

MODULE SPECIFICATION PROFORMA

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|----------------------|--------------------|---------------|---|----------------------|----|
| Module Title: | Policing in Action | Level: | 4 | Credit Value: | 20 |
|----------------------|--------------------|---------------|---|----------------------|----|

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|---------------------|--------|------------------------------|-----|---------------------------------------|--|
| Module code: | SOC473 | Is this a new module? | new | Code of module being replaced: | |
|---------------------|--------|------------------------------|-----|---------------------------------------|--|

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|---------------------|------|--------------------|------|
| Cost Centre: | GACJ | JACS3 code: | L437 |
|---------------------|------|--------------------|------|

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|---|---|--------------------------|----------------|
| Trimester(s) in which to be offered: | 2 | With effect from: | September 2017 |
|---|---|--------------------------|----------------|

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|----------------|--------------------------|-----------------------|-----|
| School: | Social and Life Sciences | Module Leader: | TBC |
|----------------|--------------------------|-----------------------|-----|

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|---------------------------------------|---------------|
| Scheduled learning and teaching hours | 84hrs |
| Guided independent study | 116hrs |
| Placement | 0hrs |
| Module duration (total hours) | 200hrs |

| Programme(s) in which to be offered | Core | Option |
|---|------|--------------------------|
| BA (Hons) Policing | ✓ | <input type="checkbox"/> |
| BA (Hons) Police and Criminal Justice Studies | ✓ | <input type="checkbox"/> |

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|-----------------------|
| Pre-requisites |
| N/A |

Office use only

Initial approval December 16

APSC approval of modification *Enter date of approval*

Version 1

Have any derogations received Academic Board approval?

Yes No ✓

Module Aims

This module is intended to prepare students to understand the issues and dilemmas of engaging effectively with other people. The module will examine issues associated with professionalism and effectively communicating and engaging with stakeholders.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

| At the end of this module, students will be able to | | Key Skills | |
|---|--|------------|-----|
| 1 | Understand the nature and meaning of relationships | KS1 | KS8 |
| | | KS2 | |
| 2 | Understand the basis for professionalism, police authority and what legitimacy looks like in practice | KS1 | |
| | | KS8 | |
| 3 | Understand the difference between a Police Service and a Police Force | KS2 | |
| | | KS7 | |
| 4 | Understand what gives rise to, and how to assess and deal with distress, aggressive or abusive behaviour | KS1 | |
| | | KS7 | |
| | | KS8 | |
| 5 | Apply principles and practice of effective inter-personal communication in police encounters | KS1 | KS7 |
| | | KS2 | KS9 |

Transferable/key skills and other attributes

Problem Solving
Negotiating
Motivating
Making Decisions
Emotional Management

Interpersonal communication

Derogations

N/A

Assessment:

For this module, assessment is via a role play encounter and essay exploring the principles of effective engagement with others and legitimacy.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) | Duration (if exam) | Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|--------------------|---------------|--------------------|---|
| 1 | 1-4 | Essay | 80% | | 2,000 |
| 2 | 5 | Role Play | 20% | 10 minutes | |

Learning and Teaching Strategies:

The module will use a variety of teaching and learning strategies, including lectures, seminars and discussion and the use of Moodle.

Syllabus outline:

- The ethics and values of policing
- Integrity in Policing
- Reactive and proactive policing
- Professional standards
- Record keeping
- The nature and concern of freedom, legitimacy and discretion
- How to assess the needs of individuals and provide advice and support
- Effects of alcohol and drug misuse
- Forming relationships with colleagues, other professionals and members of the public
- Managing distress and aggression
- How to apply police powers in a fair and just way (discretion)
- Social and community issues in policing
- Community safety teams
- Police and crime commissioners- roles and powers
- Crime prevention teams
- Domestic abuse units
- Youth offending teams
- Disclosures- Clare's law, SOR, MAPPA

Bibliography:

Essential reading

- 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.
- Hargie, O. & Dickson, D. (2004) Skilled Interpersonal Communication: Research, Theory and Practice. London: Routledge
- Sampson,F and De Silva,N (2001) Police Conduct, Complaints and Efficiency. London: Blackstone Press.

➤ **Other indicative reading**

- Blagden,N (2012)Policing and Psychology. Bristol: Learning Matters.
- Copley,S (2011) Reflective Practice for Police Students. Bristol: Learning Matters.
- MacVean, A. Neyroud, P (2012). Police values and ethics. Bristol: Learning Matters.
- Myhill, Andy (2005), Community Engagement in Policing. Lessons from the Literature. London: Home Office.
- Pepper, I (2011) Working in Policing. Bristol: Learning Matters.
- Thompson, N (2011) Effective Communication: A Guide for the People Professions. 2nd Ed. Basingstoke: Palgrave Macmillan
- Waddington, P and Wright, M (2010) What is Policing? (Policing Matters Series). Bristol: Learning Matters.