



Module Specification

Core Policing Functions: Communities and Partnerships

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Part 1: Information

Module title: Core Policing Functions: Communities and Partnerships

Module code: UZSYG4-30-2

Level: Level 5

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

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: 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 and neighbourhood management by the examination of the aims and function of community policing, the key issues relevant to community policing, the importance of partnership building, improved public perception, reductions in crime and anti-social behaviour and demand, and the collective efficacy of stronger communities.

The module encourages learners to reflect on the development of community policing by providing a comparison between community policing from the 1980's to the present day and measures the impact of politics on community policing by explaining the role of the police constable and others and the duty of care and support each role is charged with. The module addresses key issues relevant to the community policing role by comparing the difference between community policing to other policing functions and models by using data to identify the different types of communities (including the hard to reach/hear, hidden and open communities, and communities of interest). Partnership working is a key theme for this module and the issues around risk, vulnerability, harm, and public protection are explored in detail, with an emphasis on exploring key aspects of community policing such as the benefits of targeted foot patrols, community engagement, problem-solving activities (including early action and intervention) and crime prevention strategies.

Aspects of the module will encourage discussion around how to engage with individuals, focus groups and diverse communities including those from faith groups, and understand how effective communication can facilitate future co-operation from the community. Perceptions of, and confidence in the police service are enhanced by effective communication with communities. The module highlights ways to reach out further to those communities by using technology, social media networks and online media platforms and provides an initial definition of anti-social behaviour

(ASB), examines the ways anti-social behaviour impacts on communities by describing patterns of ASB including the long-term issues, identification of 'hotspots' and explores 'repeat victimisation' including the risk factors and causes. The module introduces theories around the signal crimes perspective and how to formulate strategies to prevent and respond to crime and ASB within communities by identifying investigative activities, enforcement activities, targeted prevention activities, activities that involve partner agencies such as local authorities and faith communities, identifying long-term prevention strategies, and perceptual activities.

The module explores ways to foster effective partnerships in community policing by encouraging discussion around the role and importance of partner agencies in effective problem-solving, the identification of shared/mutual problems, data sharing, problem identification and analysis, non-police responses to problems and ensuring all activities with partner agencies conform within the legislative frameworks. The module highlights the support that partners can provide in a community context, examples of which are distinguishing the statutory and voluntary agencies, blue light partners in community strategies, formal and informal local partnership approaches, partnership building and networking, utilisation of police volunteers. The module identifies the barriers and facilitators to working effectively with partner agencies by distinguishing joint responsibilities, shared costs, shared data/intelligence, shared resources, and understanding that partners may have different priorities, agendas, and performance management focus.

Community engagement is at the heart of effective neighbourhood management and to be able to fully understand its importance and relevance, the module provides opportunities for learners to examine the aims and benefits of community engagement strategies, the typology of community engagement, analyse the strengths and weaknesses of different methods of engagement and details how community engagement is used to inform police practice (problem-solving activities). The module provides a valuable insight on how to formulate strategies of engaging with the community with the desired outcomes of maximising community cohesion, providing structured and effective community engagement, protecting the community, building community trust, cohesion and confidence, utilising experience within focus groups and the communities themselves, and providing team-building

opportunities for partnership working. The role and importance of the public in effective problem-solving through the identification of specific problems, assessing the level of priority, collective efficacy, community resilience and recovery will also be explored.

The module provides an overview of current policing practice and measures how it can impact both positively and negatively on service delivery. Highlighting methods currently employed by the police to deliver effective policing to the community, the module details the use of Community Impact Assessments, trigger-points/trigger incidents and the use of evidence-based policing approaches and methods. The module provides opportunities for learners to examine a range of community problems, issues, and concerns regarding policing practice to identify areas of policing where evidence-based research may benefit the level of service the police can provide to the community, and focuses on the impact of policing resources, the effectiveness of early intervention/early action initiatives and formulate methods of adapting policing styles to police minority groups and critically compare the effectiveness of initiatives/approaches made by other organisations (statutory and voluntary).

The professional concept and practice of evidence-based policing (EBP) links seamlessly within the module and provides the definition and the rationale for employing an evidence-based approach in policing, the contexts in which an evidence-based policing approach is appropriate on both organisational and community levels and identifies policing-related activities where an evidence-based policing approach is beneficial. The module provides discussion points around the importance of differentiating between different types of evidence to identify best practice. The module utilises case studies which break down and explore the impact of evidence-based policing in different areas of policing and in balance, the module suggests potential constraints associated with an evidence-based policing approach by highlighting constraints of timescale, and instances when an evidence-based policing approach failed to meet intended targets, and the lessons learned. Learners will evaluate the potential professional applications of an evidence-based policing approach when considering the professional

The module provides opportunities at key stages for learners to review and critically evaluate available evidence and provides a broad range of research material (and study skills support) for the purposes of analysing and evaluating how evidence-based policing is applied in practice, and how to question and challenge using evidence while highlighting ethical concerns (with regards to evidence), and how these concerns can be addressed. The College of Policing APP guidance on policing standards, the development of national/local policies influences on how to use evidence in practice with professional judgement and the value of reflective practice all feature within the module.

Anti-social behaviour is not limited to streets, parks, and houses, it can also be committed on the transport networks as well. The module provides an insight on how to optimise opportunities to obtain the best available evidence by highlighting options to construct the most appropriate solution to a given problem such as roads-related anti-social behaviour and offences and evaluating on how these impact on victims and their families.

The module addresses the role and impact of Multi-Agency Risk Assessment Conferences (MARAC) and Multi-Agency Public Protection Arrangements (MAPPA) and the use of community intelligence in managing offenders in public protection policing, highlights which problem-solving models are used and explores the principles of problem-solving and crime prevention using evidence-based examples that contextualise the impact of evidence-based policing in different areas of policing. The module defines the role of the public in community problem solving and assesses traditional versus non-traditional responses to problems, and compares outcomes of similar approaches in other comparable forces/organisations.

The module explains how problem solving requires being able to specifically define a problem by way of understanding the context of the problem, identifying particular 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 examines enablers and barriers to effective problem solving, assesses the value of effective problem-solving tools such as models, theories, concepts, best practice guidance and, evaluates the impact of

short-term targets versus long-term. Appraising the strengths and weaknesses of different policing models and theories in relation to crime/victimisation and the public provide a valuable comprehension of hot-spots policing, problem orientated policing models, intelligence-led policing, community policing and procedural justice, and theories around rational choice, routine activity, and situational crime theories.

Outline syllabus: CoP Curriculum:

Evidence Based Policing:

2 Understand potential constraints associated with an evidence-based policing approach and identify best practice

2.1 Constraints of timescale

2.2 Instances when an evidence-based policing approach failed to meet intended targets

2.3 Identifying best practice and lessons learned

3 Evaluate the potential professional applications of an evidence-based policing approach

3.1 Professional contexts in which an evidence-based policing approach is appropriate:

- Organisational
- Community

3.2 Policing-related activities where an evidence-based policing approach is beneficial:

- Tackling crime and disorder
- Managing offenders
- Criminal justice
- Engaging the public
- Learning and development
- Improving work practices/processes
- Introducing new technology"

4 Know how to systematically review and critically evaluate available evidence

4.1 'What Matters'

4.2 'What Works' evidence ladder

4.3 Maryland Scale of Scientific Methods

4.4 Frameworks for evaluating the quality of qualitative research

6 Explain how evidence-based policing can be applied in practice

6.1 Development of police standards (e.g. evidence-based guidelines)

6.2 Development of national/local policy (e.g. funding, deployment)

6.3 How to use evidence in practice:

- Professional judgement
- The reflective practitioner

6.4 How to question and challenge using evidence

6.5 Ethical concerns with regards to evidence and how these concerns can be addressed

7 Know how to optimise opportunities to obtain the best available evidence, evaluate options and develop the most appropriate solution to a given policing problem

7.1 Developing a range of options

7.2 Selecting the preferred, most likely option to mitigate or resolve problem

7.3 Justifying interventions and potential consequences

7.4 Preparing a presentation to an appropriate authority

7.5 Developing methods to evaluate the intervention, including cost benefit and end user satisfaction

7.6 Feeding results back into future policing strategies

Problem Solving:

1 Explain the principles of problem solving techniques

1.1 Herman Goldstein's model of problem-oriented policing (POP)

1.2 Models used in problem solving and crime prevention:

- SARA (Scanning, Analysis, Response & Assessment) model
- Problem Analysis Triangle
- Routine Activity Theory
- Rational Choice Theory

1.3 Principles of problem-solving and crime prevention:

- Principles of crime prevention

- Primary/secondary/tertiary prevention
 - Situational crime prevention
 - Early intervention and action
- 1.4 Evidence-based policing examples exploring the impact of evidence-based policing in different areas of policing
- 1.5 Partnership working and co-production in problem-solving
- 1.6 Role of the public in community problem solving (e.g. problem identification and definition, taking action and assessing effectiveness)
- 1.7 Traditional versus non-traditional responses to problems
- 1.8 Outcomes of similar approaches in other comparable forces/organisations
- 2 Explain how to engage in effective problem solving
- 2.1 Importance of defining a problem:
- Context of the problem
 - Particular features of the problem (nature, extent and causes)
 - Multiple sources of data/information to help define and understand the problem
 - Overcoming barriers to sharing partner data
- 2.2 Enablers to effective problem solving
- 2.3 Barriers to effective problem solving
- 2.4 Tools for effective problem solving:
- Problem Analysis Triangle
 - Routine Activity Theory
 - Problem-Oriented Policing (POP)
- 2.5 Impact of short-term targets versus long-term problem solving e.g. priority crime types
- 3 Carry out research to identify and understand an emerging issue or problem in a specific policing area and formulate an ethically sound research question
- 3.1 'Scanning' and Analysis' stages of the SARA model
- 3.2 Carrying out initial scoping to identify an issue/problem to research further
- 3.3 Reviewing previous literature on the issue or problem:
- Considering different review approaches
 - Searching for and synthesising available evidence
- 3.4 Creating a sound research question, based on critical reading of appropriate literature and research
- 3.5 Developing a proposal for research to explore the nature, extent and causes of

the issue/problem, including:

- Research aims and questions
- Consideration of different research designs
- Strengths and weaknesses of different research methods
- Project management (e.g. timescales, resources)

3.6 Carrying out the research as outlined in the proposal

4 Plan an intervention to tackle the identified issue/problem

4.1 'Response' stage of the SARA model

4.2 Reviewing previous interventions designed to tackle the issue/problem

4.3 Developing a proposal for an intervention to tackle the issue/problem, including:

- evidence for/against the proposed approach
- consideration of alternative approaches
- an implementation plan

4.4 Developing a range of options

4.5 Selection of the preferred, most likely option to mitigate or resolve problem

4.6 Justifying interventions and potential consequences

4.7 Preparing a presentation to an appropriate authority

4.8 Developing methods to evaluate the intervention, including cost benefit and end user satisfaction

4.9 Developing a proposal to assess the effectiveness of the proposed intervention

Public Protection:

4 Assess the role and impact of Multi-Agency Public Protection Arrangements (MAPPA) and the use of community intelligence in managing offenders

4.1 Role of Multi-Agency Public Protection Arrangements (MAPPA) in managing offenders

4.2 Use of community intelligence to manage offenders

5 Examine the importance of taking a multi-agency approach to public protection incidents

5.1 Importance of understanding thresholds for referral to internal/external partners, including:

- Understanding the role of Multi-Agency Safeguarding Hubs (MASH)

- Statutory and non-government support services

5.2 Implementing a multi-agency approach

5.3 Agencies who may be able to offer support and the support they can provide

5.4 Importance of intervening positively in a person's life to prevent future occurrences of missing episodes or public protection incidents

5.5 Partner agency involvement in reports of domestic abuse

5.6 The Multi-Agency Risk Assessment Conference (MARAC) referral process and Multi-Agency Public Protection Arrangements (MAPPA)

5.7 Key contacts for more information, advice or support, including local partnership arrangements

5.8 Prevention strategies involving other agencies

Criminal justice:

12 Explain the importance of effective partnership collaboration with respect to offender rehabilitation

12.1 The role of the Youth Offender Service and Youth Justice Board in diverting young people away from crime

12.2 Reducing the possibility of re-offending by:

- Interventions and diversions coupled with disposals
- Integrated offender management
- Rehabilitation

12.3 Potential impacts of other interventions and diversions, including reparative, rehabilitative and restorative or punitive justice on re-offending

Policing Communities:

1 Examine the function of community policing, and key issues relevant to community policing

1.1 Aims of community policing:

- Partnership building

- Improved public perceptions (e.g. reassurance, confidence) and better future engagement

- Reduced crime, anti-social behaviour and demand
- Stronger communities (e.g. collective efficacy)

1.2 Development of, and differences between, community policing in the 1980s, 2000s and 2010s

1.3 Impact of politics on community policing

1.7 Role of the police officer and others (e.g. PCSO, analyst, partners) in effective community policing:

- Duty of care and support

1.8 Key issues relevant to the community policing role:

- Difference between community policing and other policing functions and models
- Defining and understanding neighbourhoods and communities
- Using data to profile neighbourhoods and communities
- Types of community e.g. hard to reach/hear, hidden and open communities, communities of interest
- Demand and shared priorities for partner organisations
- Risk, vulnerability, harm and public perception

1.9 Key aspects of community policing:

- Targeted foot patrol
- Community engagement
- Problem solving (including early action and intervention)
- Crime prevention

2 Explore a range of community policing contexts in which effective communication can bring particular benefits

2.1 Engaging with individuals, community stakeholders and communities (including faith communities)

2.2 How effective communication can encourage future co-operation from the community

2.3 How perceptions of, and confidence in, the police service are enhanced by effective communication

2.4 Communication via social/online media

3 Evaluate how crime and anti-social behaviour affects local communities and what constitutes effective and appropriate police action

3.1 Crime and anti-social behaviour (ASB) in communities:

- Defining ASB
- Patterns (long-term issues, hotspots and repeat victimisation)
- Risk factors and causes

3.2 ASB and vulnerability

3.3 Impact of crime and ASB on victims and communities:

- Pilkington case
- Signal crime

3.4 Preventing and responding to crime and ASB in communities:

- Investigative activity
- Enforcement activity, including specific legislation
- Targeted prevention activity (e.g. offender focus, hotspots, problem solving, repeats)
 - Partnership activity (e.g. local authorities, communities (including faith communities))
 - Long-term prevention activity (e.g. early interventions, families with complex needs)
 - Perceptual activity (e.g. control signals)

4 Describe how to foster effective partnerships in community policing

4.1 Role and importance of partner agencies in effective problem-solving:

- Shared problems
- Data sharing
- Problem identification and analysis
- Non-police responses to problems

4.2 Legislative framework

4.3 Support that partners can provide in a community context:

- Statutory and voluntary agencies
- Blue light partners in community strategies
- Formal and informal local partnership approaches
- Partnership building and networking
- Use of police volunteers e.g. speed watch

4.4 Barriers and facilitators to working effectively with partner agencies:

- Joint responsibilities, shared costs, shared data/intelligence, shared resources
- Different priorities, agendas and performance management focus

- 5 Understand the purpose and value of community engagement
 - 5.1 Aims and benefits of community engagement
 - 5.2 Typology of community engagement
 - 5.3 Strengths/weaknesses of different methods of engagement
 - 5.4 Using community engagement to inform police practice (e.g. problem-solving activity)
 - 5.5 Ways of engaging with the community to maximise community cohesion:
 - Structured and effective community engagement
 - Protecting the community
 - Building community trust, cohesion and confidence
 - Focus groups and community
 - Team-building for partnership working
 - 5.6 Role/use of social media
 - 5.7 Importance and value of information provision
 - 5.8 Role and importance of the public in effective problem-solving:
 - Problem identification, specification and prioritisation
 - Co-production
 - Collective efficacy and community resilience/recovery
- 7 Explain how engaging with the community to examine/critique current policing practice can have a positive impact on policing
 - 7.1 Methods currently employed to deliver effective policing to the community:
 - Use of Community Impact Assessments
 - Trigger points/trigger incidents
 - Use of evidenced-based policing approaches/methods
 - 7.2 Understanding community problems, issues and concerns regarding policing practice
 - 7.3 Areas of policing where evidence-based research may benefit the level of service provided to the community
 - 7.4 Impact of policing resources on community policing
 - 7.5 Effectiveness of early intervention/early action initiatives
 - 7.6 Methods of adapting policing style to police minority groups
 - 7.7 Effectiveness of initiatives/approaches made by other organisations (statutory and voluntary)

Policing the Roads:

- 3 Explain the effect of roads-related anti-social behaviour offences on victims and their families
 - 3.1 Roads-related anti-social behaviour and offences
 - 3.2 Groups of people who are especially vulnerable in the roads environment
 - 3.3 Impact of incidents upon victims and their families

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

Total = 300

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:

Component A is a role-play simulation reflection.

Component B 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 components:

Reflective Piece - Component A (First Sit)

Description: Students will take part in a formative simulation (role-play), students will be asked to reflect on their experience of this interaction. The task will encourage reflection on the ethics and integrity of the policing role as well as the procedural aspects of the role play, encouraging learners to think about how members of the public perceive interactions with the police.

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Examination - Component B (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 - Component A (Resit)

Description: Reflection on primary source material related to being a victim or witness. (2000 words)

Weighting: 60 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Examination - Component B (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

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

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