



## International Vocational Unit Specification

### General information for centres

**Unit title:** Change Strategy for Community Policing

**Unit code:** FE8T 48

**Unit purpose:** This Unit is designed to enable candidates to analyse the changes required to develop sustainable community policing in the context of a particular society. It also enables candidates to reflect on the role that they can play in the future of sustainable community policing in this context.

On completion of the Unit the candidate should be able to:

- 1 Analyse the changes that may be required to develop community policing in a particular society.
- 2 Evaluate the processes needed to achieve changes in the role of policing in a particular society.

**Credit points and level:** 2 HN credits at SCQF level 8: (16 SCQF credit points at SCQF level 8\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Entry to this Unit is at the discretion of the centre. However, it would be beneficial if candidates have experience of police operations and/or of holding a position of responsibility.

**Core Skills:** There are opportunities to develop all the components of the Core Skills of *Communication at SCQF level 6* and *Problem Solving at SCQF level 6* in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Context for delivery:** This Unit is part of the International Vocational Award in Community Policing. It is recommended that it should be taught and assessed within this Group Award.

**Assessment:** This Unit can be assessed holistically through two reports. In the first, candidates can set out their suggestions for a change towards sustainable community policing while the second is a reflective account which considers the candidate's thoughts and feeling about the philosophy of community policing. Assessment for this unit could be undertaken independently or could be combined with assessment for the Unit, Community Policing.

# International Vocational Unit Specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Please refer to *Knowledge and/or Skills for the Unit* and *Evidence Requirements for the Unit* after the Outcomes.

## Outcome 1

Analyse the changes that may be required to develop community policing in a particular society

### Knowledge and/or Skills

- ◆ transparency
- ◆ accountability
- ◆ empowerment

## Outcome 2

Evaluate the processes needed to achieve changes in the role of policing in a particular society

### Knowledge and/or Skills

- ◆ drivers for change
- ◆ barriers to change
- ◆ frameworks of change management

### Evidence Requirements

Candidates must provide evidence which covers all knowledge and skills items from both outcomes. It should consist of:

The evidence should consist of:

- 1 suggestions for the processes required to achieve a specific change towards sustainable community policing in a particular context. The suggestions should be set in a situation which is familiar to the candidate and should be based on research, including some primary research, undertaken by the candidate.
- 2 a reflective account which explores the contribution that the candidate could make to the changes required to develop sustainable community policing.

## **International Vocational Unit Specification: statement of standards (cont)**

### **Unit title:** Change Strategy for Community Policing

The suggestions for the change should include:

- ◆ reasons for the choice of the specific change based directly on an analysis of the changes needed to develop sustainable community policing in a particular context [the analysis should consider transparency, accountability and empowerment]
- ◆ an evaluation supported by valid reasons and evidence, of the potential drivers for, and the possible resistors to, the change towards sustainable community policing
- ◆ an explanation, in terms of a recognised change management framework, of how the change towards sustainable community policing could be carried out
- ◆ conclusions on the role that community policing could play in the future role of policing in the particular society
- ◆ valid and relevant reasons to support all conclusions, explanation and evaluation: where appropriate the reasons should be based on the research undertaken by the candidate

The reflective account should include:

- ◆ a reasoned personal assessment of the candidate's thoughts and feeling about the philosophy of community policing and the possible impact that it could have for her/him as an individual
- ◆ an evaluation, supported by valid reasons and evidence gathered by the candidate, of the contribution that the candidate could make to the specific change towards sustainable community policing

### **Assessment Guidelines**

For both the suggestions and the reflective account candidates should make use of research information gathered by the candidate. Candidates can present their evidence in 2 reports, one covering the suggestions and the other dealing with the reflective account. Both should be presented in a suitable format. The report covering the suggestions is likely to be between 2,000–2,500 words long excluding sections such as summary, any appendices and references. The reflective account is likely to be about 1,000 words long, again excluding any appendices and references.

Both reports could be supplemented by oral questions and/or combined with a presentation by the candidate to ensure all aspects of the evidence requirements are fully met. Assessment for this unit can be undertaken independently or combined with Unit 1.

## Administrative Information

**Unit code:** FE8T 48  
**Unit title:** Change Strategy for Community Policing  
**Original date of publication:** 01/08/2010  
**Version:** 01

### History of changes:

Version	Description of change	Date

**Source:** SQA

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## **International Vocational Unit Specification: support notes**

### **Unit title: Change Strategy for Community Policing**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

### **Guidance on the content and context for this Unit**

This Unit is designed to enable candidates to develop knowledge and skills in relation to the changes that could be required to allow Community Policing to succeed in a particular country. It provides an opportunity for students to compare existing practice with the practice that they consider would allow Community Policing to flourish. The Unit has a strategic emphasis and enables candidates to take a broader, systemic view and explore the processes that will be needed if change towards sustainable community policing is to succeed. Candidates will be expected to back up their thinking with personal research on a specific change towards sustainable community policing.

Community Policing, Neighbourhood Policing and Community Orientated Policing are all terms that are applied to a policing methodology that is consultative, reflective of community needs and with a focus on problem solving through partnership activity. It has often been the case that models of Community Policing have been developed in western, industrialised societies and then dropped into a developing Country in the expectation that the model will work equally well there, regardless of a different legal, cultural, political, economic and social setting.

This Unit follows the approach of the Unit, Community Policing, to which it is closely related, in that it does not attempt to offer a particular model of community policing. In a significant sense it builds on the same ideas behind the Unit, Community Policing, in that it aims to enable candidates to analyse the policing situation with which they are familiar in terms of the broad philosophical approach of Community Policing. In this way, they can consider what aspects of community policing could be applicable to their situation and focus on the nature of the systemic change that would be needed to introduce these aspects in a sustainable way.

The strategic emphasis of this Unit distinguishes it from Community Policing. Both highlight contextualisation of the philosophy of community policing. However, in this case, candidates are asked to examine the broader picture and think about what would be required to institutionalise relevant elements of Community Policing. This contrasts to the more specific thrust of Community Policing where candidates concentrate on proposals to introduce a specific component of community policing in a particular situation. Local initiatives are vital if a community policing philosophy is to be developed but their chances of succeeding are greatly enhanced if systemic issues are also addressed.

Candidates may not be able to influence systemic change in the same way as they may be able to promote local developments. For this reason, this Unit asks candidates to make suggestions for the processes needed to achieve change. This will allow them to explore the issues and consider the factors that will assist change as well as those which could hinder it. It will, however, relieve them of the obligation to make specific proposals if these are not appropriate at the time they undertake the Unit.

## **International Vocational Unit Specification: support notes (cont)**

### **Unit title: Change Strategy for Community Policing**

The following gives some indication of the main topics which could be considered under each of the 2 Outcomes.

#### **Outcome 1**

- ◆ Andrews' Model for Strategy Development
- ◆ Kotters 8 Stage Process for Change Management
- ◆ Meta Planning
- ◆ Environmental scanning
- ◆ Stakeholder Analysis
- ◆ Governance and Accountability
- ◆ Leadership in Partnerships
- ◆ Social Responsibility

#### **Outcome 2**

- ◆ Base line measurement
- ◆ Lewin's Force Field Analysis
- ◆ Extended SWOT (strengths, weaknesses, opportunities, threats) Analysis
- ◆ Cultural Web (Johnson and Scholes) — personal and social values
- ◆ Portfolio Matrix
- ◆ Critical Success Factors
- ◆ Risk Factors

### **Guidance on the delivery and assessment of this Unit**

This Unit is part of the International Vocational Award in Community Policing at SCQF level 8 and is likely, therefore, to be delivered as part of this award.

This Unit is designed to enable candidates to analyse the changes required to develop sustainable community policing in the context of a particular society. It also enables candidates to reflect on the role that they can play in the future of sustainable community policing in this context.

The overall approach to this Unit is that candidates should explore the changes that may be needed if sustainable community policing appropriate to the context is to be achieved. It would be expected, therefore, that candidates attempting this Unit will be familiar with the philosophy of community policing. If, as is very likely to be the case, this Unit is delivered in conjunction with the Unit, Community Policing, the starting point for delivery of both Units will probably be an introduction to the notion of community policing. The focus of this Unit is that candidates should consider community policing within the context of their own country and, taking into account the circumstances of their society, consider what changes might be needed at strategic level if sustainable community policing is to be developed. This requires them to take a careful and critical approach to community policing and to the changes that may be needed. Consequently, a major part of the Unit is that candidates are expected to carry out personal research on the processes that may be required to move towards sustainable community policing in their society.

## **International Vocational Unit Specification: support notes (cont)**

### **Unit title: Change Strategy for Community Policing**

Delivery should, therefore, take the above into account. Delivery methods should focus on encouraging candidates to think about what parts of community policing are likely to work successfully in this country and on the processes that will be required to bring about the changes needed to bring about sustainable community policing. In thinking about this, candidates may be able to draw on research they have carried out on a specific component of community policing as part of the Unit, Community Policing.

A key aspect of delivery, therefore, is encouraging candidates to relate the ideas to their own situation. Since, delivery is very likely to take place in the candidates' own country, there are likely to be many opportunities to do this. Overall this leads itself to a 'teach and do' approach where some classroom input eg on the framework for analysis; change management methods is followed by an extended piece of application activity. In this way, candidates can develop their learning in the context of local requirements.

Delivery methods should be sensitive to the cultural background and experiences of candidates but should encourage candidates to take significant responsibility for their own learning. They can be encouraged to share opinions on the analysis of their local situation and the types of changes which are likely to be required when moving towards sustainable community policing. Candidates could, perhaps, give short presentations at seminars, for example.

Candidates will also need to be prepared to undertake personal research so delivery should include topics such as methods of data collection and analysis. It is probable, however, that candidates may already have suitable experience from undertaking research for the Unit, Community Policing. However, candidates may find it helpful to share their ideas on the topic of their research as well as their proposed sources of information and methods of gathering data. Sharing initial conclusions may help candidates bounce ideas off others and refine their work accordingly. Again, this could be done around an informal presentation by a candidate on the work s/he is doing. Candidates are required to make suggestions about what could be done. These will be at strategic level and candidates may not always be in a position to ensure that they are implemented, although they may be able to play an important role in securing any change. Sharing ideas may help candidates to focus on the processes which should promote change. It may also help candidates to reflect on their experiences and help them in thinking about the reflective account which they have to provide.

The Unit is very closely linked to the other Unit in the Group Award, Community Policing. It is very likely that the two will be delivered together starting with the underlying philosophy of community policing which underpins both Units. This Unit requires candidates to reflect on the contribution they can make towards sustainable community policing in their society. In order to do the reflection which is part of the assessment for this Unit, candidates may be able to draw on their experience of doing both Units, although it would be possible to complete the reflective account on the basis of study for this Unit alone.

Assessment for this Unit consists of 2 parts. Firstly, candidates must make suggestions for the processes required to achieve a specific change towards sustainable community policing in a particular context. These suggestions must be based on research undertaken by the candidate. Secondly, candidates must provide a reflective account which explores the contribution that the candidate could make to the changes required to develop sustainable community policing.

## **International Vocational Unit Specification: support notes (cont)**

### **Unit title: Change Strategy for Community Policing**

Candidates are likely to benefit from guidance on which specific change may be suitable and on the processes to which they should pay most attention. The change is likely to be in an area where they have some relevant background knowledge or experience. Candidates could be given guidance, for example, on setting clear boundaries on their research, the sources which they consult and the methods they could use to gather information.

Candidates should present their suggestions and their reflective account in the form of reports. It is likely that 2 separate reports will be produced. They should follow a recognised format which could be one used by the organisation for which the candidate works.

### **Opportunities for developing Core Skills**

There are opportunities to develop the following core skills components in this Unit.

#### **Communication: Written Communication (Reading) at SCQF level 6**

Candidates will be expected to refer to theories, principles and concepts related to the philosophy of community policing. This will require them to read and evaluate complex material and extract from it information suitable for their own situation. This will require them also to pull together and synthesise material from a range of different sources and perspectives.

#### **Communication: Written Communication (Writing) at SCQF level 6**

In order to complete the Unit, candidates will have to undertake personal research to gather information. They will be expected to use this information to make suggestions for the processes required to achieve a specific change towards sustainable community policing. They will be expected also to present their findings in suitable manner using a recognised format which enables them to set out their suggestions in a structured way. The nature of the subject matter is such that the report will include specialist vocabulary.

#### **Communication: Written Communication (Oral Communication) at SCQF level 6**

Candidates may be asked to give a presentation in connection with their personal research and the suggestions for change towards sustainable community policing which follow from it. If this is the case, they will be expected to convey essential information and ideas on the change required and how it will promote sustainable community policing to a number of other people. These ideas are complex and require candidates to use appropriate language but to do so in a manner which is tailored to the needs of the audience.

#### **Problem Solving: Critical Thinking at SCQF level 6**

Candidates are expected to evaluate the processes needed to achieve changes in the role of policing in their own social context. The variables involved in this are complex and inter-related, often in ways which may, initially, be unpredictable. Candidates will be expected to disentangle the various factors and assess their relative importance with respect to a change towards sustainable community policing.

#### **Problem Solving: Planning and Organising at SCQF level 6**

In order to successfully carry out the research which is a key element of the work for the Unit, candidates will have to develop a plan to identify and obtain suitable resources for the research and then to actually carry it out. They will be expected to exercise autonomy and initiative in planning and conducting their research.

## **International Vocational Unit Specification: support notes (cont)**

**Unit title:** Change Strategy for Community Policing

### **Problem Solving: Reviewing and Evaluating at SCQF level 6**

The assessment requires candidates to make suggestions for the processes needed to achieve changes in the role of policing. These proposals must be based on an analysis of the changes needed to promote sustainable community policing in their situation.

Candidates must also base their suggestions on personal research undertaken by themselves which will require them to make some judgements on the effectiveness of the information that they have gathered. Their suggestions are likely, therefore, to be conditional on the information which they have used. In addition, candidates must reflect on the philosophy of community policing and the role that they can play in developing sustainable community policing. This reflection by its very nature incorporates a review and evaluation of the experience they have undergone when taking this Unit.

### **Open learning**

This Unit is suitable for Open Learning as candidates could acquire the relevant knowledge by working through distance learning material and by participating in online forums and other electronic forms of communication. Appropriate arrangements would need to be made for assessment and quality assurance. For information on this, please refer to the SQA document *Assessment and Quality Assurance of Open and Distance Learning*, which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## General information for candidates

### Unit title: Change Strategy for Community Policing

This Unit forms part of the International Vocational Award in Community Policing at SCFQ level 8.

This Unit has two main parts. Firstly, it will enable you to analyse the changes required to develop sustainable community policing in the context of your own country. Secondly, it will enable you to reflect on the role that you could play in the future of sustainable community policing in your country. The Unit will be taught and assessed in English.

The Unit is about the strategic change that is likely to be necessary for your country to move towards sustainable community policing. The Unit does not, however, propose any particular model of community policing. It will enable you to analyse the policing situation with which you are familiar in the light of the broad philosophy of community policing. This, in turn, should enable you to decide on which aspects of community policing could be applicable in your country and the extent to which they might need to be adapted to fit in with your policing operations. In this way, the Unit enables you to think about the kind of change that will be needed to introduce these aspects in a sustainable way to policing operations. Overall, then, the Unit is about systemic change. It will enable you to examine the broader picture and think about what would be required to institutionalise relevant elements of community policing.

In fact, this Unit gives you the chance to make suggestions for the processes needed to achieve a specific systemic change which may be needed to bring about sustainable community policing. It will be up to you to decide on a suitable change although you will be given help, advice and guidance on how to do this.

You will be asked to carry out some research into the specific change, for example on what things might assist it and what factors could prove to be hindrances. Again you will be given help and advice on how to carry out your research.

The second part of this Unit asks you to reflect on two main aspects of community policing. They are:

- ◆ your own thoughts and feeling about the philosophy of community policing and the possible impact that it could have for you as an individual
- ◆ the contribution that you could make to the specific change towards sustainable community policing

Throughout, you will be given supporting material and direct tuition to help you to work on this Unit.

Assessment for this Unit requires you to submit two reports. The first will set out your suggestions for the processes needed to achieve a specific change towards sustainable community policing. The second will be a reflective account giving your personal assessment of the philosophy of community policing and evaluating the contribution you could make towards sustainable community policing in your country. Both reports should refer to research which you have carried out. Successful completion of both reports will enable you to achieve this Unit.