Module Specification

Analysing Policing Trends

Version: 2023-24, v3.0, 30 Jun 2023

Contents

Part 1: Information

Module title: Analysing Policing Trends

Module code: UZSYFY-15-2

Level: Level 5

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept 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: Introducing practical research methods training through the lens, data, and emergent trends relevant to Policing.

Features: Weekly workshops will allow students to apply their knowledge from lectures and develop their research skills. Topics may include some of the following indicative areas:

- The research processes, i.e., reviewing literature and ethical considerations

- Designing research tools, i.e., interview guides and questionnaires
- Media and digital methodologies
- Secondary data analysis

Educational aims: The aim of this module is to highlight the importance of planning research activities such as research design, deciding on the focus of the research, development of research questions and how to formulate an ethically sound research question by outlining the strengths and weaknesses of research methodologies and approaches. The difference between qualitative, quantitative, and mixed methods of research will be explored and the module provides examples on how to choose, implement and critically evaluate appropriate methods of research. The module will provide the basis for learners to formulate a plan of approach to data sampling, design frames and comparing their strengths and weaknesses in addition to examining data reliability and validity. The module provided a basis for learners to review and understand academic guidelines and policies relating to research ethics and adhering to research standards.

Workshops will provide valuable guidance on collection and use of primary and secondary literary data sources relevant to the degree programme. They will include the appropriate use of ICT and explain the process of searching library and internet resources including the universities on-campus library, and online library resources, explain the purpose and use of statistical tests in research and be able to interpret data by applying the basics of numeracy and statistical information gathering. The module outlines the relationship between theories and methods to conduct research, analyse, and evaluate relevant research publications and qualitative and quantitative data that demonstrates critical thinking while adhering to the principles of research ethics, and demonstrate effective referencing (and bibliography styles) of a wide range of material appropriate to the subject area.

Effective problem solving requires being able to specifically define a problem by way of understanding the context of the problem, identifying features such as the nature, extent and causes, interrogating multiple sources of data/information to help define and understand the problem, and overcoming barriers to sharing data between partners. The module explores the enablers and barriers to effective problem

solving, assesses the value of effective problem-solving tools such as models, theories, concepts, and best practice guidance and, evaluates the impact of short-term targets versus long-term. The module addresses the strengths and weaknesses of different policing models and theories in relation to crime/victimisation and the public, these may include 'hot spots' policing, problem-orientated policing (PoP), intelligence-led policing, community policing and procedural justice. Theories may include rational choice, routine activity, and situational crime theories.

The module structure provides additional study skills support to enable learners to carry out independent research, identify and understand an emerging issue or problem in a (specific) policing area, and formulate an ethically sound research question. The module features problem-solving models and summarises how to carry out initial scoping to identify an issue/problem to research further, how to critically review previous literature on the issue or problem, constructing a sound research question, developing a proposal for research to explore the nature, extent and causes of the issue/problem and, carrying out the research as outlined in the proposal. The module explores models that have been used to identify issues/problems as part of the 'response' stage of problem-solving practices, and review previous interventions, looking at the evidence-base for/against the proposed approaches consideration of alternative approaches and formulating an implementation plan. The module explains how to develop a range of options, condense to a selection of the preferred or most likely option to mitigate or resolve the problem, be able to justify the interventions whilst identifying potential consequences, prepare a presentation to an appropriate authority, develop methods to evaluate the intervention including the cost benefit and end user satisfaction, and after concluding, when to assess the effectiveness of the proposed intervention.

Outline syllabus: CoP Curriculum

Research Methods and Skills:

1 Understand the importance of planning research activities
1.1 Research design

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

2.2 Approaches to data collection:

• Surveys

• Interviews

• Observation

• 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

6 Explain statistical tests and the interpretation of data

6.1 Basics of numeracy and statistical information gathering

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

11 Demonstrate effective referencing of a wide range of material appropriate to the subject area

11.1 Referencing and bibliography styles

Evidence-Based Policing:

1 Explain the professional concept of evidence-based policing

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

Part 3: Teaching and learning methods

Teaching and learning methods: The module will employ a combination of lectures, seminars, 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 Identify and describe the relevant steps the research development process.

    MO2 Gather, organise, and present quantitative and qualitative data appropriately.

    MO3 Evaluate the process of collecting research data.

MO4 Analyse data using appropriate quantitative and/or qualitative techniques and technology.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 112.5 hours

Face-to-face learning = 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/F942F011-9F79-ADD6-FEF3-48A5C4E03961.html?lang=en-GB&login=1

Part 4: Assessment

Assessment strategy: Summative assessment for this module will be in the form of 2 components:

Assessment One is a 1 hour written examination.

Assessment Two is a 1000-word research proposal with GANTT Chart.

The proposal is designed to ensure students can demonstrate a working knowledge of the research process. The GANTT aspect is important as it encourages them to not only think about the ontological and epistemological questions related to their research, but also the practicality of undertaking it. The subject of the proposal will be at the students' discretion which encourages them to begin to think and work in an ever more independent fashion, by designing their own research interests and approach. This assessment may also form the proposal for their level 6 evidence-based policing project, which will support them to undertake this research in an effective and well organised manner. The formative assessment on this module will also include regular quizzes, which function as a knowledge check relating to different aspects of research design such as quantitative methodologies or different

types of analysis.

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 research, literature reviews, creation of abstracts, and referencing.

Assessment tasks:

Examination (First Sit)
Description: 1 Hour Exam
Weighting: 40 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO3

Written Assignment (First Sit)
Description: 1000-word research proposal with GANTT Chart.
Weighting: 60 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO2, MO4

Examination (Resit)
Description: 1 Hour Exam
Weighting: 40 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO3

Written Assignment (Resit)
Description: 1000-word research proposal with GANTT Chart.

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

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