



Module Descriptor

Title	Policing Communities		
Session	2025/26	Status	
Code	CRIM09023	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10 (European Credit Transfer Scheme)
School	Education and Social Sciences		
Module Co-ordinator	D Marshall		
Summary of Module			
<p>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.</p> <p>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.</p> <ul style="list-style-type: none">• 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	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<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)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

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

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

Communication, ICT and Numeracy Skills	SCQF 9 Show the ability to communicate policing knowledge through oral and written expression.
Autonomy, Accountability and Working with Others	SCQF 9 Have the capacity, within a supportive system, to undertake self-directed study and show awareness of time-management.

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

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>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 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.</p>	
Learning Activities	Student Learning Hours
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	24
Tutorial / Synchronous Support Activity	12
Independent Study	164
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources

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:

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](#).

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<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.
School Assessment Board	Social Sciences
Moderator	C Atkinson
External Examiner	C Rhodes
Accreditation Details	ACCA
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Changes / Version Number**Assessment (also refer to Assessment Outcomes Grids below)****Assessment 1**

The first component is an 800 word case study plan worth 20% of the overall mark

Assessment 2

The second assessment is a 2500 word critical case study to evaluate a Community Police Initiative of their choosing. It is worth 80% of the overall mark.

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
Case Study	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	20	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Written Assignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	20	

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"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/2021	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

--	--	--