1. **Title of the module**

LAWS8710 (LW871) - Policing

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

Kent Law School

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

Level 7

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

20 credits (10 ECTS)

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

Autumn or spring

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

None, though a general background in either law or another discipline related to criminal justice is assumed

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

LLM in (Specialisation); LLM in Law; PG Diploma in (Specialisation); PG Certificate in Law

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Critique the origins, development and future of policing in the United Kingdom and comparable jurisdictions.
	2. Critically probe the forces driving and shaping the structure, organisation, functions, policies, practices and procedures of policing in the United Kingdom and comparable jurisdictions.
	3. Critique the law and practice on: the investigation, detection and prevention of crime; the maintenance of public order; and cross-border police cooperation.
	4. Critically assess the role of democratic, legal and administrative processes in the governance of the police and in rendering the police accountable for their actions, policies and performance.
	5. Critically assess the emergence, development and practices of private policing.
	6. Appreciate and critique the ethical and legal principles applicable to policing policies and practices.
	7. Conduct independent critical research on policing issues, and present incisive perspectives on them.
	8. Identify and critically debate the legal, constitutional, political and cultural forces underpinning topical issues in policing.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Research, interpret and apply complex material from across several disciplines, such as: law, criminal justice, politics, history and sociology
	2. Research, interpret and apply primary and secondary legal materials from national, European and international sources
	3. Demonstrate an understanding of the specificity of textual analysis
	4. Demonstrate skills in making well-constructed written arguments
	5. Demonstrate skills in oral and visual presentation of complex ideas and materials
	6. Demonstrate critical and self-reflexive modes of thought and analysis
	7. Demonstrate awareness of and capacity to debate some of the major social, political and legal issues of the day in national, European and international affairs
	8. Demonstrate the capacity for independent learning
	9. Demonstrate the ability to formulate viable research questions
	10. Demonstrate the capacity to undertake independent research on a specific topic
	11. Present research findings within a critical theoretical framework
3. **A synopsis of the curriculum**

This module offers a critical study of policing from historical, legal, political and social perspectives. It focuses primarily on policing in the United Kingdom, with other appropriate jurisdictions (including the European Union) being used for comparative purposes.

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

Brodeur, J-P, The Policing Web (OUP, 2010)

Conway, V, Policing Twentieth Century Ireland: a History of An Garda Siochana (Sage, 2013)

Elmsley, C, The History of Policing (Ashgate, 2011)

Lister, S, and M. Rowe Accountability of Policing (Abingdon: Routledge, 2016).

McLaughlin, E, The New Policing (Sage 2007)

Newburn, T, (ed.) Handbook of Policing 2nd ed (Willan, 2014)

Newburn, T, (ed.) Policing – Key Readings (Willan, 2004)

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

Walsh, DPJ, Human Rights and Policing in Ireland: Law, Policy and Practice (Clarus, 2009)

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 180

Total study hours: 200

1. **Assessment methods**
	1. Main assessment methods

Essay – no more than 5000 words (100%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

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

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* | *9.9* | *9.10* | *9.11* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Combined lecture / seminars | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |

1. **Inclusive module design**

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 at least four weeks 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. In accordance with the KLS school-level statement on Lecture Capture, lecture/seminars will not be recorded as they are heavily discussion based and may contain sensitive material.

**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 requires students to demonstrate (as learning outcomes): an ability to critique the origins, development and future of policing in the United Kingdom and comparable jurisdictions; the forces driving and shaping the structure, organisation, functions, policies, practices and procedures of policing in the United Kingdom and comparable jurisdictions; and an ability to critique the law and practice on cross-border police cooperation. Students must also research, interpret and apply primary and secondary legal materials from European and international sources; and debate some of the major social, political and legal issues of the day in European and international affairs.

**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.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018