

# Course Outline (Higher Education)

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|-------------------------|--|
| <b>School:</b>          | School of Arts   |
| <b>Course Title:</b>    | POLICING IN PRACTICE   |
| <b>Course ID:</b>       | CRJUS2474  |
| <b>Credit Points:</b>   | 15.00  |
| <b>Prerequisite(s):</b> | (CRJUS1283 and CRJUS1284) OR (ATSGC1283 and ATSGC1284) OR<br>(CRJUS1285 and CRJUS1287) |
| <b>Co-requisite(s):</b> | Nil  |
| <b>Exclusion(s):</b>    | Nil  |
| <b>ASCED:</b>           | 099903   |

## Description of the Course:

Students study theoretical and practical aspects of the role and functions of policing in a democratic society. "Policing" in this course 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 course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

| Level of course in Program | AQF Level of Program |   |   |   |   |    |
|----------------------------|----------------------|---|---|---|---|----|
|                            | 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

#### Course 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

#### Values:

- V1.** Recognise the complexities and significance of policing in combatting crime and maintaining control in a modern democratic society
- V2.** Appreciate the challenges and demands upon contemporary policing agencies and operational police.
- V3.** Foster the capacity to evaluate the role of law and order in safeguarding a democratic society.
- V4.** Appreciate the need for an appropriate balance between policing controls and democratic rights.

#### Graduate Attributes

The Federation University FedUni 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 programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

| Graduate attribute and descriptor |  | Development and acquisition of GAs in the course |                       |
|-----------------------------------|--|--|-----------------------|
|                                   |  | 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   | Learning 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%     |

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)

