University of the West of Scotland

Module Descriptor

Session: 202324

Title of Module: Policing Communitites			
Code: CRIM09023	**SCQF Level: 9 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	H Myles		

Summary of Module
Policing by its very nature involves the need to interact and gauge support from the public and local communities where police operate. This module will examine the relationship and development of community forms of policing. It will outline some of the key theoretical models and concepts related to community policing. It will look at the ways in which police organisations interact with various types of communities both historically and in the contemporary world. It will examine the strategies and initiatives that have been framed under the concept of community policing and examine the ways that different communities define their relationships with police. It will examine the complexities of new forms of criminality/social issues and the impact this has on the policing of Communities.   This module will map on to the 'I am UWS' graduate attributes strategy and enhance students' transferrable skills in critical thinking and analysis, and encourage an inquiring, ethical and cultural awareness to work in social settings including partnership working with other organisations closely linked to Policing and Criminal Justice. It will also support the development of problem-solving skills and in being an autonomous learner.   - History and Origins of community Policing   - Concepts and Models of community Policing   - Community Participation and Democratic Policing   - Policing vulnerable Communities   - Policing and Conflict Communities   - Policing and Partnerships Approaches

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☒	☐	☐	☐	☐
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:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

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	. Evaluate key concepts and theories in community policing
L2	Examine the ways in which police have responded to diverse communities both historically and currently
L3	Evaluate the ways in which communities can hold the police to account
L4	Using a range of sources demonstrate knowledge on the complexities of policing vulnerable and diverse communities

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 Level **9** Demonstrate a detailed knowledge and understanding of at least one specialist area of policing.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Demonstrate understanding in Police Related Issues through practical application
Generic Cognitive skills	SCQF Level **9** Be able to describe and critically interpret research literature with a focus on policing

Communication, ICT and Numeracy Skills	SCQF Level **9** Show the ability to communicate policing knowledge through oral and written expression.	
Autonomy, Accountability and Working with others	SCQF Level **9** Have the capacity, within a supportive system, to undertake self-directed study and show awareness of time-management.	
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
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. This module will deploy an intensive and blended delivery model, this will include a limited number of concentrated teaching sessions and on-line material and assessment and on-line discussions and forums. This module is capped at 30 students as it is only on offer to those students taking the Policing Specialism on the BA Criminal Justice Programme. The need for small classes is to ensure that the students are provided with a unique and intimate opportunity to better understand Policing for those who are intending entering the Police post-graduation. The classes are small in order to allow for an interactive and discursive type of input from the Police and their partner agencies in policing communities. The module design is to support students in gaining knowledge and understanding on the practice and nature of policing - 'taking policing off the page and talking practice' - in order to enhance the students' knowledge and understanding beyond that which is available in academic texts and in the public arena. The design and structure of the module is to provide the opportunity for close discussions which are interactive. For example, the policing input has small group work embedded within it and the police interacted with each of these groups while the students were involved in problem solving exercises. Therefore the teaching format on this module cannot be effectively delivered to large class sizes.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24

Tutorial/Synchronous Support Activity	12
Independent Study	164
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bartkowiak-Théron, I. & N. L. Asquith N.L (Eds.)(2012) Policing Vulnerability, Federation Press, New South Wales

Mason, G et al (2017) Policing Hate Crime-Understanding Communities and Prejudices, Routledge, Oxon

Reisig, M. and Kane, R.J (2014) The Oxford Handbook of Police and Policing, Oxford University Press, Oxford

Rowe, M (2023) Introduction to Policing (4th Edition), Sage, London

Wisler D and Ihekwoaba D (2009) Community Policing: International patterns and comparative perspectives, Taylor & Francis

(**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:

Attendance at Lectures, Seminars, and all scheduled teaching activity. In particular, students must come along to the day-long events where external speakers are in attendance. Students must also engage with the materials provided on aula and submit the required assessments.

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 Sciences
Assessment Results (Pass/Fail)	Yes ☐ No ☐
School Assessment Board	Social Science
Moderator	C Atkinson
External Examiner	C Rhodes
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Students will be expected to evaluate a Community Police Strategy/Initiative of their choosing. They will be expected to outline the community initiative practice, examine the concepts and theories attach to this initiative and how it might impact upon the particular vulnerable group under consideration. There are two components. The first component is a case study plan worth 20% of the overall mark. The second assessment is a critical case study to evaluate a Community Police Initiative of their choosing. It is worth 80% of the overall mark.
Assessment 1 The first component is a case study plan worth 20% of the overall mark.
Assessment 2 The second assessment is a critical case study to evaluate a Community Police Initiative of their choosing. It is worth 80% of the overall mark.
(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)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
	✓	✓	✓	✓	20	

Component 2						
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
	✓	✓	✓	✓	80	

	Combined Total for All Components	**100%**	

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)