



## Module Descriptor

<b>Title</b>	Introduction To Policing		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	CRIM08008	<b>SCQF Level</b>	8
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	C Atkinson		

### Summary of Module

The module examines a broad range of topics within policing: from the history of policing in Britain to the role and functions of the police and other agencies in policing contemporary society. In engaging with these topics we will explore the various approaches and strategies of policing that underpin and influence policing practice.

The module also examines the means by which individual officers account for their professional conduct and the systems through which police forces are held accountable for policing practice and outcomes. Moreover, the module also engages with themes of established and current relevance in the study of policing, including: police culture and the use (and abuse) of police discretion; the role of the media in representing the police and policing; the pluralisation of policing, including both the rise of private policing and the role of civilian police staff; and the growth of transnational policing.

A list of indicative topics includes:

- The structure, roles and functions of the police
- The history and development of policing in Britain
- Policing communities
- Crime investigation
- Police leadership
- Police culture
- Police accountability
- Policing and the media
- Plural policing
- Transnational policing

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input checked="" type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Demonstrate an understanding of the historical context of policing in the UK.
<b>L2</b>	Demonstrate a discerning knowledge and understanding of the role and function of contemporary policing in the UK.
<b>L3</b>	Demonstrate a discerning understanding of contemporary issues and challenges in contemporary policing in the UK and beyond.
<b>L4</b>	Effectively communicate complex ideas about policing, politics and critical approaches using appropriate academic approaches and conventions.
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 8</b> Demonstrate knowledge of the scope, defining features, and main areas of the subject of policing and a specialist knowledge of key areas.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 8</b> Apply knowledge, skills and understanding in using materials associated with the subject and sector of policing. Apply knowledge, skills and understanding by investigating professional-level problems and issues.
<b>Generic Cognitive skills</b>	<b>SCQF 8</b>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

	Undertake critical analysis or evaluation of ideas, concepts, information or issues that are within the common understandings in the subject or sector of policing.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 8</b> Demonstrate an ability to identify, collect and interpret data presented in various formats from research and repositories relevant to the study of policing and the police. Work individually and collaboratively to disseminate and present information and analysis.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 8</b> Exercising of autonomy and initiative in some activities in the subject of policing. Work, under guidance, with others to acquire an understanding of current professional practice.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
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.	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	26
Tutorial / Synchronous Support Activity	13
Asynchronous Class Activity	13
Independent Study	148
Please select	
Please select	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Rowe, M., Ralph, L. and Malik, A. (2023). Introduction to Policing. London: Sage.</p> <p>Bowling, B., Reiner, R. and Sheptycki, JWE. (2019). The Politics of the Police. Oxford: Oxford University Press.</p>

(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

<b>Divisional Programme Board</b>	<b>Social Sciences</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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.
<b>School Assessment Board</b>	Social Sciences
<b>Moderator</b>	C Wilson
<b>External Examiner</b>	M Tartari
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1.0

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

Workbook (40%) - 900 words

#### Assessment 2

Workbook (60%) - 1500 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
Workbook	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40%	

### Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Workbook	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60%	

### Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

### Change Control

What	When	Who
new template, no changes	mar 25	C Atkinson