

University of the West of Scotland

Module Descriptor

Session:

Title of Module: Introduction to Policing			
Code: CRIM08008	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	C Atkinson		
Summary of Module			
<p>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 such as routine patrol; community policing; problem-oriented policing; intelligence-led policing, and performance management.</p> <p>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.</p> <p>A full list of indicative topics includes:</p> <ul style="list-style-type: none"> • The structure, roles and functions of the UK police • The history and development of policing in Britain • Police leadership • Policing strategies • Police culture • Police accountability • Policing and the media • Plural policing • Transnational policing • The future of policing 			
Module Delivery Method			

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1		Term 2		Term 3	
	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate a discerning knowledge and understanding of the nature and function of contemporary policing in the UK, and the strategies that underpin established, current and emerging policing practice.
L2	Communicate a detailed knowledge and understanding of at least one key contemporary or historical theme in policing such as police culture, the role of the media, or pluralisation.
L3	Identify and understand the political context of policing in the UK, including an appreciation of emerging patterns, diversity of practice, and systems of accountability.
L4	Effectively communicate complex ideas about policing using appropriate academic approaches and conventions.
L5	Click or tap here to enter text.
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)	<p>SCQF Level 8</p> <p>Demonstration of a knowledge of the scope, defining features, and main areas of the subject of policing and a specialist knowledge of some areas.</p> <p>Demonstration of a discerning understanding of a defined range of core theories, concepts, principles and terminology of policing and some current issues.</p>	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8</p> <p>Apply knowledge, skills and understanding in using materials associated with the subject and sector of policing.</p> <p>Apply knowledge, skills and understanding by investigating professional-level problems and issues.</p>	
Generic Cognitive skills	<p>SCQF Level 8</p> <p>Undertake critical analysis or evaluation of ideas, concepts, information or issues that are within the common understandings in the subject or sector of policing.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 8</p> <p>Use a range of standard ICT applications to process and obtain data.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 8</p> <p>Exercising of autonomy and initiative in some activities in the subject of policing</p> <p>Work, under guidance, with others to acquire an understanding of current professional practice.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
<p>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.</p>	
<p>Learning Activities</p> <p>During completion of this module, the learning activities</p>	<p>Student Learning Hours</p> <p>(Normally totalling 200)</p>

undertaken to achieve the module learning outcomes are stated below:	hours): (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
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	
<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). <i>Introduction to Policing</i>. London: Sage.</p> <p>Bowling, B., Reiner, R. and Sheptycki, JWE. (2019). <i>The Politics of the Police</i>. Oxford: Oxford University Press.</p> <p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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 Science
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input type="checkbox"/>
School Assessment Board	Social Science
Moderator	C Wilson
External Examiner	D Parker
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1.1

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).
Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 – Workbook (40%)

Assessment 2 – Workbook (60%)

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	X		X	X		40%	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
		X	X	X		60%	

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	

Change Control:

What	When	Who
Updated PSMD entry for quality assurance	05/02/2023	C Atkinson

Version Number: MD Template 1 (2023-24)