



## International Vocational Unit Specification

### General information for centres

**Unit title:** Community Policing

**Unit code:** FE8V 48

**Unit purpose:** This Unit is designed to enable candidates to assess the underlying philosophy of community policing and apply a specific component of it to a situation with which they are familiar.

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

- 1 Assess the philosophy of community policing in a particular society.
- 2 Apply a specific component of community policing in the context of 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 a report in which candidates set out their proposal for the application of a specific component of community policing. Assessment for this unit could be undertaken independently or combined with assessment for the Unit, Change Strategy for Community Policing.

# International Vocational Unit Specification: statement of standards

**Unit title:** Community Policing

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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**

Assess the philosophy of community policing in a particular society.

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

- ◆ communication with communities
- ◆ partners and application
- ◆ approaches to working together
- ◆ delivering a police service

## **Outcome 2**

Apply a specific component of community policing in the context of a particular society.

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

- ◆ consultation with stakeholders
- ◆ criteria for community policing
- ◆ impact on stakeholders

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

**Unit title:** Community Policing

### **Evidence Requirements**

Candidates must provide evidence which covers all knowledge and skills items from both outcomes to show that, in the context of a particular society, they can assess the philosophy of community policing and apply a specific component of it.

The evidence should consist of a proposal for the application of a specific component of community policing. The proposal should be set in a situation which is familiar to the candidate and relevant to her/his current position. The proposal should be placed in the context of the philosophy of community policing and should be based on research, including some primary research, undertaken by the candidate.

The proposal should include:

- ◆ conclusions on the extent to which the philosophy of community policing currently applies in a situation known to the candidate [these conclusions should be presented in terms of communication with communities; partners and application; approaches to working together and delivering a police service]
- ◆ a reasoned statement of suitable criteria, based on the philosophy of community policing, which could be used to demonstrate the likely success of the proposal
- ◆ evidence of consultation with relevant stakeholders
- ◆ anticipated benefits of the proposal in terms of the criteria for community policing
- ◆ conclusions on the anticipated impact of the proposal on relevant stakeholders and how this will be assessed
- ◆ suggestions on how to overcome any potential drawbacks of the proposal
- ◆ valid and relevant reasons to support all conclusions, assessment and suggestions: where relevant the reasons should be based on the research undertaken by the candidate

### **Assessment Guidelines**

The proposal should follow from research findings obtained by the candidate through her/his active involvement in activities associated with the proposal. Candidates can be asked to submit their proposal in the form of a report. It should be presented in a suitable format and is likely to be between 3,000 and 3,500 words long excluding sections such as summary, any appendices and references.

The report 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 2.

## Administrative Information

**Unit code:** FE8V 48

**Unit title:** Community Policing

**Original date of publication:** 01/08/2010

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### History of changes:

Version	Description of change	Date

**Source:** SQA

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

### **Unit title:** 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 the knowledge and skills needed to become aware of, and understand, the underpinning philosophy of Community Policing and how it can impact on working practices in policing. On the basis of this, candidates can then explore how different components of community policing can be contextualised to their particular situation. Part of this exploration will involve candidates in undertaking research on a particular component of community policing and how it could be applied to their own policing environment.

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 is closely related to the Unit, Change Strategy for Community Policing and takes a similar approach in that it does not attempt to offer a particular model of community policing. Rather, it aims to enable candidates to become fully familiar with the broad philosophical approach of Community Policing and of the main components of police activity which characterise a community policing approach. A key aspect of the Unit, which it shares with Change Strategy for Community Policing, is the contextualisation of the philosophy of community policing and, for this, reason, application is a crucial element of the Unit. By exploring the broad concept of community policing in their own cultural, social and political context candidates should be able to adapt, adopt, alter or manage it to meet the prevailing needs for policing in their society.

The Unit enables candidates to make a proposal for the application of a specific component of community policing. This is likely to be set in a local context and may well be one which the candidate is in a position to influence. It is possible that the proposal could form the basis of a detailed action plan although this is not required by this Unit.

The philosophy of Community Policing can be seen to have a number of components. The main ones are: community engagement; community planning; crime and disorder reduction; community safety; crime prevention and diversion; service delivery; problem solving; response options; partnerships; priority setting.

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

### Unit title: Community Policing

This Unit can be distinguished from the Unit, Change Strategy for Community Policing, in terms of its breadth of focus. The emphasis of this Unit is on exploring how a component of community policing could be applied in a specific, clearly defined situation. It takes a 'bottom up' approach by getting candidates to concentrate on how ideas drawn from community policing might contribute to improved police operations in a particular situation. It does not look directly at the wider social, cultural and political framework. Changes in this broader environment are likely to be essential if community policing is to be successfully developed as a basis for policing across the society as a whole. This issue is tackled in the Unit, Change Strategy for Community Policing which enables candidates to examine the systemic factors which may affect the adoption of community policing across the board.

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

#### Outcome 1

- ◆ Notion of a Community
- ◆ Policing in a Community
- ◆ Communication Strategies
- ◆ Focus Groups
- ◆ Teambuilding for Partnerships
- ◆ Social and Physical Interventions
- ◆ Risk and Protective Factors
- ◆ Problem Solving

#### Outcome 2

- ◆ Community Engagement and Consultation
- ◆ Policing Smarter
- ◆ Presentation Skills
- ◆ Community Impact Assessment
- ◆ Public Reassurance
- ◆ Media Skills
- ◆ Working Effectively with Partners

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

**Unit title:** Community Policing

### **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.

The underlying principles behind the Unit are that candidates should apply the philosophy of community policing to an aspect of policing in their own country. However, in doing this, candidates must take into account the particular circumstances of their society and consider what is needed to adapt the ideas and principles of community policing to this situation. This requires them to take a careful and critical approach to community policing. By doing this they will be in a better position to ensure that the components of community policing which are adopted will succeed and will create a climate which supports developments towards sustainable community policing. As a result, a key part of the Unit is that candidates are expected to carry out personal research on a component of community policing in order to gather information on the impact that it might have in their particular situation.

Delivery should, therefore, take the above into account. Delivery methods should focus on exposing candidates to the thinking behind community policing and its main components. However, the approach should not be dogmatic and throughout should encourage candidates to relate the ideas to their own situation. Since, delivery may well 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 classroom instruction is followed by an extended piece of application activity. In this way, candidates can develop their learning in the context of local requirements. Candidates will also need to be prepared to undertake personal research so delivery should include topics such as methods of data collection and analysis.

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 philosophy of community policing and discuss which components of it could be successfully applied to policing in their society. Candidates could, perhaps, give short presentations at seminars, for example.

Delivery is likely to begin with the underlying ideas behind community policing. Once candidates have become familiar with these, the emphasis in delivery can shift towards the research which candidates have to do. Candidates may find it helpful to share their ideas on the topic of their investigation as well as their proposed sources of information and methods to gather data. Sharing initial conclusions may help candidates bounce ideas off others and refine their proposal accordingly. Again, this could be done around an informal presentation by a candidate on the work s/he is doing. Candidates are not required to develop an action plan for their proposals but during this stage of the delivery it may be valuable to consider implementation and how it might be achieved. Among other things, this may help to highlight the extent to which any proposals are realistic and practicable.

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

### Unit title: Community Policing

The Unit is very closely linked to the other Unit in the Group Award, Change Strategy for Community Policing. It is very likely that two will be delivered together. For example, the familiarisation with the underlying philosophy of community policing underpins both Units. In fact, the starting point for delivery of both Units will probably be an introduction to the notion of community policing.

In addition, Change Strategy for Community Policing, requires candidates to reflect on the contribution they can make towards sustainable community policing in their society. In order to do this, candidates may be able to draw on their experience of doing this Unit although this is not essential for successful completion of the reflective account.

Assessment for this Unit requires candidates to make a proposal for the application of a specific component of community policing. The proposal has to be on research undertaken by the candidate and candidates should present their proposal in the form of a report. This should follow a recognised format which could be one used by the organisation for which the candidate works.

Candidates are likely to benefit from guidance on which component to choose and on which situation may be most appropriate for them. This should be one with which they are familiar and one which will enable them to gather sufficient information to inform their proposals. 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.

### **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 inform their proposals on a specific aspect of 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 proposals in a structured way. The nature of the subject matter is such that the report will include specialist vocabulary.*

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

**Unit title:** Community Policing

### **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 proposals which follow from it. If this is the case, they will be expected to convey essential information and ideas on the application of a component of 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 assess the philosophy of community policing in the light of their own situation and experience and think carefully about its application in their own context. The variables involved in this are complex and inter-related, often in ways which may, initially, be unpredictable ways. Candidates will be expected to disentangle the various factors and assess their relative importance with respect to the application of community policing. Candidates are expected to use this assessment as the basis for proposals relevant to their own situation.*

### **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.*

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

*The assessment requires candidates to make proposals for the application of a specific component of community policing. These proposals must be based on an assessment of the philosophy of community policing and its relevance to their situation which requires evaluation by candidates. Candidates must also base their proposals on personal research undertaken by themselves which will require candidates to make some judgements on the effectiveness of the information that they have gathered. Their proposals are likely, therefore, to be conditional on the information which they have used.*

## **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: Community Policing

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

It will enable you to assess the underlying philosophy of community policing and apply a specific component of it to a situation you are familiar with in your own country. It will be taught and assessed in English.

Community Policing, which can also be described as Neighbourhood Policing and Community Orientated Policing, is a term which is applied to a policing methodology that is consultative and reflective of community needs. It also has a focus on problem solving through partnership activity. This Unit will help you to become familiar with the philosophy behind Community Policing and the main components of police activity which are associated with a community policing approach.

However, you will not be given a particular model of community policing. The Unit will help you think about how, in general, the components of community policing could be applied in your environment. Some components of community policing, for example, may be better suited to policing in your society than others. It might be possible, also, to adapt some components of community policing in a way which makes them fit better with the way policing operations are carried out in your country.

As well as helping you to become more aware of what community policing means, this Unit gives you the chance to consider how a particular component of community policing could be applied in a situation that you know well. It will be up to you to decide which component is involved and how it could be adapted to suit local circumstances. You will also have to decide on a situation where the initiative could be developed. You will get help, advice and guidance on how to do this.

You will be asked to carry out some research into how the component you have chosen could be introduced and make a proposal on how this could be done. Again you will be given help and advice on how to carry out your research.

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 a report setting out your proposal for the application of a specific component of community policing. This report should be based on your research and on ideas you have drawn from community policing. Successful completion of the assessment will enable you to achieve this Unit.