1. **Title of the module**

SAPO5570 (SA557) - Contemporary Issues in Policing: Concepts, Theories, Debates

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

School of Social Policy, Sociology and Social Research

1. **The level of the module (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)

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

Spring term (term 2)

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

Prerequisite module – SOCI3290 (SO329) - Introduction to Criminology and Criminal Justice

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

Criminal Justice and Criminology BA

Social Sciences BSc

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Have a critical awareness of the pragmatic realities that inform modern policing

8.2 Be able to demonstrate an ability to critically evaluate contemporary issues that affect modern policing

8.3 Be able to demonstrate a detailed understanding of how landmark events have helped to mould and shape the culture and operation of the police service in England and Wales

8.4 Be able to demonstrate a critical understanding of the political forces which inform the various aspects of policing practice in England and Wales

8.5 Be able to demonstrate a critical awareness of the social aspects of policing which inform community interaction and engagement

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Communication skills, communicating ideas and arguments to others, both in written and spoken form for both specialist and non-specialist audiences.

9.2 An ability to critically analyse research, its methods and findings, and official/organisational data

9.3 An ability to successfully apply critical judgement to problems and debates.

9.4 A capacity to use information technology to conduct targeted online searches, and access data sources.

1. **A synopsis of the curriculum**

This module addresses many of the issues that have shaped the modern practice of policing in recent times. It traces the way in which landmark events have served to mould and shape the daily practice of policing, and the implications that these have for police discretion. The module encourages students to think critically about these issues and to analyse the repercussions that their legacies have had for the routine, everyday social world of police officers and the communities that they serve. Topics include: police-race relations; stop-and-search practice; police cultures; corruption allegations; policing of riots and public disorder; policing of gendered and sexual violence; the rise of police privatisation and vigilantism and the development of performance based cultures.

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

Brown, J. (ed) (2014) *The Future of Policing* Routledge

Newburn, T. (ed) (2008). *Handbook of Policing (*2nd ed.). Cullompton, Devon, Willan

Newburn, T, (2005) *Key Readings in Policing Cullompton*, Devon, Willan

Reiner, R. (2010). *The Politics of the Police*, Oxford: Oxford University

Rowe, M. (2014). *Introduction to Policing*, Los Angeles, Sage.

Independent Police Commission (2013) *Policing for a Better Britain*, London.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Assignment – 50%

Examination – 50%

13.2 Reassessment methods

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 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X |
| Lectures | X | X | X | X | X |  | X | X |  |
| Seminars | X | X | X | X | X | X | X | X |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Assignment -2500 words | X | X | X | X | X | X | X | X | X |
| Examination | 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

b) Learning, teaching and assessment methods

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

Medway

1. **Internationalisation**

The module primarily addresses policy and developments in the UK Though some aspects may be applicable in international contexts. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

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**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) |
| 2016 | N/K | Spring 2016 | N/K | N/K |
|  |  |  |  |  |

Revised FSO Feb 2018