

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Policing in Practice
<b>Unit ID:</b>	CRJUS2474
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(CRJUS1283 or CRJUS1284) OR (ATSGC1283 and ATSGC1284) OR (CRJUS1285 and CRJUS1287)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	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

**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.

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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

**FEDTASKS**

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly*

assessed in each Course.

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>Using effective verbal and non-verbal communication</li> <li>Listening for meaning and influencing via active listening</li> <li>Showing empathy for others</li> <li>Negotiating and demonstrating conflict resolution skills</li> <li>Working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Creating a collegial environment</li> <li>Showing self-awareness and the ability to self-reflect</li> <li>Inspiring and convincing others</li> <li>Making informed decisions</li> <li>Displaying initiative</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Reflecting critically</li> <li>Evaluating ideas, concepts and information</li> <li>Considering alternative perspectives to refine ideas</li> <li>Challenging conventional thinking to clarify concepts</li> <li>Forming creative solutions in problem solving.</li> </ul>	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>Collating, managing, accessing and using digital data securely</li> <li>Receiving and responding to messages in a range of digital media</li> <li>Contributing actively to digital teams and working groups</li> <li>Participating in and benefiting from digital learning opportunities.</li> </ul>	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>Committing to social responsibility as a professional and a citizen</li> <li>Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

**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, 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%

**Adopted Reference Style:**

APA ()

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

Fed Cite - [referencing tool](#)