

SYLLABUS

22.03.2023 nr 6.1-14/926-1

SUBJECT CODE		PPKC5441			
NAME OF THE SUBJECT (in Estonian)		Kogukonnakeskne politseitöö			
NAME OF THE SUBJECT (in English)		Community Policing			
VOLUME (ECTS)		2 ECTS			
CURRICULUM		Compulsory / selective subject for ERASMUS students			
PREREQUISITE MODULES AND SUBJECTS:		-			
VOLUME OF STUDIES (study group/form of study)					
LECTURE (number of study hours)	SEMINAR (number of study hours)	PRACTICAL WORK (number of study hours)	INDIVIDUAL WORK (number of study hours)	E-LEARNING (number of study hours)	TOTAL (number of study hours)
14	12	-	26	-	52
OBJECTIVE OF THE SUBJECT: It is aimed that the student knows how to carry out community policing, including community-oriented prevention work, solving cases involving domestic violence and juvenile offenders.					
LEARNING OUTCOMES		ASSESSMENT METHODS		ASSESSMENT CRITERIA	
After completing the subject, the student:					
Understands the essence and the principles of community policing.		- Participation in lectures. - Solving a test in the online learning platform Moodle.		- The test is completed on time.	
Knows the principles and the three levels of prevention work.		- Participation in lectures. - Solving a test in the online learning platform Moodle.		- The test is completed on time.	
Is able to plan and carry out prevention activities in community policing.		Planning and carrying out a prevention-focused lecture / presentation meant for a specific target group.		- A prevention-focused lecture / presentation to a previously agreed target group (for example, children in different ages, elderly people, members of a neighbourhood watch area etc) is carried out in front of co-students. - A presentation (PowerPoint or other presentation software) is used for the lecture / presentation.	

		<ul style="list-style-type: none"> - The lecture / presentation can be either individual or group work.
Is able to identify and describe safety problems in a chosen region and compile a safety action plan to solve and prevent these problems.	Drawing up a risk assessment and a safety action plan about a region chosen by the student (can be located in the student's home country) and presenting it in front of the student's study group.	<ul style="list-style-type: none"> - Relevant information about the safety situation in the chosen region is gathered. - Safety problems in the region are described and the risks resulting from these problems are analysed. - Activities to solve and prevent these problems are described in the safety action plan. - The risk assessment and the safety action plan are uploaded on time in the online learning platform Moodle and presented to co-students in the lecture (a PowerPoint or other presentation software is voluntary).
Is able to solve cases involving juvenile offenders, taking into account the principles of special treatment of juveniles.	<ul style="list-style-type: none"> - Analysis of a case involving juvenile offenders. - Solving a test in the online learning platform Moodle. 	<ul style="list-style-type: none"> - The offence(s) in the case is/are recognized. - The principles of special treatment of juveniles are taken into account. - A solution that can be implemented by police and/or cooperation partner, is described in the analysis. - The written analysis is uploaded on time in the online learning platform Moodle. - The test is completed on time.
Understands the essence and mechanism of domestic violence.	<ul style="list-style-type: none"> - Participation in lectures. - Solving a test in the online learning platform Moodle. 	<ul style="list-style-type: none"> - The test is completed on time.
Is able to assess risks and carry out a follow-up check in a domestic violence case.	Practical exercise (in a lecture) that involves assessing risks of a domestic violence case, communicating with the victim and the offender, and filling in the risk assessment and mitigation form	<ul style="list-style-type: none"> - The risks of a domestic violence case are assessed on the risk assessment and mitigation form. - A summary of the follow-up is written on the risk assessment and mitigation form.
<p>Requirements for and the composition of the final grade:</p> <p><u>Requirements for assessment:</u> If a student is absent from lectures, the lecturer can assign an additional task to the student.</p> <p>The tasks that are assessed, are:</p> <ul style="list-style-type: none"> - A Moodle test. There is one test in the Moodle platform for the whole subject. 		

- A prevention-focused lecture / presentation is made to co-students.
- A risk assessment and a safety action plan of a chosen region and its presentation to co-students.
- A written analysis of a case involving juvenile offenders.
- Filling in a risk assessment and mitigation form in a domestic violence case.

The assessment form for the subject is differentiated assessment (grades A–F).

The grade is formed on the following criteria:

A

- The result of the Moodle test is at least 90%.
- The student carries out a prevention-focused lecture / presentation to co-students using a PowerPoint or other similar presentation software and taking into account a previously agreed time limit. The content is on a previously agreed topic, prevention-focused, appropriate to the target group and easy and interesting to follow. The student explains the audience at least 3 safety threats on his/her topic, gives appropriate advice how to avoid these threats and gives examples. The given information is correct and no significant threat is missing. The student interacts with the audience, engages the audience and does not read out his/her text. The content on the slides is easy to follow and supports the speech.
- The student compiles a risk assessment and a safety action plan of his/her chosen region and presents it to co-students. The region is described briefly. At least 5 different safety problems are described and the risks resulting from these problems are analysed. Appropriate activities (that can be carried out by police or cooperation partners) to solve and prevent these problems are described in the safety action plan. While presenting to co-students the student takes into account a previously agreed time limit, does not read out his/her text and illustrates the presentation with photos.
- The student writes an analysis of a previously given case involving juvenile offenders. In the analysis, the student discusses the possible causes of the offence and factors contributing to the offence, describes a solution that (s)he would consider the best, and discusses the possible effects of the solution on the juvenile. The solution can be implemented by police and/or cooperation partner and it takes into account the principles of special treatment of juveniles. It is seen that the student has wide knowledge about different non-punitive interventions for juvenile offenders and that (s)he can choose the appropriate interventions to solve the case.
- The student participates in the lecture where a domestic violence case is discussed and fills in a risk assessment and mitigation form about the case. If a student is absent, (s)he is assigned a written work about the same case.

B

- The result of the Moodle test is at least 80%.
- The student carries out a prevention-focused lecture / presentation to co-students using a PowerPoint or other similar presentation software and taking into account a previously agreed time limit. The content is on a previously agreed topic, prevention-focused and appropriate for the target group. The student explains the audience at least 3 safety threats on his/her topic, gives appropriate advice how to avoid these threats and gives examples. The given information is correct and no significant threat is missing. The student interacts with the audience, engages the audience and does not read out his/her text. The content on the slides supports the speech.
- The student compiles a risk assessment and a safety action plan of his/her chosen region and presents it to co-students. The region is described briefly. At least 4 different safety problems are described and the risks resulting from these problems are analysed. Appropriate activities (that can be carried out by police or cooperation partners) to solve and prevent these problems are described in the safety action

plan. While presenting to co-students the student takes into account a previously agreed time limit, does not read out his/her text and illustrates the presentation with photos.

- The student writes an analysis of a previously given case involving juvenile offenders. In the analysis, the student discusses the possible causes of the offence and factors contributing to the offence, describes a solution that (s)he would consider the best, and discusses the possible effects of the solution on the juvenile. The solution can be implemented by police and/or cooperation partner and it takes into account the principles of special treatment of juveniles. It is seen that the student has knowledge about different non-punitive interventions for juvenile offenders and that (s)he can choose the appropriate interventions to solve the case.
- The student participates in the lecture where a domestic violence case is discussed and fills in a risk assessment and mitigation form about the case. If a student is absent, (s)he is assigned a written work about the same case.

C

- The result of the Moodle test is at least 70%.
- The student carries out a prevention-focused lecture / presentation to co-students using a PowerPoint or other similar presentation software. The content is on a previously agreed topic, prevention-focused and appropriate for the target group. The student explains the audience at least 2 safety threats on his/her topic and gives appropriate advice how to avoid these threats. The given information is correct. The student interacts a little with the audience and reads some of his/her text. The content on the slides supports the speech.
- The student compiles a risk assessment and a safety action plan of his/her chosen region and presents it to co-students. The region is described briefly. At least 3 different safety problems are described and the risks resulting from these problems are analysed. Appropriate activities (that can be carried out by police or cooperation partners) to solve and prevent these problems are described in the safety action plan. While presenting to co-students the student reads some of his/her text and there is little illustration.
- The student writes an analysis of a previously given case involving juvenile offenders. In the analysis the student discusses a little the possible causes of the offence and factors contributing to the offence, describes a solution that (s)he would consider the best, and discusses a little the possible effects of the solution on the juvenile. The solution can be implemented by police and/or cooperation partner and it takes into account the principles of special treatment of juveniles. The solution consists of at least one appropriate non-punitive intervention for juvenile offenders.
- The student participates in the lecture where a domestic violence case is discussed and fills in a risk assessment and mitigation form about the case. If a student is absent, (s)he is assigned a written work about the same case.

D

- The result of the Moodle test is at least 60%.
- The student carries out a prevention-focused lecture / presentation to co-students using a PowerPoint or other similar presentation software. The content is on a previously agreed topic, prevention-focused and appropriate to the target group. The student explains the audience at least 2 safety threats on his/her topic and gives appropriate advice how to avoid these threats. The given information is correct. Interaction with the audience is poor, the audience is not engaged and the student reads almost all the text (s)he speaks. The slides support the speech a little.
- The student compiles a risk assessment and a safety action plan of his/her chosen region and presents it to co-students. The region is described briefly. At least 2 different safety problems are described and the risks resulting from these problems are analysed. Appropriate activities (that can be carried out by police or cooperation partners) to solve and prevent these problems are described in the safety action plan. While presenting to co-students the student reads most of his/her text and there is no illustration.

- The student writes an analysis of a previously given case involving juvenile offenders. In the analysis the student describes a solution that (s)he would consider the best and discusses a little the possible effects of the solution on the juvenile. The solution can be implemented by police and/or cooperation partner and it takes into account the principles of special treatment of juveniles. The solution consists of at least one appropriate non-punitive intervention for juvenile offenders.
- The student participates in the lecture where a domestic violence case is discussed and fills in a risk assessment and mitigation form about the case. If a student is absent, (s)he is assigned a written work about the same case.

E

- The result of the Moodle test is at least 50%.
- The student carries out a prevention-focused lecture / presentation to co-students using a PowerPoint or other similar presentation software. The content is on a previously agreed topic and prevention-focused. The student explains the audience at least 1 safety threat on his/her topic and gives appropriate advice how to avoid this threat. The given information is correct. Interaction with the audience is poor, the audience is not engaged and the student reads almost all the text (s)he speaks. The slides support the speech a little.
- The student compiles a risk assessment and a safety action plan of his/her chosen region and presents it to co-students. The region is described briefly. At least 1 safety problem is described and the risks resulting from this problem are analysed. Appropriate activities (that can be carried out by police or cooperation partners) to solve and prevent this problem are described in the safety action plan. While presenting to co-students the student reads most of his/her text and there is no illustration.
- The student writes an analysis of a previously given case involving juvenile offenders. In the analysis the student describes a solution that (s)he would consider the best. The solution can be implemented by police and/or cooperation partner and it takes into account the principles of special treatment of juveniles. The solution consists of at least one appropriate non-punitive intervention for juvenile offenders.
- The student participates in the lecture where a domestic violence case is discussed and fills in a risk assessment and mitigation form about the case. If a student is absent, (s)he is assigned a written work about the same case.

F

The criteria above are not fulfilled.

Compiled by: Kaisa Kajo

Date: 21.02.2023