Module Specification

Legislation, Powers And Policy 2025-26

Version: 2025-26, v1.0, 19 Dec 2024

Contents

Part 1: Information

Module title: Legislation, Powers And Policy 2025-26

Module code: UZSYPW-40-3

Level: Level 6

For implementation from: 2025-26

UWE credit rating: 40

ECTS credit rating: 20

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: 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.

Features: Not applicable

Educational aims: To develop learners' understanding of the legislation, powers and policies central to their role as a Constable.

To provide opportunities to develop decision making and critical evaluation skills in relation to policing practice.

To enable learners to apply their powers in a legal, ethical, and proportionate manner.

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.

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 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.

Part 3: Teaching and learning methods

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.

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

MO1 Identify and explain in detail how relevant legislation can be applied in a policing context

MO2 Analyse how a proportionate, legal, and ethical approach to policing influences the positive relationship between the police and communities

MO3 Evaluate the factors that influence police decision making, using appropriate tools and strategies

MO4 Conduct an initial investigation, applying relevant guidance and professional judgement

Hours to be allocated: 400

Contact hours:

Independent study/self-guided study = 225 hours

Face-to-face learning = 175 hours

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/...-848E-3AF7BAE522C7.html

Part 4: Assessment

Assessment strategy: Assessment One:
This task consists of a 1-hour in-class test 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.

Assessment Two:
This task involves a 30-minute simulated scenario, in which learners will be required to attend a policing incident and discuss with an assessor how they will manage the incident, including offences identified and investigation opportunities.

Rationale:
This assessment will bring together learning from across the module, assessing their ability to put their teaching into practice in an operational context, and to reflect on their own performance.

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.

Assessment tasks:

In-class test (First Sit)

Description: 1 hour in-class examination

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Set Exercise (First Sit)

Description: 30 minute simulated scenario

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

In-class test (Resit)

Description: 1 hour examination

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Set Exercise (Resit)

Description: 30 minute simulated scenario

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Graduate Diploma in Professional Policing Practice [Frenchay] GradDip 2025-26