



## **Module Specification**

### **Core Policing Functions: Communities and Partnerships**

Version: 2024-25, v3.0, 25 Apr 2024

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>3</b>
<b>Part 4: Assessment.....</b>	<b>5</b>
<b>Part 5: Contributes towards .....</b>	<b>7</b>

## Part 1: Information

**Module title:** Core Policing Functions: Communities and Partnerships

**Module code:** UZSYG4-30-2

**Level:** Level 5

**For implementation from:** 2024-25

**UWE credit rating:** 30

**ECTS credit rating:** 15

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

**School:** CHSS School of Social Sciences

**Partner institutions:** None

**Field:** Sociology and Criminology

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Drawing on the Introduction to Evidence Based Policing module, this module provides learners with a more thorough insight into this area of scholarship and intervention with specific relation to community policing and partnership. This includes how communities deal with perceived and actual risks, how harm can be minimised within this context and how broader partnership with other agencies can support different communities and the individuals within them.

**Features:** In addition to the classroom-based activities, students will take part in a simulated learning exercise where they will be immersed in a policing experience. The psychological, physical, and ideological aspects of the interaction with the police will be explored to better help students appreciate how members of the public may feel in such a situation.

**Educational aims:** The module aims to provide learners with a valuable insight into community policing, starting with a comparison between early community policing and community policing in the present day. It considers the role of the community police officer both within the communities they serve as well as how to engage with partners in a multi-agency context.

Learners will explore different models to explain common crime and antisocial behaviour issues within communities, as well as strategies for engaging with all members of those communities, including those who may be marginalised. Partnership working is a key theme, with a particular emphasis on early intervention and crime prevention strategies.

This module stresses the importance of inclusivity in community engagement. It considers the statutory and voluntary agencies, community groups, the marginalised voices and the wider police network, such as volunteers. The module identifies the barriers and facilitators to working effectively and delivering desired outcomes with a focus on community cohesion.

The module provides opportunities for learners to examine a range of community issues and to identify where evidence-based research may benefit the police response. EBP and problem solving are key themes within this module, with students given the chance to apply these to policing contexts and to reflect on their value.

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

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** The module will employ a combination of lectures, seminars, simulation exercises and workshops. Our pedagogy is interactive, discussion-based, and student-facing. Students are an active part of the learning process, and will be asked to contribute ideas, questions, and critical standpoints. The learning environment is designed to promote peer-to-peer support and exchange.

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

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

**MO1** Analyse the concept and development of community policing from the 1980s to the present day.

**MO2** Identify the key aspects of community policing and the roles and responsibilities of the police and partner organisations in keeping communities safe from harm.

**MO3** Critically discuss a range of community policing contexts that allow effective communication with individuals, focus groups and communities (including faith groups).

**MO4** Discuss the definition of anti-social behaviour, its impact on victims and how persistent nuisance behaviour can cross-over into criminality.

**MO5** Examine the definition and theories of evidence-based policing problem solving approaches and the importance of differentiating between types of evidence to identify best practice.

**MO6** Identify key legislation and potential sources of evidence that can be used as part of an evidence-based policing approach and how it can be applied in practice.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Lectorials = 72 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/246723B1-D865-0C06-CD16-9607E2CC4D97.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/246723B1-D865-0C06-CD16-9607E2CC4D97.html?lang=en-GB&login=1>

## Part 4: Assessment

**Assessment strategy:** Summative assessment will be divided over two tasks:

Assessment One is a role-play simulation reflection.

Assessment Two is an unseen exam.

The assessments for this module help students to develop skills that will support them in the operational context. The simulation reflection requires learners to consider the experience of being a victim or witness in an incident that they will previously have role-played. The reflection will encourage them to think about this experience and how and interaction with the Police can feel. This draws on previous learning about operational aspects such as the law, but importantly will encourage them to consider ethics and integrity and how they can, in future engagements with members of the public, ensure these interactions are as positive as possible and are always done in a respectful way. The unseen exam reflects the operational Policing context as much as possible in that it requires students to apply a commonly used problem-solving model in a time-pressure situation. Although in this instance the outcome is a written exam, it will be expected that Police Officers can employ a model such as this when attending a community event or incident. The assessment therefore requires them to be able to draw on the model to a previously unknown situation within a time pressured context, readying them for delivering this skill as a graduate employee.

Formative assessment of learning will take place during scheduled teaching building on content taught and independent study tasks. Methods comprise of question and

answers, group discussions and debates, in-class knowledge checks, and production of work products.

**Assessment tasks:****Examination (First Sit)**

Description: 1 hour unseen Exam - applying SARA Model to a Criminal Justice Issue.

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO5, MO6

**Reflective Piece (First Sit)**

Description: Reflective Piece

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

**Examination (Resit)**

Description: 1 hour unseen Exam - applying SARA Model to a Criminal Justice Issue.

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO5, MO6

**Reflective Piece (Resit)**

Description: Reflective Piece

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study: