

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	POLICING IN PRACTICE
Unit ID:	CRJUS2474
Credit Points:	15.00
Prerequisite(s):	(CRJUS1283 or CRJUS1284) OR (ATSGC1283 and ATSGC1284) OR (CRJUS1285 and CRJUS1287)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	099903

Description of the Unit:

Students study theoretical and practical aspects of the role and functions of policing in a democratic society. "Policing" in this unit is used in the generic sense: not just the work of operational police officers but also the monitoring, surveillance and control performed by private security and various regulatory agencies. Students will gain awareness and appreciation of a variety of contemporary policing challenges, practices and controversies in local and international 21st century contexts. Police powers, police culture, police use of force, community policing, intelligence-led policing, public order policing, policing diversity, plural policing, private policing, the impact of technology on policing, policing cybercrime, forensics and crime mapping will all be explored and investigated.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:**Knowledge:**

- K1.** Identify and analyse the key models, functions and procedures of operational policing.
- K2.** Understand the relative efficacy contemporary policing strategies in Australia and internationally.
- K3.** Identify and explain the multi-faceted impact and the significance of policing in a democratic society.

Skills:

- S1.** Critically assess, analyse and evaluate the functions and challenges encountered by operational police in the contemporary world.
- S2.** Conduct analysis of police functions in a liberal, democratic state and explore the nature and causes of contemporary problems encountered by public police and various regulatory agencies.
- S3.** Identify and critically examine the nature of modern-day policing of groups and individuals.

Application of knowledge and skills:

- A1.** Apply critical thinking to key controversies and debates concerning policing in practice in a democratic state.
- A2.** Explain the role of law enforcement agencies in enforcing the law and maintaining societal control.
- A3.** Analyse modern trends in policing and contextualise these within broader criminological debates

Unit Content:

Topics may include:

- History of policing
- Culture and organisational structure
- Traditional policing
- Community policing
- Plural and third party policing
- Hot spot policing
- International models

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression.

One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K3;S1;S2;S3;A1;A2;A3;	AT1,AT2,AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S2;A3	AT1,AT2,AT3,
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K3;S2;S3;A1;A2;A3	AT1,AT2,AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1;K3;S1;S2;A2;A3	AT1,AT2,AT3, AT4
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K3,S3,A3	AT1,AT2,AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, A1, A3	Students will share their views about a selected contemporary policing issues and concerns in a digital oral presentation.	Oral responses to selected issues	20-30%
K2, A3	Comparative analysis of different policing styles and functions	Written piece	30-40%
K1, K3 S1, S2, S3 A1, A2, A3	Submission of an informed, sustained and substantiated argumentative piece that applies academic evidence and theoretical knowledge to policing in practice.	Written piece	30-40%
A1,A2,A3	Students are required to participate in weekly peer engagement.	Participation and peer engagement	5-10%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)