



MODULE SPECIFICATION

Part 1: Information			
Module Title	Legislation, Powers and Policy		
Module Code	UZSYBP-30-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Health & Applied Sciences	Field	Sociology and Criminology
Department	HAS Dept of Health & Social Sciences		
Module Type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co-requisites	None		
Module Entry Requirements	None		
PSRB Requirements	None		

Part 2: Description
<p>Overview: This module will introduce students to a range of key policing legislation, powers and policies, and the academic knowledge that underpins them. The module encourages students to critically evaluate policing powers and their role within the criminal justice system.</p> <p>Educational Aims:</p> <ol style="list-style-type: none"> 1. To develop learners' understanding of the legislation, powers and policies central to their role as a Constable. 2. To provide opportunities to develop decision making and critical evaluation skills in relation to policing practice. 3. To enable learners to apply their powers in a legal, ethical, and proportionate manner. <p>Outline Syllabus: This module will introduce a range of key policing legislation, powers and policies, and the academic knowledge that underpins them. The module is aligned to the National Policing Curriculum (NPC, see Legislation, Powers and Policy appendix 1), and the module learning outcomes reflect the overarching content of the NPC detailed.</p> <p>The module examines the criminal justice system, and their role within this as Police Constables. Learners will explore the wider police service and partnership agencies, analysing how structures within policing and beyond can create an effective public service. The module examines theories</p>

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and models associated with leadership and teamworking, effective communication, and the importance of reflective practice to ensure they maintain the highest standards.

Learners will begin to examine the powers they hold with the office of Constable, decision-making theories and models, exploring prejudices and unconscious bias and the ethical approach that underpins modern-day policing. Learners will develop investigation skills, using policies and guidance to ensure these are conducted lawfully, ethically, and proportionately in their professional practice. The module will embed the principles of the National Decision Model (NDM), linking this to professional practice.

Learners will examine the extensive criminal legislation central to their role, and how this will be applied in their practice. An evidence-based approach will be embedded in the module, enabling learners to understand the importance of criminology and research in their future role. Both response and community policing will be examined, as well as specialist departments that form an integral part of the response to criminality. Learners will examine forensic science principles, and will develop an understanding of digitally-facilitated crime and disorder.

Stop and search legislation and practice will be examined, ensuring learners are able to critically evaluate the police use of this controversial tactic. The impact of practices on community relations, the historical context, and modern approaches will be explored to ensure learners are able to use their powers lawfully and ethically, developing closer relationships with the communities they serve.

This module will include case studies and simulation opportunities to further develop their understanding, as well as intensive face to face learning.

Teaching and Learning Methods: Students will engage with lectures, group work, independent study, and the use of real and simulated case studies to understand current policing methods, and explore ways to improve policing practice. Learners will be given the opportunity to develop their skills through role-play scenarios, encouraging a reflective approach to learning and self-development.

Part 3: Assessment

Component A:

This component consists of a 1-hour examination that will typically be made up of multiple-choice questions. Questions cover a variety of legislation, procedure and policy covered during the programme, all set in a policing context.

Rationale:

This will assess the breadth of learners' academic knowledge developed during the module, and legislation central to the role of Constable. Questions will be set within policing scenarios, assessing a candidate's ability to apply legislation and procedure.

Component B:

2000-word reflective report covering an incident attended during their practice. Learners will be required to critically reflect on their decision making process, use of appropriate legislation, the impact their actions had on the communities they serve, and the strategies for conducting an initial investigation.

Rationale:

This will assess a student's ability to critically reflect on their practice, use of powers and policies, and the link between theory and practical application.

Formative assessment will take place throughout the module through engagement with cohort and group discussion, questioning, mock exams and knowledge checks, and submission of witness statements which will receive written feedback.

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First Sit Components	Final Assessment	Element weighting	Description
Report - Component B	✓	50 %	2000 word reflection on an incident attended during their practice.
Examination - Component A		50 %	1 hour examination.
Resit Components	Final Assessment	Element weighting	Description
Examination - Component A		50 %	1 hour examination
Report - Component B	✓	50 %	2000 word reflection on an incident attended during their practice

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:											
	<table border="1"> <thead> <tr> <th>Module Learning Outcomes</th> <th>Reference</th> </tr> </thead> <tbody> <tr> <td>Identify and explain in detail how relevant legislation can be applied in a policing context (A).</td> <td>MO1</td> </tr> <tr> <td>Analyse how a proportionate, legal, and ethical approach to policing influences the positive relationship between the police and communities (B).</td> <td>MO2</td> </tr> <tr> <td>Evaluate the factors that influence police decision making, using appropriate tools and strategies (B).</td> <td>MO3</td> </tr> <tr> <td>Conduct an initial investigation, applying relevant guidance and professional judgement (B).</td> <td>MO4</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Identify and explain in detail how relevant legislation can be applied in a policing context (A).	MO1	Analyse how a proportionate, legal, and ethical approach to policing influences the positive relationship between the police and communities (B).	MO2	Evaluate the factors that influence police decision making, using appropriate tools and strategies (B).	MO3	Conduct an initial investigation, applying relevant guidance and professional judgement (B).	MO4	
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Contact Hours	<p>Independent Study Hours:</p> <table border="1"> <tbody> <tr> <td>Independent study/self-guided study</td> <td>160</td> </tr> <tr> <td>Total Independent Study Hours:</td> <td>160</td> </tr> </tbody> </table> <p>Scheduled Learning and Teaching Hours:</p> <table border="1"> <tbody> <tr> <td>Face-to-face learning</td> <td>140</td> </tr> <tr> <td>Total Scheduled Learning and Teaching Hours:</td> <td>140</td> </tr> </tbody> </table> <p>Hours to be allocated 300</p> <p>Allocated Hours 300</p>		Independent study/self-guided study	160	Total Independent Study Hours:	160	Face-to-face learning	140	Total Scheduled Learning and Teaching Hours:	140		
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Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p>https://rl.talis.com/3/uwe/lists/ACB8BB91-E7BD-2345-848E-3AF7BAE522C7.html</p>											

Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Graduate Diploma in Professional Policing Practice GradDip 2020-21