



## Module Descriptor

<b>Title</b>	Crime Investigation		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	CRIM09024	<b>SCQF Level</b>	9
<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>	D Marshall		
<b>Summary of Module</b>			
<p>Policing by its very nature involves the investigation of crime. This module will examine the process of crime investigation, engaging with key models, approaches and techniques. Situating crime investigation in historical and social context, this module will also allow students to apply their learning to real-life cases to demonstrate applied knowledge and understanding alongside critical analysis.</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.</p> <p>It will also support the development of problem-solving skills and in being an autonomous learner. Key topics covered will include:</p> <ul style="list-style-type: none"><li>• Crime investigation in context</li><li>• The role of the detective</li><li>• Crime scene investigation</li><li>• Covert policing and surveillance</li><li>• Financial investigation</li><li>• Intelligence analysis, crime mapping and geographic profiling</li><li>• Decision making, leadership and ethics</li><li>• Partnership working and executive action</li></ul>			

<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 type="checkbox"/>	Term 2 <input checked="" 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 crime investigation processes
<b>L2</b>	Critique various crime investigation models
<b>L3</b>	Evidence the impact of the broader context - social and political - in which crime investigations occur
<b>L4</b>	Critically appraise crime investigation processes and techniques
<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 9</b> Demonstrate a detailed knowledge and understanding of origins, context and models of crime investigation process.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> Demonstrate understanding of crime investigation process and practice as manifest in policing.
<b>Generic Cognitive skills</b>	<b>SCQF 9</b> Be able to describe and critically interpret research literature with a focus on crime investigation.

<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

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

<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> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	24
Independent Study	164
Please select	
Please select	
Please select	
<b>TOTAL</b>	200

<b>Indicative Resources</b>
<b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b> O'Neill, M. (2018). Key Challenges in Criminal Investigation. Bristol: Policy Press. Stelfox, P. (2008). Criminal Investigation: An Introduction to Principles and Practice. Cullompton: Willan. Newburn, T., Williamson, T. and Wright, A. (2007). Handbook of Criminal Investigation. Cullompton: Willan
<b>(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)</b>

**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 scheduled teaching activities. 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](#).

**(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 Atkinson
<b>External Examiner</b>	C Rhodes
<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>	

**Assessment (also refer to Assessment Outcomes Grids below)****Assessment 1**

workbook (25%)

**Assessment 2**

workbook (50%)

**Assessment 3**

workbook (25%)

(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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Assessment 1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25	

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Assessment 2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Assessment 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	25	
<b>Combined total for all components</b>						100%	hours

### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>
new teplate, no changes	Mar 25	D Marshall