1. **Title of the module**

LAWS5420 (LW542): Policing

1. **School or partner institution which will be responsible for management of the module**

Kent Law School

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS Credits)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

All single and joint honours Law programmes

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Identify the main literature and sources relevant to the subject and to explain key research techniques in locating and using those materials.
	2. Identify the key functions and principles of the policing process.
	3. Consider ethical and legal principles underlying the police investigation of crime and their relationship to social policies.
	4. Examine the procedures and decision stages of police work.
2. **The intended generic learning outcomes.
On successfully completing the module students will have knowledge of:**
	1. The main sources of data about policing, from a range of disciplines. They should be able to use these materials for research purposes
	2. The relationship between police forces and society
	3. The workings of the police
	4. The implications for the police of the European Convention on Human Rights
3. **A synopsis of the curriculum**

The module seeks to provide an historical, legal and social understanding of the police, one of the key social and legal institutions of the modern state. The police are an integral part of the criminal justice system and as such, this module is a core element in a criminal justice programme.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

 **Core text**

Rowe, M Introduction to Policing (Sage: 2014)

**Important reference books**

Joyce, P, Policing: Development and Contemporary Practice (Sage: 2011)

Newburn, T, (ed.) Handbook of Policing 2nd ed. (Willan: October 2008)

Reiner, R, The Politics of the Police 4th ed. (OUP: 2010)

1. **Learning and teaching methods**

This module will be taught by lectures, seminars and private study.

Total study hours: 150

Contact hours: 19

Private study hours: 131

1. **Assessment methods.**

13.1 Main assessment methods

The module will be examined by 50% coursework and 50% written examination:

Essay, 3000 words (50%)

Exam, 2 hours (50%)

Alternatively a dissertation pathway may be taken, subject to availability in any given year (\* as indicated in the module outline):

Dissertation, 5000 words (100%)

13.2 Reassessment methods

The module will be reassessed by like-for-like reassessment of failed individual components of assessment within each pathway.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |
| Lectures | X | X | X | X | X | X | X | X |
| Seminars | X | X | X | X | X | X | X | X |
| Private Study | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay (50%) | X | X | X | X | X | X | X | X |
| Exam (50%) | X | X | X | X | X | X | X | X |
| Dissertation (100%)\* | X | X | X | X | X | X | X | X |

1. The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

**a) Accessible resources and curriculum**

* 1. Preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
	2. Module outlines will be made accessible before the module starts.
	3. Prioritised reading lists will be made available sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
	4. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties).
	5. Lecture capture will be used to assist notetaking.

**b) Learning, teaching and assessment methods**

The inclusive practices in the guidance (Annex B Appendix A, section b (1) and (2)) have all been considered in order to support all students in their assessments on this module.

1. **Campus(es) or centre(s) where module will be delivered:**

Canterbury

1. **Internationalisation**

The module specifically requires students to engage with theories of policing and criminal justice that derive from a variety of national and international contexts, such as the UK, continental Europe and the US. Further, students will be learning about various relevant international frameworks that cover policing across borders, as well as social movement challenging policing in national and international contexts. Finally, the module delivery format allows students to engage with each other and bring their own diverse experiences and understanding of the police and the criminal justice system into the classroom.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs(Q6 & 7 cover sheet) |
| 21/09/2017 | Minor | September 2018 | 11, 13-14, 17 | No |
| 06/12/2019 | Major | September 2020 | 12, 13 | No |