



## International Vocational Unit specification

### General information for centres

**Unit title:** International Policing: Concepts and Models

**Unit code:** F3RA 48

**Unit purpose:** This Unit is designed to enable candidates to use different policing concepts and models to analyse policing in different countries and to make recommendations for policing in a country where they have operational experience of policing.

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

- 1 Analyse different concepts and models of policing.
- 2 Make recommendations for policing in a particular country.

**Credit points and level:** 1 HN credit at SCQF level 8: (8 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:** Candidates should have a good working knowledge of general procedures and systems gained through experience of working in a police environment.

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

**Assessment:** This Unit can be assessed holistically using a single instrument of assessment which should be an examination held in controlled conditions. Candidates will be expected to attempt questions which test their ability to analyse, compare and make recommendations.

## **International Vocational Unit specification: statement of standards**

**Unit title:** International Policing: Concepts and Models

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

Please refer to *Evidence Requirements for the Unit* after Outcome 2.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Analyse different concepts and models of policing

#### **Knowledge and/or Skills**

- ◆ Concepts of policing — police accountability; policing by consent
- ◆ Models of policing — community policing; problem oriented policing; partnership working; intelligence led policing; command and control
- ◆ Role of policing in different countries
- ◆ Expectations for policing function in different countries
- ◆ Relationship between the State and the police in different countries

### **Outcome 2**

Make recommendations for policing in a particular country

#### **Knowledge and/or Skills**

- ◆ Models of problem solving
- ◆ Comparisons with other countries
- ◆ Strengths and weaknesses of policing
- ◆ Drawing conclusions

#### **Evidence Requirements for the Unit**

Candidates will need evidence to demonstrate their Knowledge and/or Skills by showing that they can obtain a mark of 50%, or more in an examination covering knowledge and skills items from both Outcomes.

The examination should consist of three extended response questions, each of which should relate to the use of current policing concepts and models in an international context. The questions should cover a minimum of three of the knowledge and skills items from Outcome 1 and a minimum of two of the knowledge and skills items from Outcome 2.

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

### **Unit title:** International Policing: Concepts and Models

The questions should enable candidates to demonstrate that they can:

- ◆ provide a reasoned assessment of the strengths and weaknesses of policing concepts and models with reference to their application in different countries
- ◆ provide a critical and coherent comparison of the operation of current policing concepts and models in different countries
- ◆ include in their analysis a reasoned and coherent evaluation of the nature of the policing function in different countries
- ◆ support their analysis with valid reasons
- ◆ draw valid and logical conclusions about the current policing system in a particular country
- ◆ make recommendations, based on relevant concepts and models of policing, for policing in a particular country
- ◆ make use of suitable and accurate evidence drawn from the operation of policing in a particular country

The examination should be closed-book and be held in controlled conditions. It should last for 90 minutes.

### **Assessment Guidelines for the Unit**

Assessment for this Unit can be undertaken holistically by a closed-book examination. The examination should consist of extended response questions which require candidates to use concepts and models of policing to analyse and compare situations facing the police service in different countries. They will also be expected to make recommendations about the future of policing in a particular country where they have experience of police operations drawing from the knowledge and skills items contained within this Unit.

In the examination candidates will be expected to analyse the situations using concepts taken from both Outcomes. They will be expected to draw reasoned conclusions based on their analysis.

## Administrative Information

**Unit code:** F3RA 48

**Unit title:** International Policing: Concepts and Models

**Superclass category:** QH

**Original date of publication:** July 2008

**Version:** 01

### History of changes:

Version	Description of change	Date

**Source:** SQA

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

### **Unit title:** International Policing: Concepts and Models

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 40 hours.

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

This Unit is intended for police staff who are already in promoted posts or are seeking promotion to supervisory posts in a police service. Candidates will normally be following a recognised training and development programme.

The Unit is designed to give candidates greater knowledge and understanding of concepts and models of policing. This in turn will enable them to compare policing systems in different countries and assess the strengths and weaknesses of these arrangements. They will also be expected to relate them to a country where they have experience of operational policing and to make some recommendations for policing in that country.

The Unit considers key concepts and models of policing and relates them to different policing systems across the world so that candidates can consider their own policing system in a national as well as international context. In this way they can consider emerging policing agendas on a global basis. As part of this process candidates can assess various ways in which the interests of the police may coincide or conflict with those of other institutions, organisations and groups within society and how these differences can be effectively resolved.

The following notes give some additional information on each Outcome. The Unit should relate to legislation and practice current at the time the Unit is delivered.

#### **Outcome 1**

Police accountability: systems to show the police to be open and accountable to politicians, elected officials and the communities that they serve.

Policing by consent: development and maintenance of relationships with the public; tradition that the police are the public and that the public are the police; public co-operation and the use of physical force.

Community Policing: police as members of the community; role and duties of community based police officers.

Problem Oriented Policing (POP): identifying and solving underlying problems within communities, rather than simply responding to individual incidents; systematic management of crime reduction work; gaining the active involvement of the community and other agencies.

Partnership working: partner organisations; sharing information, expertise and resources; seeking views of stakeholders; collaborative working; benefits to police and partner organisations; dealing with potential conflict or disagreement.

## International Vocational Unit specification: support notes (cont)

### Unit title: International Policing: Concepts and Models

Intelligence Led Policing (ILP): identification, analysis and ‘management’ of persisting and developing problems or risks; formulating an appropriate response and targeting resources; tasking and co-ordinating (Tasking and Co-ordinating Group).

Command and control: exercise of command and control over any reported incident; allocation and management of resources; accurate recording and logging of events.

Role of policing in different countries; policing system in the United Kingdom, in particular the arrangements for accountability and funding outlined in the tripartite agreement involving central government, local government and chief constables, the political landscape and the changing aspect of accountability; structure, responsibilities and accountability in a European and non-European policing system; comparisons between other policing systems and one with which candidates have operational experience.

Expectations for policing function in different countries: role and expectations of different societies towards policing.

Relationship between the State and the police: direct and indirect influence of the state over the police in terms of structure, policy, operational control.

### Outcome 2

This Outcome deals primarily with ensuring that candidates make valid recommendations for policing arrangements in a country where they have operational experience. These recommendations should follow from an assessment of the strengths and weaknesses of these arrangements using the various models and concepts from Outcome 1. They should demonstrate a detailed understanding of existing policing models in the country concerned and should also take account of comparisons between these arrangements and those in other countries.

Candidates should make use of relevant problems solving models to assess the situation in the country where they have operational policing experience. One suitable model which could be used is **SARA**. It has four stages:

- ◆ Scanning — where problems are identified using local knowledge and data from a wide range of organisations
- ◆ Analysis — where the data is used to identify the problems’ causes
- ◆ Response — where solutions are devised to the problem using the situational and social approaches described in the last section
- ◆ Assessment — looking back to see if the solution worked and what lessons can be learned

Recommendations should take account of different social and cultural circumstances and recognise that different communities will have different problems. They could be based on an adaptation of the models in Outcome 1 or a hybrid policing model. Recommendations could involve proposals to maintain parts of the existing system. Recommendations should recognise the importance of the concepts and models in Outcome 1.

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

**Unit title:** International Policing: Concepts and Models

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

This Unit can be delivered on a stand-alone basis or as part of a development programme for police staff seeking promotion to a post with managerial responsibility. The main candidate group is likely to be individuals who work in police systems out with Scotland.

Delivery of this Unit will involve ensuring that candidates do acquire the relevant underpinning knowledge in order that they can assess the current and future context within which the police force in their own country operates. In this respect the Unit is ideally suited to distance learning. To assist candidates in developing analytical skills, they can be given investigative assignments which could act as formative assessments.

For example, candidates could be asked to examine the extent to which various concepts and models of policing apply to the system in a country in which they have operational experience of police work. In doing this they would be expected to pay particular attention to Community Policing. They must clearly demonstrate that they have grasped the concept of Community Policing. Assignments like this could help candidates understand that to be effective in dealing with community problems the police must be readily identifiable and accepted as members of that community. They may also help candidates to recognise that different communities will have different problems and understand that police officers must be open-minded to even the most minor of complaints.

In Outcome 1 candidates are expected to be familiar with their own policing system, a policing system in the United Kingdom, a policing system in another European Union country and a policing system in a country out with the European Union. Each candidate could be given a system to research and this should involve a direct comparison with the system in their own country.

The choice of which European system to examine and which other countries to cover may vary over time. The choice should, however, enable candidates to draw valid conclusions relevant to the current and future situation of policing in their own country.

Candidates are not expected to have the same level of knowledge of other systems as they should have of their own system. However, they should be aware of the different expectations towards policing that different societies have and how the role of the police can vary between societies across the world.

This investigative approach should help to prepare candidates for the type of analysis which they will be expected to undertake in the examination which forms the assessment for this Unit. This analysis will require candidates to demonstrate that they are familiar with models and concepts of policing and how they relate to the policing system in a country where they have operational experience of policing and to other countries. They will also be required also to use these concepts and models to make recommendations about a police system where they have operational experience. The examination will not require them to commit to memory a catalogue of historical events and international systems and methods.

The formative assessment referred to above is likely to assist candidates to develop the analytical skills and the ability to draw conclusions which they will need in the final summative assessment. This could be supplemented by self-assessment tasks incorporated into a Distance Learning Programme.

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

**Unit title:** International Policing: Concepts and Models

### **Open learning**

This Unit is particularly suitable for Open Learning as candidates should be able to acquire the relevant knowledge by working through the distance learning material which will be available for this Unit. Appropriate arrangements would need to be made for assessment and quality assurance.

### **Candidates with disabilities and/or additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **General information for candidates**

### **Unit title:** International Policing: Concepts and Models

This Unit has been designed to offer developmental opportunities to police staff who are in promoted posts or aspire to seek promoted posts within their own police service.

The Unit enables you to consider concepts and models of policing and how they apply to the policing system in your country. You will also compare the system in your country with that of other countries in the world such as the United Kingdom, other European Union (EU) countries as well as those in countries elsewhere in the world. There is a strong emphasis in the Unit on police accountability and the formal and informal networks through which this occurs as well as on the role of policing and the relationship between the police and the state.

The Unit aims to enable you to examine how these concepts and models of policing, and community policing in particular, can have an impact on policing in your own country. On the basis of them you will also be able to identify possible strengths and weaknesses of policing arrangements in a country where you have operational experience of working in a police force.

You will be expected to analyse, draw conclusions and make recommendations about the policing system in your country. These conclusions and recommendations should take account of the work you will have done on models and concepts of policing and the comparisons you have made between policing arrangements in different countries.

You will be given support material to help you work on this Unit on your own. It will involve you in carrying out investigations of past and current events and of what happens in your own and in other police systems. This will help you to build the skills of analysis, drawing conclusions and making recommendations which you will need for the assessment.

The assessment for the Unit is an examination which tests your ability to make use of concepts and models of policing to analyse and draw conclusions about policing systems in different countries. It will also test your ability to make recommendations about the policing system in your own country. The examination will be closed-book. It will last for 90 minutes and you will be expected to achieve a mark of 50%, or more.

You will have succeeded in meeting all the requirements of this Unit if you pass this assessment.