Module specification

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Module Code	POL407
Module Title	Understanding the Police Constable Role
Level	4
Credit value	40
Faculty	Social and Life Sciences
HECoS Code	100484
Cost Code	GACJ

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Professional Policing	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	72 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	**72** hrs
Placement / work based learning	0 hrs
Guided independent study	328 hrs
Module duration (total hours)	400 hrs

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Initial approval date	13/07/2022
With effect from date	September 2022
Date and details of revision	

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Version number	1

Module aims

The module aims to develop understanding of the role of a Professional Police Constable and the principles that should underpin-personal interaction in that role.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Explain the purpose of the police service and the responsibilities of those charged with delivering a professional service (NPC mapping: Understanding the Police Constable Role 1.1, 1.2,1.3,1.4,1.5 1.6)
2	Review the role of law enforcement agencies and how a police constable can support these agencies to deliver a safer UK (NPC mapping: Understanding the Police Constable Role 2.1, 2.2, 2.3, 2.4) (NPC mapping Vulnerability and Risk 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 11.1, 11.2, 11.2)
3	Explain the structure of the police service, the functions and the roles of members of the service and the concept and principles of 'policing by consent' (NPC mapping: Understanding the Police Constable Role 3.1,3.2,3.3,3.4,3.5,3.6,3.7,4.1,4.2,4.3)
4	Understand the extent of police powers and the extent of discretion, how powers are regulated and might be exercised fairly and without bias (NPC mapping: Understanding the Police Constable Role 5.1,5.2,6.1,6.2,6.3,6.4) (NPC mapping Criminal Justice 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7)
5	Understand and evaluate the overall strategic context of policing and relevant national policing strategies (NPC mapping: Understanding the Police Constable Role: 7.1,7.2,7.3)
6	Explain what is meant by the term 'profession' (NPC mapping: Understanding the Police Constable Role: 8.1,8.2,8.3)
7	Review the fundamental theory and elements of effective communication and team working including reflective practice (NPC mapping Leadership and team working 1.1, 1.2, 1.3, 2.1, 2.2, 2.3,2.4) (NPC mapping Communication skills 1.1, 1.2, 1.3,1.4, 1.5, 1.6, 1.7,1.8,1.9,2.1,2.2) (NPC mapping: research methods and skills 7.1, 7.2, 7.3, 7.4)

Assessment

Indicative Assessment Tasks:

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This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

- Group Presentation: Students to work in groups (n=5) and required to create a multi-media presentation showing role of police, strategic context, structure and responsibilities of police and examples of how police work with other agencies (25 minutes)

- Role Play- student to exercise police powers and then reflect on the experience in response to questions focused on performance, regulation, bias, professionalism/College of Policing (15 minutes)

- Traditional closed book law exam (1 hour)

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,5,7	Presentation	30%
2	4 (part), 6,7	Practical	30%
3	4	Examination	40%

Derogations

None

Learning and Teaching Strategies

The learning and teaching strategy used in the programmes is grounded in the University's commitment to Universal Design for Learning (UDL), the key principle of which holds that students are encouraged to participate in higher education when they are exposed to flexible ways of learning by staff that engage them in different ways using innovative and creative approaches. Accordingly, the module embrace the University's Active Learning Framework (ALF) which supports accessible, flexible learning that creates a sense of belonging for students. Each module is associated, thereby, with face to face and online elements.

Indicative Syllabus Outline

LO1: Explain the purpose of the police service and the responsibilities of those charged with delivering a professional service

The history of the police:
• The creation of the police (e.g. Peelian principles)
• The modern police service
The policing mission

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What it means to be a police constable e.g. constabulary independence, crown servant
Roles and responsibilities of those charged with ensuring that the police deliver a professional service:
• Home Secretary
• Police and Crime Commissioners (Combined Authority Mayor)
• Her Majesty's Inspector of Constabulary and Fire and Rescue Services (HMICFRS)
• NPCC (National Police Chiefs Council)
• Mayor's Office for Policing and Crime (MOPAC)
• Independent Office for Police Conduct (IOPC) (formerly Police Complaints Commission (IPCC))
• Chief Constables
• College of Policing
• Staff Associations
• Professional Standards
How Police and Crime Plans impact on the police service
How the College supports
Authorised professional Practice
What Works Centre
Policing Education Qualifications Framework (PEQF)
National Police leadership centre (NPLC)

LO2: Review the role of law enforcement agencies and how a police constable can support these agencies to deliver a safer UK

Regional and national collaboration between forces
How the police service works with other law enforcement agencies to provide an effective national and international service, including:
• National Crime Agency
• Special Branch
• National Counter Terrorism Policing
• Interpol/Europol
• MI5 and MI6
Level of input and advice that can be provided by specialist agencies
Role of the constable in supporting these agencies
UK Intelligence Community (UKIC)
• Border Force
• ACPO Criminal Records Office (ACRO)
• Immigration enforcement

LO3: Explain the structure of the police service, the functions and the roles of members of the service and the concept and principles of 'policing by consent'

Social and historical context of 'policing by consent'
Constitutional position of the police
The concept of, and evidence, for, police legitimacy
The concept of 'procedural justice'
Role and importance of the public in policing (e.g. reporting crime, intelligence, informal social control, compliance)
Risks to maintaining public consent and their consequences (e.g. riots, lack of co-operation, lack of community cohesion)

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Local accountability
Police officers; Special Constabulary; PCSOs; other police staff
Types of roles and functions performed: • Uniformed roles and functions • Specialist roles and functions
How these roles and functions can work together to deliver fair and effective policing

LO4: Understand the extent of police powers, how these powers are regulated and exercised fairly and without bias

Extent of powers applicable to:
• Police officers
• Special Constabulary
• PCSOs
• Police staff
How police powers are regulated:
 • Legislation
• Professional Standards
Legal requirement to use the least level of power necessary to achieve a proportionate, legal, accountable and necessary:
• Human Rights Act 1998
• Mnemonic PLANE
Statutory responsibilities where police need to provide an explanation to an individual prior to applying police powers e.g. reasons for arrest
The balance between the effect (and the implications) of using police powers and the benefits being sought
Specific legislation applicable when dealing with typical policing incidents:
• Offences Against the Person Act 1861
• Criminal Damage Act 1971
• Misuse of Drugs Act 1971
• Theft Act 1968/Theft Act 1978
• Road Traffic Act 1968/ Road Traffic Act 1988
• Police and Criminal Evidence Act (PACE) 1984
• Public Order Act 1986
• Offensive Weapons Act 1996
• Human Rights Act 1998
• Regulation of Investigatory Powers Act 2000 (RIPA)
• Police Reform Act 2002
• Sexual Offences Act 2003
• Licensing Act 2003
• Anti-social Behaviour, Crime and Policing Act 2014
• Psychoactive Substances Act 2016
• Policing and Crime Act 2017
• Investigative Powers Act 2016
Policing and crime act 2017
Offensive weapons Act 2019
Other legislation as relevant to local force area e.g. Wildlife and Countryside Act 1981
Alternatives to arrest and when these should be used
Instances when it may be appropriate to use discretion
Police service obligations and considerations relating to
suspects

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Procedures associated with applying discretion
Government legislation and policy on 'out-of-court' disposals
How to identify the most appropriate type of out-of-court
disposal:
 • Restorative justice
• Adult and youth 'out-of-court' disposal regimes
 • Intervention and diversion services
How to manage and record the use of 'out of court' disposals

LO5: Understand and evaluate the overall strategic context of policing and relevant national policing strategies

Police reform
The Strategic Policing Requirement
Policing Vision 2025
Workforce Transformation in the Police Service 2018

LO6: Explain what is meant by the term 'profession' and the role of the College of Policing in professionalising policing

Common features of a profession:
A specialist knowledge base
A distinct ethical dimension
CPD requirements
Standards of education
How development and ownership of an evidence-base can define the police profession
What is a 'professional body'

LO7 Review the fundamental theory and elements of effective communication and team working to optimise an exchange or meeting

Explain the professional importance of self-evaluation, self- improvement and reflective practice
Areas of self-evaluation and potential self-improvement:
 • Managing emotion, conflict and personal wellbeing
 • Problem solving and decision making
 •Team working
 • Leadership
 • Working independently
 • Being self-directed/sufficient
Importance of reflective learning and practice
Models that can be used for self-evaluation
Understand the nature of effective team working
Benefits of team working in a policing context
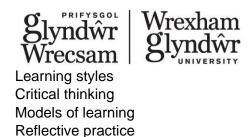Barriers to creating an effective environment for team working
e.g. communication, cultural
Examples of effective team working within policing
Strategies to develop, maintain or improve relations within a
team
Apply key concepts in relation to models of learning and reflective practice

Learning styles
Critical thinking
Models of learning
Reflective practice

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

- College of Policing (2017) The Code of Ethics. Available to view at: http://www.college.police.uk/What-we-do/Ethics-Ethics-home/Documents/Code_of_Ethics_ReadingList.pdf
- HMICFRS (2017) Public Perceptions of Policing in England and Wales 2017
- Bryant,R, Garcia, S, Lawton-Barrett,K., Gilbert,P and Bryant, S (eds) (2017) Blackstone's Handbook for Policing Students 2016.Oxford: Oxford University Press:
- College of Policing (2014) Code of ethics: a code of practice for the principles and standards of professional behaviour for the policing profession of England and Wales. Harrogate: College of Policing.
- College of Policing (2017) Professional Standards. Authorised Professional Practice,. Available to view at https://www.app.college.police.uk/professional-standards-index/
- Cowley, R. (2011). A History of the British Police. Stroud: The History Press.
- Jackson J., Bradford B., Hough M., Myhill A., Quinton P., Tyler T.R. (2012) Why do people comply with the law? Legitimacy and the influence of legal institutions, British Journal of Criminology, 52 (6) pp 1051–1071
- Joyce, P (2010) Policing: Development And Contemporary Practice. Sage: London
- Neyroud,P and MacVean,A. (2012) Police Ethics and Values. London: Sage

Other indicative reading

- Mazerolle, L., Bennett, S., David, J., Sargeant, E. and Manning, M. (2013) Legitimacy in Policing: A systematic review
- Newburn,T. (2008) Handbook of Policing. Cullompton: Wilan.
- Pepper, I. (2011). Working in Policing: Bristol: Learning Matters
- PNLD, Hartley,M and Sampson,F. (2018) Blackstone's Police Operational handbook 2018: LAW
- Roberg, R. (2014). Police and Society. Oxford: Oxford University Press
- Rowe,M. (2017) An Introduction to Policing. London: Sage.
- Tyler, T.R. (2006) Why people obey the law. California: Princeton University Press;

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Engaged
Enterprising
Creative
Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication