Module Descriptor

Title	Critical Policing Studies		
Session	2025/26	**Status**	
Code	CRIM10011	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	C Atkinson		

Summary of Module

This module encourages learners to adopt a critical approach to historical and contemporary issues and challenges pertaining to policing. In doing so it asks students to carefully consider issues of power, politics, and law and order as they intersect with policing and communities. Drawing upon critical approaches this module encourages students to seek to identify and challenge the function of the knowledge produced in traditional policing studies and in the media and mainstream politics, and consider alternative and emancipatory ways of knowing policing and doing policing across different societal contexts.

Typically the syllabus may include learning related to several of the following topics, amongst others:

• Understanding and applying critical theory to the study of policing

• The politics of police research

• Decolonising policing

• Police violence

• Police surveillance, identities and intersectionality

• Police militarisation and aesthetics

• Ethics, corruption and police misconduct

• Defunding the police and the future of policing.

In exploring these topics students are encouraged to think creatively and critically about the politics and the politicisation of policing, and how established policing processes and practices justify and maintain particular social orders. Students are thus prompted to consider the reorientation of policing discourses around notions of, and commitments to, emancipation.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Identify, describe and evaluate critical theories and concepts that explain the social practice of policing as it affects communities.
L2	Describe and explain the politics and politicisation of policing and how knowledge of policing is produced.
L3	Demonstrate a discerning understanding of how critical approaches can be applied to topics, issues and challenges in the contemporary policing landscape.
L4	Effectively communicate complex ideas about policing, politics and critical approaches using appropriate academic approaches and conventions.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 10** Demonstration of a discerning understanding of how critical theoretical approaches can be used to describe, deconstruct and explain the political field of policing.
Practice: Applied Knowledge and Understanding	**SCQF 10** Demonstrate an ability to retrieve and interpret specialised knowledge and information from a variety of primary and secondary sources which examine critically current and emerging policing arrangements and their underpinning politics.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Generic Cognitive skills	**SCQF 10** Demonstrate an ability to undertake the critical analysis and evaluation of ideas, concepts, information and issues that are covered throughout the module and relevant to the critical study of policing.
Communication, ICT and Numeracy Skills	**SCQF 10** Demonstrate an ability to identify, collect and interpret data presented in various formats from research and repositories relevant to the critical study of policing. Work individually and collaboratively to disseminate and present information and analysis.
Autonomy, Accountability and Working with Others	**SCQF 10** Demonstrate autonomy and initiative in planning and delivering assessments, developing the capacity for independent work. Engage constructively in the critical discussion of ideas, concepts and theoretical approaches in seminars.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	13
Tutorial / Synchronous Support Activity	26
Asynchronous Class Activity	13
Independent Study	148
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Vitale, AS. (2018). The End of Policing. London: Verso.

Cundeen, C. (2023). Defund the Police. Bristol: Bristol University Press.
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Adherence with the Student Attendance and Engagement Procedure.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. This module will adhere to the UWS Equality, Diversity and Human Rights Procedure.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Social Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Pg Social Sciences
Moderator	C Wilson
External Examiner	M Tartari
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay (35%) - 1400 words
Assessment 2
Essay (65%) - 2600 words

Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☐	☐	☐	35%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☐	65%	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
New template no changes 25/26	Mar 25	C Atkinson