

## University of the West of Scotland

## Module Descriptor

Session: 202425

Title of Module: Crime Investigation			
Code: CRIM09024	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:	C Atkinson		
Summary of Module			
<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>			

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 <b>normally</b> 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	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<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 an understanding of crime investigation processes
L2	Critique various crime investigation models
L3	Evidence the impact of the broader context - social and political - in which crime investigations occur
L4	Critically appraise crime investigation processes and techniques.
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 origins, context and models of crime investigation process.
Practice: Applied Knowledge and Understanding	SCQF Level 9  Demonstrate understanding of crime investigation process and practice as manifest in policing.
Generic Cognitive skills	SCQF Level 9  Be able to describe and critically interpret research literature with a focus on crime investigation.

Communication, ICT and Numeracy Skills	<b>SCQF Level 9</b>  Show the ability to communicate knowledge of crime investigation and policing through oral and written expression.	
Autonomy, Accountability and Working with others	<b>SCQF Level 9</b>  Have the capacity, within a supportive system, to undertake self-directed study and show awareness of time-management.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<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>	
<p><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></p> <p>This module will deploy a blended delivery model, using both face-to-face instruction and interaction with students, alongside online learning materials to create a seamless student experience/ The module is grounded in practice but focussed on critique As such, students can expect to hear from both academic staff and invited practitioners in order to give a broader understanding of the crime investigation process, as well as undertake assessments that focus at key points on the authentic stages and techniques of crime investigation.</p>	
<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> (Normally totalling 200 hours): (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
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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

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.

(\*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 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>	Social Sciences
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>

<b>School Assessment Board</b>	Social Science
<b>Moderator</b>	H Myles
<b>External Examiner</b>	C Rhodes
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Students will complete three workbooks across the module, with a focus on authentic assessment at key stages.
Assessment 1: workbook (25%)
Assessment 2: workbook (50%)
Assessment 3: workbook (25%)
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> 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)**

<b>Component 1</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Assessment 1	✓				25	

<b>Component 2</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Assessment 2		✓	✓		50	

<b>Component 3</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Assessment 3				✓	25	

<b>Combined Total for All Components</b>	<b>100%</b>	
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**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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)**