

MODULE SPECIFICATION PROFORMA

Module Title:	Developing and Reflecting on Policing Practice 1	Level:	4	Credit Value:	20
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Module code:	SOC474	Is this a new module?	New	Code of module being replaced:	
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Cost Centre:	GACJ	JACS3 code:	M211
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Trimester(s) in which to be offered:	1 & 2	With effect from:	September 2017
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School:	Social and Life Science	Module Leader:	TBC
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Scheduled learning and teaching hours	132 hrs
Guided independent study	68 hrs
Placement	hrs
Module duration (total hours)	200hrs

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

Pre-requisites
None

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

- To enable students to develop their understanding of the organisational context of policing, and to reflect on their skills development and the demands of being an attested and warranted Special Police Constable.

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

1	Describe the role police pay in the wider criminal justice context.	KS8	
		KS9	
2	Describe the role of other agencies in the wider criminal and community justice arena and consider the implications of this for policing practice	KS3	KS9
		KS8	
3	Demonstrate an understanding of reflective practice	KS3	
		KS8	
4	Identify own strengths and address areas for improvement in terms of personal policing skills	KS8	
5	Reflect on implications of adopting the role of a Special Constable	KS9	

Transferable/key skills and other attributes

Working to Deadlines
 Making Decisions
 Time Management

Derogations

None

Assessment:

Assessment for this module will take the form of an agency profile and reflective logs whereby students will be required to reflect on their policing skills and the implications of seeking (and in some cases not attaining) attestation.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-2	Agency Profile	40%		1,000
2	3-5	Reflective Logs	60%		2 x 1,000

Learning and Teaching Strategies:

Guest speakers will be invited to introduce students to the work and role of other agencies in the criminal justice system. Reflective learning will also be taught and then used to identify and develop key skills for policing. Students will complete weekly reflective practice logs wherein they will reflect on their experiences in simulated police encounters in the classroom. They will expand on and submit their best two reflective logs for assessment.

Syllabus outline:

- National and Local Policing Plans
- Community justice agencies
- Criminal justice agencies
- Legitimacy in action
- The Special constable on and off duty
- Social Media and the Special Constable
- Off Duty policing
- Reflective learning and Reflective practice
- Kolb's learning cycle

Bibliography:

Essential reading

- Copley, S (2011) Reflective Practice for Police Students. Learning Matters. London

➤ **Other indicative reading**

- 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.
- Moon J.A. (2004) *Learning Journals: A Handbook for Academics, Students and Professional Development*. Abingdon: Routledge and Falmer.
- 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