Module Specification

Core Policing Functions: Culture and Structure

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Contents

Part 1: Information

Module title: Core Policing Functions: Culture and Structure

Module code: UZSYFS-15-1

Level: Level 4

For implementation from: 2022-23

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Sociology and Criminology

Module type: Standard

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: The module will provide learners with an overview of the police service in the UK, its history, culture, and the transformation into the modern-day police service while exploring the roles and responsibilities of its members, with a view to developing thinking about professional practices within the Policing context. Aligned to this the module also seeks to develop learners skills around communication, team working and leadership in order to support their broad understanding of Policing

culture. In addition, the module seeks to develop learners' awareness around the broad strategic context of policing, relevant national policing strategies, and the role of the College of Policing in professionalising policing.

Features: Not applicable

Educational aims: This module explores the history of the police service in the UK based on the foundations of Sir Robert Peels' 'Peelian Principles' and provides focus on the core purpose of the police service, the policing mission and what it means to be a police constable. The module reviews the strengths and weaknesses of police service collaborations with other law enforcement agencies such as the National Crime Agency, Special Branch, Counter Terrorism Policing, and Immigration Enforcement, the level of input and advice that can be provided by specialist agencies, and the role of the constable in supporting these agencies.

An overview of the roles and responsibilities of those charged with ensuring that the police service delivers a professional service will includes the identification of key stakeholders such as the Home Secretary, Police and Crime Commissioners and how Police and Crime plans impact on the police service, Her Majesty's Inspector of Constabulary and Fire and Rescue Services (HMICFRS), NPCC (National Police Chiefs Council), Mayor's Office for Policing and Crime (MOPAC), Independent Office for Police Conduct (IOPC), Chief Constables, the College of Policing, Staff Associations and Professional Standards.

The module explains police rank structures and the types of roles such as police constables, the Special Constabulary, Police Community Support Officers (PCSO's) and police staff, along with the functions they perform, and how these roles and functions can work together to deliver fair and effective policing. Linking to these the module includes aspects which supports the development of communication skills alongside leadership and teamwork which provide learners the tools to work effectively in a professional policing context.

The module outlines the extent of powers available to officers and staff and highlights how police powers are regulated within the boundaries of legislation, codes of practice, guidance and within the lawful and ethical expectations of

Professional Standards along with explaining the definitions of police culture, organisational culture, and global culture.

The module provides a deep explanation of why police powers and procedures must be exercised fairly and without bias and this is re-enforced by summarising the legal requirement to use the least level of power necessary to achieve a proportionate, legal, accountable, and necessary aim, while conforming with the Human Rights Act 1998. The module identifies and explains the statutory responsibilities where police need to provide an explanation to an individual prior to applying police powers e.g. reasons for arrest, will enable learners to distinguish the balance between the effect (and the implications) of using police powers and the benefits being sought by the use of specific legislation applicable when dealing with typical policing incidents.

The College of Policing supports policing in terms of the Authorised Professional Practice (APP), What Works Centre, and national policing strategies such as the Policing Qualifications Framework (PEQF).   These all relate to police reform, the strategic policing requirement, the effects of workforce transformation in the police service, and all directly contribute to the values of the Policing Vision 2025.

Outline syllabus: CoP Curriculum:

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 and Fire and Rescue Services (HMICFRS)

• NPCC (National Police Chiefs Council)

• Mayor's Office for Policing and Crime (MOPAC)

• Independent Office for Police Conduct (IOPC) (formerly 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

1.6 How the College supports policing:

• Authorised Professional Practice (APP)

• What Works Centre

• Policing Education Qualifications Framework (PEQF)

• National Police Leadership Centre (NPCL)

2 Review the role of law enforcement agencies and how a police constable can support these agencies to deliver a safer UK

2.1 Regional and national collaboration between forces

2.2 How the police service works with other law enforcement agencies to provide an effective national service, including (where applicable):

• National Crime Agency

• Special Branch

• National Counter Terrorism Policing

• Interpol/Europol

• International Crime Coordination Centre (ICCC)

• Border Force

• ACPO Criminal Records Office (ACRO)

• Immigration enforcement

2.3 Level of input and advice that can be provided by specialist agencies

2.4 Role of the constable in supporting these agencies

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

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

7 Understand and evaluate the overall strategic context of policing and relevant national policing strategies7.1 Police reform

7.2 The Strategic Policing Requirement

7.3 Policing Vision 2025

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

8.2 How development and ownership of an evidence-base can define the police profession

8.3 What is a 'professional body'

Communications Skills:

1 Review the fundamental elements of effective communication and how to optimise

an exchange

1.1 Importance of communication within policing

1.2 Essential elements of communication:

• Verbal

• Non-verbal

• Active listening skills

• Open and closed questions

• Empathy

• Building rapport

• Negotiation skills

• Conflict Management Guidelines (College of Policing 2020)

1.3 Importance of perception and understanding in communication

1.4 Importance, when communicating, of understanding different viewpoints and priorities, including:

• Maintaining fairness, respect and impartiality

• The value of effective communication in generating public confidence and improving community relations

1.5 Risks to effective communication, including the potential influence of personal bias

1.6 Impact of effective and ineffective communication

1.7 Models of communication (e.g. voice, neutrality, trustworthiness and respect) in relation to procedural justice

1.8 How to adapt communication styles for different audiences (e.g. young adults/children)1.9 Using assertiveness when necessary:

• Taking control of a situation

• Having difficult conversations (both internally and externally)

• Recognising when assertiveness becomes aggression

2 Evaluate a range of theories and practices associated with communication

2.1 The social psychology of communication

2.2 Models used in communication:

• Ego state communication

• Meta talk

• Emotional Intelligence

• Cultural competence (ability of a person to effectively interact, work, and develop

meaningful relationships with people of various

cultural backgrounds)

Leadership and Teamworking:

1 Explain the professional importance of self-evaluation, self- improvement and reflective practice

1.1 Areas of self-evaluation and potential self-improvement:

• Managing emotion, conflict and personal wellbeing

• Problem solving and decision making

•Team working

• Leadership

• Working independently

• Being self-directed/sufficient

1.2 Importance of reflective learning and practice

1.3 Models that can be used for self-evaluation

2 Understand the nature of effective team working

2.1 Benefits of team working in a policing context

2.2 Barriers to creating an effective environment for team working

e.g. communication, cultural

2.3 Examples of effective team working within policing

2.4 Strategies to develop, maintain or improve relations within a team

Part 3: Teaching and learning methods

Teaching and learning methods: The module will employ a combination of lectures, seminars, and workshops. In this module in particular, a number of group working tasks are included within the taught sessions, alongside opportunities for the development of individual communication and leadership skills. As our pedagogy is interactive, discussion-based, and student-facing, and our learning environment is designed to promote peer-to-peer support and exchange, students are encouraged

throughout the programme to develop these skills, but there is greater scaffolding in this particular module to achieve these aims.

While teaching and learning will be predominantly classroom based, appropriate use will be made of online resources and learning environments.

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

MO1 Explain the history and structure of the police service, what it means to be a police constable, the concepts and principles of 'policing by consent' the 'policing mission', and the types of roles and functions performed within the police service.

MO2 Identify key legislation and stakeholders responsible for ensuring the police deliver a professional service.

MO3 Analyse the term 'culture' in its broadest form and how 'police culture' can negatively impact on public perceptions of the police service.

MO4 Create an oral/visual communication product to illustrate the capacity in which the police service works with other law enforcement agencies in delivering a safer UK, and the professional standards to be maintained as a member of the police service.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 112.5 hours

Lectorials = 37.5 hours

Total = 150

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link
https://rl.talis.com/3/uwe/lists/684CCBEE-501D-1606-3628-44C62190550C.html?draft=1&lang=en-GB&login=1

Part 4: Assessment

Assessment strategy: Summative assessment for this module will be divided over a written task and a 10 minute presentation with questions.

Component A is a 1000-word (indicative) Lesson Plan Task.

Component B is a 10-minute oral/visual presentation including questions.

These assessments will enable learners to draw on their learning from the module and create a lesson plan document and presentation which will illustrate an aspect of Police culture and/ or stucture. By utilising study skills workshops within this and other modules, learners can structure their lesson plan and presentation to include key learning points for their intended audience and highlight key legislation, powers, policies, codes of practice and showcase their academic skills of research, writing and referencing.

Learners will present their material and take questions from the audience which may include peers, teaching staff and guests from outside of the university. The presentation may be created using powerpoint, online whiteboard or, word document format. There is no indicative word count for the presentation task however the total running time of the presentation including questions should be no more than 10 minutes in length.

Formative assessment of learning will take place during scheduled teaching building on content taught and independent study tasks. Methods comprise of workshops, question and answer sessions, group discussions and debates, in-class knowledge checks, and work products as produced. Additional formative support will be provided in study skills workshops on communication skills, research, and referencing.

Assessment components:

Written Assignment - Component A (First Sit)

Description: Lesson Plan Task. Learners will produce a lesson plan document which is intended to be taught to students in the context of a relevant subject taken from the module or other subject within the programme.

The lesson plan should contain learning objectives, learning activities and assessment to check that students have understanding along with timings and evidence considerations for equality, diversity and inclusion. Word count will be up to 1000 words.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation - Component B (First Sit)

Description: 10-minute presentation with questions on an aspect of Police culture and/or structure. The presentation can be created using PowerPoint, online whiteboard or word document format. There is no indicative word count for this task however the total running time of the presentation should be no more than 10 minutes in length.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO4

Written Assignment - Component A (Resit)

Description: Lesson Plan Task. Learners will produce a lesson plan document which is intended to be taught to students in the context of a relevant subject taken from the module or other subject within the programme.

The lesson plan should contain learning objectives, learning activities and assessment to check that students have understanding along with timings and evidence considerations for equality, diversity and inclusion. Word count will be up to 1000 words.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation - Component B (Resit)

Description: 10-minute presentation with questions on the capacity in which the police service works with other law enforcement agencies to deliver a safer UK. The presentation can be created using powerpoint, online whiteboard or, word document format. There is no indicative word count for this task however the total running time of the presentation should be no more than 10 minutes in length.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Professional Policing [Sep][SW][Frenchay][4yrs] BSc (Hons) 2022-23

Professional Policing [Sep][PT][Frenchay][6yrs] BSc (Hons) 2022-23

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

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

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