University of the West of Scotland

Module Descriptor

Session:

Title of Module: Critical Policing Studies			
Code: CRIM10011	SCQF Level: 10 (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

This module encourages learners to adopt a critical approach to historical and contemporary issues and challenges pertaining to policing. In doing so it asks students to carefully consider issues of power, politics, and law and order as they intersect with policing and communities. Drawing upon critical approaches this module encourages students to seek to identify and challenge the function of the knowledge produced in traditional policing studies and in the media and mainstream politics, and consider alternative and emancipatory ways of knowing policing and doing policing across different societal contexts.

Typically the syllabus may include learning related to several of the following topics, amongst others:

- Understanding and applying critical theory to the study of policing
- The politics of police research
- Decolonising policing
- Police violence, identities and intersectionality
- Police surveillance, identities and intersectionality
- Police militarisation and aesthetics
- Ethics, corruption and police misconduct
- Defunding the police and the future of policing

In exploring these topics students are encouraged to think creatively and critically about the politics and the politicisation of policing, and how established policing processes and practices justify and maintain particular social orders. Students are thus prompted to consider the reorientation of policing discourses around notions of, and commitments to, emancipation.

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	Identify, describe and evaluate critical theories and concepts that explain the social practice of policing as it affects communities
L2	Describe and explain the politics and politicisation of policing and how knowledge of policing is produced
L3	Demonstrate a discerning understanding of how critical approaches can be applied to topics, issues and challenges in the contemporary policing landscape
L4	Effectively communicate complex ideas about policing, politics and critical approaches 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)	SCQF Level **10** Demonstration of a discerning understanding of how critical theoretical approaches can be used to describe, deconstruct and explain the political field of policing.

Practice: Applied Knowledge and Understanding	SCQF Level **10** Demonstrate an ability to retrieve and interpret specialised knowledge and information from a variety of primary and secondary sources which examine critically current and emerging policing arrangements and their underpinning politics.
Generic Cognitive skills	SCQF Level 10 Demonstrate an ability to undertake the critical analysis and evaluation of ideas, concepts, information and issues that are covered throughout the module and relevant to the critical study of policing.
Communication, ICT and Numeracy Skills	SCQF Level **10** Demonstrate an ability to identify, collect and interpret data presented in various formats from research and repositories relevant to the critical study of policing. Work individually and collaboratively to disseminate and present information and analysis.
Autonomy, Accountability and Working with others	SCQF Level **10** Demonstrate autonomy and initiative in planning and delivering assessments, developing the capacity for independent work. Engage constructively in the critical discussion of ideas, concepts and theoretical approaches in seminars.
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.

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	13
Tutorial/Synchronous Support Activity	26
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)

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

Vitale, AS. (2018). *The End of Policing.* London: Verso.

Cuneedn, C. (2023). *Defund the Police.* Bristol: Bristol University Press.

Click or tap here to enter text.

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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 ☐ No ☐
School Assessment Board	Social Science
Moderator	Conor Wilson
External Examiner	C Rhodes
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 – Essay (35%)

Assessment 2 – Essay (65%)

(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				35%	

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	X		65%	

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)