

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	Developing and Reflecting on Policing Practice 2	<b>Level:</b>	5	<b>Credit Value:</b>	40
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<b>Module code:</b>	SOC567	<b>Is this a new module?</b>	New	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GACJ	<b>code:</b>	M211
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<b>Trimester(s) in which to be offered:</b>	1	<b>With effect from:</b>	September 2017
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<b>School:</b>	Social and Life Sciences	<b>Module Leader:</b>	TBC
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Scheduled learning and teaching hours	84 hrs
Guided independent study	316 hrs
Placement	hrs
<b>Module duration (total hours)</b>	400hrs

<b>Programme(s) in which to be offered</b>	Core	Option
BA (Hons) Policing	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
Attestation

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**

Demonstrate and show awareness of the organisation of policing and reflect on personal development with regards to professional practice.

**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

		Key Skills	
1	Identify and analyse the work of the different teams that contribute to meeting policing priorities.	KS1	KS5
		KS3	KS9
2	Assess organisational responses to volume crime and to dealing with new and emerging forms of criminal behaviour:	KS1	KS9
		KS6	
3	Explore and analyse good practice and own experience of working with victims, witnesses and suspects	KS1	KS9
		KS5	
4	Appraise own strengths and weaknesses in practice, including areas for further personal and professional development.	KS1	KS5

Transferable/key skills and other attributes

- Problem-solving skills - managing problem-solving activities, gathering information, analysis and synthesis, Intervention and evaluation,
- Communication skills – communicating using a variety of medium (reports, care plans, assessments),
- Skills in working with others, establish effective working relations and partnerships with others

- Skills in personal and professional development – to organise and manage own practice, to reflect on effectiveness of interventions provided and evaluate how to improve practice in the future.

**Derogations**

None.

**Assessment:**

Assessment will consist of  
 Police Service Area profile- Justifying and differentiating the various teams that contribute to Policing in the Police Service Area  
 Reflective Logs: During Accompanied Patrol, students will be required to complete weekly practice logs. Using Kolb's model (or another appropriate model), students are required to reflect on 'real world' police encounters and to demonstrate how knowledge informed their practice and practice experience fostered further learning relevant to learning outcomes. They expand on and submit their best 3 for assessment.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-2	Police Service Area Profile	20%		1,500
2	3-4	Reflective Practice Logs	80%		3 x 1,000

**Learning and Teaching Strategies:**

The students in this module learn from weekly sessions involving police departmental speakers through engaging in reflection on practice. Students will keep weekly reflective logs and share and discuss them in the lectures every week (in Semester 1) and with Tutor Constables (in Semester 2). Each week two students will be invited to lead part of the session. The intention is to use real life policing encounters, during periods of Accompanied Patrol, as springboards to reflect upon and develop understanding of the integration between theory and practice.

**Syllabus outline:**

Policing teams  
 time management  
 learning style,  
 reflective practice,  
 Giving and receiving feedback,  
 assertiveness  
 Kinesics and proxemics  
 Verbal and non-verbal behaviour  
 Reflective practice

Additional Literature- as per the learning experience or issue

**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:
- Copley,S (2011) Reflective Practice for Police Students. Bristol: Learning Matters.
- Heyler, R. (2011) The Work Based Learning Student Handbook. Oxford: Routledge
- McGrath, J (2015) Police Special Constable: A Handbook for Special Constables: Amazon Kindle.

➤ **Other indicative reading**

- Bolton, G. (2010), Reflective Practice: Writing and Professional Development. Third Edition. London: Sage Publications Ltd.
- Boud, D., Keogh, R., & Walker, D. (1985). Reflection: turning experience into learning. London: Kogan Page
- Boyd, E. M., & Fales, A. W. (1983). 'Reflective learning: key to learning from experience'. Journal of Humanistic Psychology, 23(2), 99-117.
- Dunning, D., Johnson, K., Ehrlinger, J., & Kruger, J. (2003). 'Why people fail to recognize their own incompetence'. Current Directions in Psychological Science, 12(3), 83-87.
- Schon, D. A. (1983). The Reflective Practitioner: How Professionals Think in Action. London: Temple Smith
- Shepherd, M. (2006). 'Using a learning journal to improve professional practice: a journey of personal and professional self-discovery'. Reflective Practice, 7(3), 333-348
- Vazir, N. (2006). 'Reflection in action: constructing narratives of experience'. Reflective Practice, 7(4), 445-454.