



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: 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

Total = 0

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/246723B1-D865-0C06-CD16-9607E2CC4D97.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: There is a single summative assessment.

This will take the form of EITHER a 3000-word written assessment (based on a problem-solving plan) OR a 30-minute recorded presentation.

The assessment for this module will support students to develop skills that will assist them in the operational context. The module will provide formative learning opportunities building towards the assessment. Methods include independent study, question and answers sessions, group discussions and debates, in-class knowledge checks, and production of work products. In addition, students will participate in a victim-based or multi-agency-based simulation . They will then reflect on this experience. Throughout this they will be encouraged to draw on previous learning, such as application of legislation and ethical considerations. This will help them ensure that future engagement with members of the public are as positive and respectful as possible.

The assessment reflects the operational policing context as much as possible in that it requires students to apply a commonly used problem-solving model. It will be expected that police officers can employ such models in operational practice when attending a community event or incident. The assessment will therefore prepare students for delivering this skill as a graduate employee.

Assessment tasks:

Report (First Sit)

Description: Up to 3000-word written assessment OR 30-minute recorded presentation applying SARA Model to a Criminal Justice Issue.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Report (Resit)

Description: Up to 3000-word written assessment OR 30-minute recorded presentation applying SARA Model to a Criminal Justice Issue.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Professional Policing [Frenchay] BSc (Hons) 2023-24

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