

Policing

Code: 100442
ECTS Credits: 6

Degree	Type	Year	Semester
2500257 Criminology	OB	2	1

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Ferran Restrepo Arrufat

Prerequisites

No one.

Objectives and Contextualisation

This subject has as fundamental aim to offer an overview about policing in our society. That's to say, its place in the Criminal Justice System, in the Public Administration, its relationships with the public, the functions performed by the police (preventative, reactive and supportive). The course also focuses on the scope and limit of police functions, the police culture, stressing what is common in all police organisation and what varies in function of the models and public policies.

As second objective, complementary to the previous one, this subject contextualises police, security and criminal justice as concentric circles (being security the largest). Students should clearly identify police role within the framework of Criminal justice and security in general. They should also understand the meaning of its functions, namely, its relationship with crime and law and identify the main traits of the police organisation and those of other usual police partners, especially private security. Eventually students should have basic knowledge on security planning.

Competences

- Ability to analyse and summarise.

- Accessing and interpreting sources of crime data.
- Applying a crime prevention program at a community level.
- Carrying out the criminological intervention on the basis of the values of pacification, social integration and prevention of further conflicts.
- Demonstrating a comprehension of the victim's needs on the basis of the knowledge of victimological theories.
- Drawing up an academic text.
- Identifying existing social resources to intervene in the conflict and criminality.
- Students must demonstrate a comprehension of the best crime prevention and intervention models for each specific problem.
- Students must demonstrate they know a variety of criminal policies in order to face criminality and its different foundations.
- Students must demonstrate they know the legal framework and operating model of the crime control agents.
- Using research methods in social sciences in order to diagnose criminality problems.
- Verbally transmitting ideas to an audience.
- Working autonomously.
- Working in teams and networking.

Learning Outcomes

1. Ability to analyse and summarise.
2. Acting in a professional way in the criminological field for pacifying, social integration and delinquency-prevention purposes.
3. Applying a prevention program for crime control agents.
4. Appropriately applying social resources to criminality.
5. Appropriately managing a security or prevention team.
6. Correctly describing in the criminological field the legal-penal framework and crime control agents.
7. Demonstrating they know the means and scientific procedures of crime prevention.
8. Drawing up an academic text.
9. Effectively developing a delinquency prevention program in the community area.
10. Interpreting crime-related police reports.
11. Intervening in the criminological field for pacifying, conciliatory and crime-prevention purposes.
12. Knowing the structural prevention strategy of delinquency.
13. Properly using the criminological prevention and intervention programs.
14. Students must be capable of carrying out a security audit in the public field.
15. Using risk analysis methods in the field of safety.
16. Using the police analysis methodologies of crime investigation.
17. Verbally transmitting ideas to an audience.
18. Working autonomously.
19. Working in teams and networking.

Content

1. Police and security.

1.1. Security. From state security to citizens and human security.

1.2. Subjective and objective security. Instruments to measure it. The role of Mass Media.

1.3. Definition of security scope. From crime to peaceful living together.

1.4. The police. Function and structure.

1.5. Security and Police: An impossible equivalence. Plurality of actors: Administration, private sector, NGOs, associations.

1.6. Security planning.

2. Legal framework.

2.1. The growing internationalisation of policing. The Council of Europe, the European Union and international treaties.

2.2. The Spanish Constitution and further legislation and state and regional level.

2.3. The Public Security System of Catalonia.

2.4. Cooperation Police-private security. Current regulation.

3. Police and Society.

3.1. Differentiate between models and systems.

3.2. Different models of relation between Police and Society. Public Service Model (Community policing), governmental police and professional police.

3.3. Police and the public : A controversial relationship. The inexistence of one only community.

3.4. Police as permanent public service. Virtues and dangers.

3.5. Legitimacy, Police *auctoritas*.

3.6. Police ethics : means and ends, corruption, gratuities. International texts.

3.7. Police accountability.

4. The Police and the law.

4.1. Police as *Law Enforcement Agency*.

4.2. The two dimensions of law: Formal legitimation and limit for police actions.

4.3. The impossible absolute enforcement of law.

4.4. Law as an insufficient approach to policing.

4.5. Police discretion.

5. Police and Crime.

5.1. Persecuting crime as police function : Myth or reality.

5.2. Crime prevention. Situational prevention. Is that the only way in which police can prevent crime?.

5.3. Police patrol and crime : from Kansas City to *smart policing*.

5.4. Disorder and crime. From broken windows to *Zero Tolerance* : an unproved connection.

6. Conflicts, incivilities and public order.

6.1. Police before conflicts and antisocial behaviour.

6.2. Public order in Democracy : Public security.

6.3. Public order strategies and tactics.

7. Police profession and organisation.

- 7.1 Police professional : culture and organisation.
- 7.2. Accessto Police. Single entrance *versus* double way.
- 7.3. Specialist *versus* generalist.
- 7.4. Central and territorial units : A permanent unfinished balance.
- 7.5. Special units : SWAT teams and internal affairs.
- 7.6. Non police personnel.
- 7.7. Police unions.
- 7.8. New internal partners : Guardians, auxiliary officers, volunteers.
- 8. To be and act as a policeman.
- 8.1. Values and the police.
- 8.2. The statutory regime.
- 8.3. A uniformed citizen.
- 8.4. Self-control and balance.
- 8.5. Gender and Police.
- 9. Police systems. Tendencies.
- 9.1. Governmental police : France, Italy, Spain and Portugal.
- 9.2. Police as public service. Community policing with local base : the United Kingdom.
- 9.3. A new basically local system : Belgium.
- 9.4 Federal systems: Germany, USA and Canada
- 9.5. A "de-centralised" system : Spain.
- 9.6. Importance of the local police area.
- 9.7. Towards a plural policing model.

Methodology

The activities that students will develop during the course are th following:

1.- Group work. This work will consist of a reasearch and planning about a topic related to : Police incidence on security and criminality. Student will choose the concrete topic among those proposed by the professor at the beginning of the course.

Work guidelines :

A) Definition of the concepts and state of the art (problem definition). It should include :

- Legal rules on the topic.
- Objective data on the topic (statistics, surveys).
- Exisiting research.

B) Project planning. It should include :

- Aim of the project.
- Definition of clear and concrete actions to be carried out to fulfil the aim.
- Calendar of actions and project.
- Clear definition of police role.
- Role of the additional actors.

C) Evaluation of the project. It should include :

- Particular indicators that provide with precise information about how the project is working. Indicators have to be objectives (or objectivable), concrete and applicable.
- Timing to collect data from the indicators.

D) Conclusions (when necessary).

2.- Four individual works.

A) About the book "*Modelos de policía. Hacia un modelo de seguridad global*" (Guillén, 2016).

B) Reading and answering four questions related to two articles on predictive police and "hot spots policing".

C) About values and the police.

D) About the comparison of the various police models.

Punctuality:

Lectures and seminars start on time. Late arrival and leaving the class before the end will not be admitted, provided there is not reasonable justification.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Seminar sessions	18	0.72	2, 6, 1, 17, 19, 13
lectures	18	0.72	2, 6, 1, 17, 13
Type: Autonomous			
Readings, study, papers preparation	75	3	2, 3, 6, 1, 18, 13
in group work	34	1.36	2, 6, 11, 8, 1, 19, 13

Assessment

Evaluation.

1. Evaluation model.

The evaluation model is continuous and its training objective is for students and teachers to know the degree of achievement of the established competencies. It will be evaluated :

- a) The four individual works.
- b) Group work, which will be presented and discussed collectively so that everyone can have information on the corresponding topic.
- c) The written test.
- d) Class participation.

2. Single evaluation model.

Students may request a single assessment. To demonstrate the acquisition of the knowledge and skills specific to the subject, three evaluable activities related to the established syllabus will be carried out

- a) Answer to fifty (50) multiple-choice questions (30% of the final mark).
- b) Answer to five (5) open questions (40% of the final mark).
- c) Guided analysis of a text (30% of the final mark).

To pass the subject you must obtain an overall grade of five (5) points.

The obligatory material is the following :

- a) All the mandatory bibliography.
- b) All the basic texts of the complementary bibliography.
- c) Understanding of the lectures (available to the students through the teacher) along with the associated complementary bibliography.

3. Conditions to be evaluated and pass the subject.

a) The students will only be evaluated if they attend 100% of classes. All absences should be justified only for reasons of illness or other force majeure and for academic reasons previously authorized by the lecturer. If any student doesn't attend a minimum of 80% of docent activities will not be able to be evaluated and will be considered as "Not presented".

b) In order to be evaluated, it is necessary to carry out and pass the four individual works, the group work and the written test (this test will consist of two parts: between 20 and 30 test-type questions with multiple answers and two questions to be developed).

4. Resit

If a student does not pass the individual assignments as a whole, he / she will have the opportunity to take a global exam to pass the subject.

The final written exam is object of resit approximately two weeks later.

If case of a fail grade of the assignments or of the final exam, failing also in the resit, the student will obtain a fail grade.

5. Students who cheat or attempt to cheat in an exam will have a zero (0) in the subject and will lose the right to re-evaluation. Students who present an eassay in which there are signs of plagiarism or who cannot justify the arguments presented will receive a zero (0) and a warning. In case of repetition of the conduct, the student will fail the subject (0) and lose the right to the resit exam.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	45%	5	0.2	2, 6, 1, 18, 13
Individual papers	30%	0	0	2, 4, 12, 6, 9, 5, 10, 11, 8, 1, 18, 13, 16
Participation in class	10%	0	0	2, 6, 1, 17, 13
in group work	15%	0	0	2, 3, 12, 7, 6, 11, 14, 1, 17, 19, 13, 15

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2.- Complementary bibliography.

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<https://www.gov.uk/guidance/what-works-network>

Software

The appropriate one used in the university environment.