Inclusion, L4 - Policing Communities and Problem Solving, L5 - Response Policing	L4.1 - L4.6, L5.1, L5.3 - L5.5
	9.2 Lessons learned from these incidents		
	9.3 How this affects joint interoperability in future similar incidents		
	9.4 Use of emotional intelligence		
10 Analyse the role of the police within a joint emergency services operation	10.1 Instances when JESIP comes into operation e.g. a major incident	L5 - Response Policing	L5.1, L5.3 - L5.5
	10.2 The primacy rule at a major incident		
	10.3 Future developments e.g. joint command structures/joint command centres		
11 Examine specific challenges faced by response officers in more complex response situations and contexts	11.1 Street gang culture and their power within communities	L4 - Policing Communities and Problem Solving, L5 - Response Policing	L4.1 - L4.6, L5.1, L5.3 - L5.5
	11.2 Reducing knife crime		
	11.3 Circumstances constituting a firearms incident		
	11.4 Role of the NDM in firearms incidents		
	11.5 Building trust - how the police can build trust with the vulnerable e.g. homeless people, missing persons		
	11.6 The 'pack mentality' and the actions of organised low-level crime syndicates e.g. shoplifting teams, pick pockets		
	11.7 Recording police action on social media		
	11.8 How to increase police visibility and accessibility to the public		
12 Understand key social, political and strategic drivers impacting upon contemporary response policing	12.1 Impact of social and political change upon response policing	L4 - The role of the Police, L4 - Policing Communities and Problem Solving, L5 - Response Policing	L4.1 - L4.6, L5.1, L5.3 - L5.5
	12.2 How response policing has adapted to a reduction in police numbers and growing financial constraints		
	12.3 Analysing and reporting on issues such as: • Current policing awareness of social/community issues • Cultural/socio-political influences and change		
13 Explain strategies for how those involved in response policing can remain effective in an increasingly challenging environment	13.1 PEEL reports into police effectiveness	L4 - The role of the Police, L5 - Response Policing	L4.1 - 4.6, L5.1,L5.3 - L5.5
	13.2 Reforms required to enable the police service to fulfil its primary functions		
	13.3 Potential impact of resourcing demands on policing: • Doing more with less money and fewer officers • Increasing and different demands e.g. mental health and social issues, technical/digital crime, extremism • Staffing levels, abstractions and availability • Maintaining morale when faced with extent and pace of change		
	13.4 How response policing can deal with challenges posed by issues of resourcing		

Policing Communities			
1 Examine the function of community policing, and key issues relevant to community policing	1.1 Aims of community policing: • Partnership building • Improved public perceptions (e.g. reassurance, confidence) and better future engagement • Reduced crime, anti-social behaviour and demand • Stronger communities (e.g. collective efficacy)	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	1.2 Development of, and differences between, community policing in the 1980s, 2000s and 2010s	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	1.3 Impact of politics on community policing	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	1.4 Role of the police officer and others (e.g. PCSO, analyst, partners) in effective community policing: • Duty of care and support	L4 - The role of the Police, L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	1.5 Key issues relevant to the community policing role: • Difference between community policing and other policing functions and models • Defining and understanding neighbourhoods and communities • Using data to profile neighbourhoods and communities • Types of community e.g. hard to reach/hear, hidden and open communities, communities of interest • Demand and shared priorities for partner organisations • Risk, vulnerability, harm and public perception	L4 - Policing Communities and Problem Solving, L5 - Response Policing, L5 - Vulnerability and Risk	L4.1 - L4.6, L5.1 - L5.5
	1.6 Key aspects of community policing: • Targeted foot patrol • Community engagement • Problem-solving (including early action and intervention) • Crime prevention	L4 - Policing Communities and Problem Solving, L4 - Crime Prevention and Problem Solving	L4.1 - L4.6
2 Explore a range of community policing contexts in which effective communication can bring particular benefits	2.1 Engaging with individuals, focus groups and communities	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	2.2 How effective communication can encourage future co-operation from the community	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	2.3 How perceptions of, and confidence in, the police service are enhanced by effective communication	L4 - Policing Communities and Problem Solving	L4.1 - L4.6

	2.4 Communication via social/online media	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
3 Evaluate how crime and anti-social behaviour affects local communities and what constitutes effective and appropriate police action	3.1 Crime and anti-social behaviour (ASB) in communities: • Defining ASB • Patterns (long-term issues, hotspots and repeat victimisation) • Risk factors and causes	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	3.2 ASB and vulnerability	L4 - Policing Communities and Problem Solving, L5 - Vulnerability and Risk	L4.1 - L4.6, L5.1 - L5.5
	3.3 Impact of crime and ASB on victims and communities: • Pilkington case • Signal crime	L4 - Policing Communities and Problem Solving, L5 - Vulnerability and Risk	L4.1 - L4.6, L5.1 - L5.5
	3.4 Preventing and responding to crime and ASB in communities: • Investigative activity • Enforcement activity, including specific legislation • Targeted prevention activity (e.g. offender focus, hotspots, problem solving, repeats) • Partnership activity (e.g. local authorities, communities) • Long-term prevention activity (e.g. early interventions, families with complex needs) • Perceptual activity (e.g. control signals)	L4 - Policing Communities and Problem Solving, L5 - Police Investigation	L4.1 - L4.6, L5.1, L5.3 - L5.5
4 Describe how to foster effective partnerships in community policing	4.1 Role and importance of partner agencies in effective problem-solving: • Shared problems • Data sharing • Problem identification and analysis • Non-police responses to problems	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	4.2 Legisative framework	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	4.3 Support that partners can provide in a community context: • Statutory and voluntary agencies • Blue light partners in community strategies • Formal and informal local partnership approaches • Partnership building and networking • Use of police volunteers e.g. speed watch	L4 - Policing Communities and Problem Solving, L4- The role of the Police	L4.1 - L4.6
	4.4 Barriers and facilitators to working effectively with partner agencies: • Joint responsibilities, shared costs, shared data/intelligence, shared resources • Different priorities, agendas and performance management focus	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
5 Understand the purpose and value of community engagement	5.1 Aims and benefits of community engagement	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	5.2 Typology of community engagement	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	5.3 Strengths/weaknesses of different methods of engagement	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	5.4 Using community engagement to inform police practice (e.g. problem-solving activity)	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	5.5 Ways of engaging with the community to maximise community cohesion: • Structured and effective community engagement • Protecting the community • Building community trust, cohesion and confidence • Focus groups and community • Team-building for partnership working	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	5.6 Role/use of social media	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	5.7 Importance and value of information provision	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	5.8 Role and importance of the public in effective problem-solving: • Problem identification, specification and prioritisation • Co-production • Collective efficacy and community resilience/recovery	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
6 Analyse why key incidents/events have had a damaging effect on the willingness of communities to engage with the police	6.1 National and local incidents	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	6.2 High profile cases which have affected the community relationship with the police	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	6.3 Rationale for negative outcomes	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	6.4 Balancing key causation factors	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
7 Explain how engaging with the community to examine/critique current policing practice can have a positive impact on policing	7.1 Methods currently employed to deliver effective policing to the community: • Use of Community Impact Assessments • Trigger points/trigger incidents • Use of evidenced-based policing approaches/methods	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	7.2 Understanding community problems, issues and concerns regarding policing practice	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	7.3 Areas of policing where evidence-based research may benefit the level of service provided to the community	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	7.4 Impact of policing resources on community policing	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	7.5 Effectiveness of early intervention/early action initiatives	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	7.6 Methods of adapting policing style to police minority groups	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	7.7 Effectiveness of initiatives/approaches made by other organisations (statutory and voluntary)	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
8 Evaluate the role of community policing in fostering and maintaining community cohesion	8.1 Why there is a historical mistrust of the police by some sections of society	L4 - Policing Communities and Problem Solving, L4 - The role of the Police	L4.1 - L4.6
	8.2 How historical mistrust can manifest itself in confrontations	L4 - Policing Communities and Problem Solving, L4 - The role of the Police	L4.1 - L4.6
	8.3 High profile cases where such confrontations have taken place	L4 - Policing Communities and Problem Solving, L4 - The role of the Police	L4.1 - L4.6
	8.4 Measures to reduce tension and improve trust	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	8.5 Use of community tension indicators	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	8.6 Impact of community engagement on police legitimacy	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	8.7 Impact of engagement on community confidence	L4 - Policing Communities and Problem Solving, L4 - The role of the Police	L4.1 - L4.6
9 Understand the key principles of effective community engagement	9.1 Identification of key stakeholders: • Partner organisations • Groups • Individuals • Police	L4 - Policing Communities and Problem Solving, L4 - The role of the Police	L4.1 - L4.6
	9.2 Typology and influences on community partnerships	L4 - Policing Communities and Problem Solving	L4.1 - L4.6

	9.3 How to develop an effective community engagement strategy: • Aim and benefit(s) of community engagement • Pros and cons of different methods of engagement • Using community engagement to identify and prioritise problem-solving activity • Role of social media, including communication/marketing methods • Importance and value of information provision/sharing	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
10 Evaluate the impact of potential challenges to community policing and the future role of the community constable	10.1 Potential future challenges and opportunities: • Financial constraints • Competing priorities • Resourcing challenges/expectations • Ability to continue to deliver community policing in its present form • Advances in technology • Changing crime types and patterns	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
	10.2 Future role of community police officers and special constabulary: • Evolving knowledge and skills requirements • Adaptability to changing needs and priorities	L4 - Policing Communities and Problem Solving	L4.1 - L4.6
Policing the Roads			
1 Explain core policing functions and strategies relating to policing the roads	1.1 Commonly-used terms in policing the roads	L5 - Policing the Roads	L5.1, L5.3 - L5.5
	1.2 Principal police functions in relation to policing the roads		
	1.3 The National Police Chiefs' Council (NPCC) Roads Policing Strategy		
	1.4 Health and safety risks within the roads policing environment		
	1.5 Partner agency roles		
	1.6 Role and function of family liaison in roads policing incidents		
2 Explain legislation, police powers and the most common offences associated with policing the roads	2.1 Key legislation including: • Road Traffic Act 1988 • Highway Act 1835, 1980 and 1988 • Road Traffic Regulation Act 1984	L5 - Policing the Roads	L5.1, L5.3 - L5.5
	2.2 Police powers relating to • Vehicles • Use of the highway • Documentation offences		
	2.3 Roads-related offences: • Vehicles, including anti-social behaviour • Use of the highway • Documentation offences • Breaches of legislation by commercial vehicles		
3 Explain police powers in relation to commercial vehicle enforcement	3.1 Legislation and regulations relating to commercial vehicles and drivers of commercial vehicles: • Road Vehicles (Construction and Use) Regulations 1986	L5 - Policing the Roads	L5.1, L5.3 - L5.5
	3.2 Legal documentation required by vehicles: • Passenger Carrying Vehicles (PCV) and Large Goods Vehicles (LGV), including operators		

	3.3 Driver hours, rules and regulations:
	
	• Rules and regulations that govern driver hours, how they are recorded and how these can be breached
	• Regulations relating to:
	  - Dangerous goods and hazardous materials
	  - Weight of vehicles and abnormal indivisible loads		

4 Explain the effect of roads-related anti-social behaviour offences on victims and their families	4.1 Roads-related anti-social behaviour and offences	L5 - Policing the Roads, L5 - Vulnerability and Risk	L5.1 - L5.5
	4.2 Groups of people who are especially vulnerable in the roads environment		
	4.3 Impact of incidents upon victims and their families		
5 Explain the legislation applicable to more complex road investigations	5.1 Relevant case law and legislation in relation to drink/drug driving	L5 - Policing the Roads	L5.1, L5.3 - L5.5
	5.2 Legislation and powers in relation to potential construction and use offences when conducting examinations of vehicles at the roadside		
6 Explain how to apply a problem-solving process to investigate small-scale incidents and collisions on the roads	6.1 The CLEAR initiative	L5 - Policing the Roads	L5.1, L5.3 - L5.5
7 Understand the more prevalent criminal activity facilitated by the road network, and how this can be disrupted by effective policing of the roads	7.1 Criminal activity facilitated by the road network: • Drug smuggling • Human trafficking • Child sexual exploitation • Counterfeit goods • Organised crime groups	L5 - Policing the Roads, L5 - Vulnerability and Risk	L5.1 - L5.5
	7.2 Methods of gathering intelligence and information		
	7.3 Stopping a vehicle, using the powers provided by Section 4 of Police and Criminal Evidence Act (PACE) 1984		
	7.4 Procedures and follow up actions where a suspect, or person of interest is arrested, or apprehended, following an incident or planned operation on the road network		
8 Review available prevention and disruption options available, to target criminal activity on the road network	8.1 Impact of organised crime activity at a national, regional and local level	L5 - Policing the Roads	L5.1, L5.3 - L5.5
	8.2 How criminal activity on the road can be targeted		
	8.3 How to prevent and disrupt high-level crime on the road network		
9 Explain how to police the strategic road network effectively and safely	9.1 Definition of common terms associated with the strategic road network	L5 - Policing the Roads	L5.1, L5.3 - L5.5
	9.2 Specific legislation applicable to the strategic road network, including: • Motorway Traffic (England and Wales) Regulations 1982		
10 Explain roles and responsibilities of personnel involved in police pursuits, and the types of vehicle	10.1 Definition of the term 'pursuit'	L5 - Policing the Roads	L5.1, L5.3 - L5.5
	10.2 Vehicles which are suitable for use in a pursuit and those which are prohibited from use		
	10.3 The extent to which police drivers are authorised to operate in the phases of a pursuit		

11 Review the evidence base associated with serious road policing offences, and strategies associated with reducing the number of collisions	11.1 Evidence-base associated with serious road policing offences, including: • Behaviour of young drivers • Causes of death in road-related incidents • Social acceptance of serious road traffic offences compared to other serious offences	L5 - Policing the Roads	L5.1, L5.3 - L5.5
	11.2 Common causes of road collisions and how they can be reduced: • Content of a STATS19 report • Importance of interpreting the guidance set out in the STATS20 manual • The priorities set out in the National Police Chiefs Council (NPCC) Policing the Roads in Partnership 5 Year Strategy 2015-2020 • Local strategies and initiatives in place to reduce the number of collisions		

Information and Intelligence

1 Explain the importance of information and intelligence to key areas of policing	1.1 Information versus intelligence	L5 - Intelligence and Information, L4 - Community Policing and Problem Solving, L4 - Criminology and Crime Prevention, L5 - Response Policing, L6 - Counter Terrorism, L6 - Public Protection	L5.1, L5.3 - L5.5, L4.1 - L4.6, L6.2, L6.4, L6.5, L6.7, L6.8
	1.2 The National Intelligence Model (NIM)		
	1.3 Intelligence roles: • National intelligence • Local intelligence • Intelligence roles within other intelligence organisations		
	1.4 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		
	1.5 Potential impact on public perceptions of policing caused by both effective/ineffective use of information and intelligence		
2 Understand and operate within relevant legislation/guidance underpinning information and intelligence in policing	2.1 Relevant legislation, including: • Data Protection Act 1998 • Human Rights Act 1998 • Protection of Freedoms Act 2012 • Freedom of Information Act 2000 • Regulation of Investigatory Powers Act 2000 • Investigatory Powers Act 2016	L5 - Intelligence and Information	L5.1, L5.3 - L5.5
	2.2 Relevant guidance, including: • 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: • Collection • Development • Dissemination	L5 - Intelligence and Information	L5.1, L5.3 - L5.5
	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 Sources of information and intelligence, including: • Open/closed sources • National Law Enforcement Database (NLED) • Policing registers • Other forces/agencies • Covert Human Intelligence Sources (CHIS) • Social media • Community intelligence		
	3.5 Systems employed to 'grade' information into intelligence		
	3.6 Uses (and challenges) of technology in information and intelligence management: • 'Golden Nominal' concept		
	3.7 Definition of the terms 'dissemination' and 'sharing' in relation to the management of police information		
	3.8 Reasons why there is a need to share information within the police service and with other organisations		
	3.9 Potential positive and negative impact on policing outcomes of information and intelligence sharing		
	3.10 Principles of sharing police information		
	3.11 The different types of sharing: • Statutory obligation • Statutory Power • Common Law (Policing Purpose)		
	3.12 Appropriate, effective and legal sharing of information		
	3.13 How Information Sharing Agreements (ISAs) work		
	3.14 Role of the Information Commissioner's Office (ICO)		
	3.15 Potential consequences of sending too much information versus too little to partner agencies		
	3.16 Instances when sharing information outside of the ISA may be acceptable		
	3.17 Impacts of information misuse		
	3.18 Freedom of Information and subject access requests		
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	L5 - Intelligence and Information	L5.1, L5.3 - L5.5
	4.2 Considerations for partnership working e.g. data protection, data sharing/quality, privacy, risk management		
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)	L5 - Intelligence and Information	L5.1, L5.3 - L5.5
	5.2 Data protection regulations associated with storage, processing, use and sharing of policing data		
	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	L5 - Intelligence and Information	L5.1, L5.3 - L5.5
	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	L5 - Intelligence and Information	L5.1, L5.3 - L5.5

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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)	L5- Police Investigations, L5 - Response Policing	L5.1, L5.3 - L5.5
	1.2 Powers applicable to investigations, including: • Entry powers • Powers of arrest		
	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		
2 Understand the structure and processes in relation to conducting an investigation	2.1 Definitions of key terminology: • Investigative mind set • Best evidence • Material/information/intelligence • Disclosure	L5 - Police Investigations	L5.1, L5.3 - L5.5
	2.2 The stages of an investigation		
	2.3 How to develop an investigative hypothesis		
	2.4 Specialists who may be involved, including Crown Prosecution Service (CPS)		
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'	L5 - Police Investigations, L5 - Intelligence and Information, L5 - Response Policing	L5.1, L5.3 - L5.5
	3.2 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		
4 Understand the types of evidence that may be obtained during an investigation	4.1 Types of evidence	L5 - Police Investigations	L5.1, L5.3 - L5.5
	4.2 How digital technology can capture best evidence e.g. body-worn video cameras		
5 Understand the legislation and supporting principles relating to police interviews	5.1 Legislation to be considered during interviews, including: • PACE Code E - Audio Recording of Interviews • PACE Code F - Video Recording of interviews	L5 - Police Investigations	L5.1, L5.3 - L5.5
	5.2 The evidence base associated with the PEACE interview structure		
	5.3 The principles of investigative interviewing		
	5.4 The PEACE interview process: • Planning and preparation • Engage and explain • Account clarification and challenge • Closure • Evaluation		
	5.5 Individuals who may need to be involved in interview process, including: • Interpreters • Legal advisors • Intermediaries		
	5.6 Non-verbal signals seen in interviews		
6 Understand the difference between 'volume and priority' crime and 'serious and complex' crime and the relevance to the investigative process	6.1 Define 'volume and priority' crime and 'serious and complex' investigations	L5 - Police Investigations, L4 - Policing Communities and Problem Solving, L5 - Response Policing, L5 - Policing the Roads	L5.1, L5.3 - L5.5, L4.1 - L4.6
	6.2 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 and domestic abuse • Roads policing (including road death investigation) • Public order • Firearms • Extremism • Terrorism		
7 Understand the additional sources of intelligence that can be obtained during a complex investigation	7.1 Role of specialists in retrieving information/intelligence or evidence from devices	L5 - Police Investigations	L5.1, L5.3 - L5.5
8 Review the roles and processes associated with conducting complex investigations	8.1 Relevant legislation		
	8.2 Community considerations		
	8.3 Briefing and de-briefing using recognised national formats (i.e. IIMARCH, SAFCOM)		

		L5 - Police Investigations	L5.1, L5.3 - L5.5
	8.4 Role of internal specialists, including: • Crime Scene Investigator • Digital or traditional forensics • Digital Media Investigator • Financial Investigator • Senior Investigating Officer		
	8.5 Additional investigative processes that may be required e.g. inquests		
	8.6 Role of coroner		
9 Understand the intricacies associated with victim and witness care during a complex investigation	9.1 Impact of trauma on victim(s) and witnesses involved in complex and serious offending	L5 - Police Investigations	L5.1, L5.3 - L5.5
	9.2 Support required for victims, including therapeutic support, consent issues and maintaining on-going support throughout the investigation		
	9.3 Professional support that may be involved and their role		
	9.4 The role of Multi-Agency Public Protection Arrangements (MAPPA)		
	9.5 Victim's right to review		
10 Explain additional professional considerations to be taken into account in relation to specific complex investigations	10.1 Specific legislation applicable	L5 - Police Investigations	L5.1, L5.3 - L5.5
	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		
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	L5 - Police Investigations	L5.1, L5.3 - L5.5
	11.2 Case discussions prior to engaging a specialist e.g. Forensic Medical Examination		
	11.3 Logistics of disclosure during complex or major investigations e.g. case management systems and databases		
	11.14 Cold case reviews		

Module Code	Module Title(Credits)	Assessment (words/time/weighting/week)	Level/Semester	YSJU PLOs	Rationale
1PP001	The Role of the Police (20)	1. Open Exam (1 hour) (20%) (wk8) 2. Portfolio (2000) (80%) (wk11)	4/1	L4.1 – L4.6	Check knowledge of law/policy and develop skills in portfolio building
1PP002	Valuing Difference and Inclusion (20)	1. Review of policy document (800) (30%) (wk5) 2. Case Study (1500) (70%) (wk13)	4/1	L4.1 – L4.6	Develop understanding of the importance of policing all communities and how to promote diversity and inclusion
1PP003	Study and Employability Skills (20)	1.Group presentation (20 mins) (25%) (wk4) 2. Written Critique (500) (25%) (wk9) 3. Self-Reflection (1000) (50%) (wk11)	4/1	L4.1, 4.2, 4.4-4.6	Develop skills around team working, leadership, problem-solving, communication and presentation. Develop ability to self-reflect and action plan. Develop writing skills and academic skills.
1PP004	Criminal Justice (20)	1. Poster (70%) (wk9) 2. Written Review (1000) (30%) (wk14)	4/2	L4.1 – L4.6	Utilise software to design posters. Develop understanding of CJS and be able to discuss and review legislation/policy and procedure and how to improve services for victims, witnesses and offenders
1PP005	Policing Communities & Problem Solving (20)	1. Report (1000) (30%) (wk5) 2. Policing plan (1500) (70%) (wk12)	4/2	L4.1 – L4.6	Develop skills in writing operational plans on POP using SARA and IIMARCH
1PP006	Criminology & Crime Prevention (20)	1. Group presentation (20 mins) (50%) (wk6) 2. Essay (1000) (50%) (wk10)	4/2	L4.1, 4.2, 4.4 – 4.6	Develop understanding on theory of criminology, how it relates to crime science and how to contextualise it in 'real world' policing
2PP001	Designing Evidenced-Based Policing Research (20)	1. Quantitative Case Study (1000) (30%) (wk5)	5/1	L5.2 – 5.5	Develop understanding of research methods and EBP

		2. Qualitative Case Study (1000) (30%) (wk10) 3. EBP research plan (1200) (40%) (wk13)			
2PP002	Response Policing (20)	1. Case Study (1500) (40%) (wk6) 2. Report (1000) (30%) (wk11) 3. Multiple Choice Exam (1 hour) (30%) (wk14)	5/1	L5.1, 5.3 – 5.5	Develop and check understanding of law, policy and procedure and how to reduce demand
2PP003	Vulnerability & Risk (20)	1. Essay (1500) (50%) (wk8) 2. Comparison of case studies (1500) (50%) (wk13)	5/1	L5.1 – 5.5	Develop understanding of vulnerability and risk in society and consider how to support vulnerable people and reduce risk
2PP004	Policing the Roads (20)	1. Policy document (2000) (70%) (wk7) 2. Multiple Choice Exam (1 hour) (30%) (wk12)	5/2	L5.1, 5.3 – 5.5	Develop harm reduction strategy and test knowledge of law and policy
2PP005	Intelligence & Information (20)	1. Case Study (2000) (30%) (wk6) 2. Multiple Choice Exam (1 hour) (35%) (wk11) 3. Evaluation of intelligence strategy (1 hour) (35%) (wk14)	5/2	L5.1, 5.3 – 5.5	Develop understanding of the use of intelligence and information in policing
2PP006	Investigation (20)	1. Investigation Strategy (1000) (35%) (wk5) 2. Open Examination (1 hour) (20%) (wk12) 3. Review of case investigation (1250) (45%) (wk15)	5/2	L5.1, 5.3 – 5.5	Develop knowledge and understanding of how to investigate crime using Authorised Professional Practice (APP) and legislation/policy guidance
3PP001	Evidenced-Based Policing	1. Research plan (1000) (10%)	6/1+2	L6.1 – 6.8	Show an ability to design and

	Dissertation (40)	(wk4 Semester 1) 2. Research Report (5000) (70%) (wk12 Semester 2) 3. Viva (20 mins) (20%) (wk14 Semester 2)			implement an EBP project and be able to explain that at an operational level to reduce crime, incidents, demand etc.
3PP002	Public Protection (20)	1. Write a training plan (800) (20%) (wk7) 2. Develop Training Package (80%) (wk13)	6/1	L6.4, 6.7, 6.8	Develop skills in presenting to people outside of the service as well as in, to utilise appropriate software and sources of information
3PP003	Decision Making & Discretion (20)	1. Critical Review (3000) (80%) (wk8) 2. Discussion paper (1000) (20%) (wk11)	6/1	L6.1, 6.2, 6.4, 6.5, 6.7, 6.8	Be able to critique 'real world' incidents and offer fresh ideas and solutions
3PP004	Counter Terrorism (20)	1. Individual presentation (20 mins) (40%) (wk7) 2. Case Study (3000) (60%) (wk9)	6/2	L6.2, 6.4, 6.5, 6.7, 6.8	To develop an understanding of terrorism and how the use of intelligence and information as well as developing closer ties with communities can help prevent acts of terror. Building on communication and presentation skills prior to Viva.
3PP005	Digital Policing (20)	1. Ind. Presentation (15 mins) (40%) (wk6) 2. Policy document (2000) (60%) (wk10)	6/2	L6.1, 6.4, 6.5, 6.7, 6.8	Developing skills on writing policy documents and coming up with new ideas and approaches. The ability to communicate to more senior people as well as peers