



**Module Title:** The Role Of Police Service In Society And Their Powers  
**Module Codes:** DUBAPPF4D

**Level:** 4 (C)  
**Credits:** 20

**Module Tutor:** David Tasker  
(Usual Working Days) Tuesday – Wednesday

**Programme Leader:** David Tasker  
(Usual Working Days) Tuesday - Wednesday

**Planned Study Hours:** Contact hours: 51  
Self-directed study: 149  
Total: 200 hours:

**Module Description:**

In this module students will examine the timeline of the Police Service from its early formation to present day contemporary policing. It will focus on the difficulties facing the police in the 21<sup>st</sup> century from the level and pattern of crime, police expenditure, human rights and public safety. Students will consider how the police service is organised in relation to the criminal justice system, national and international policing, intelligence led policing and its relationship with government and its policies.

**Indicative Content:**

1. History of the police service
2. Women in the police service
3. Risk and risk analysis
4. Policing contexts: Response; community; intelligence; investigation; roads and transport.
5. Government policies
6. The imperative of personal and public safety
7. Human rights
8. Agencies in support of policing
9. Public protection and mental health
10. Using Theories and concepts
11. The concept and efficacy of policing by consent
12. Intelligence led and evidence led policing

## Module Guide: UCC School of Social Sciences

### Module Content \*

The module is planned to be delivered as follows:

#### Semester One:

Academic Week no.	Week Commencing	Weekly Activity Tutor(s)
1	30/09/2019	Welcome. Module overview/guide. What is the point of the police service? General discussion (group and individual). To cover the efficacy of policing by consent and the co-existence with human rights
2	07/10/2019	History of the police service. Individual or peer research tasks to create a collaborative timeline of events. This will include Acts of Parliament and associated regulations
3	14/10/2019	Women in the police service. Exploring pre, post and contemporary attitudes towards equality of opportunity and its benefits to society
4	21/10/2019	Identifying, analysing and managing risk in policing
	28/10/2019	READING WEEK (Research one role in the police service (uniform or civilian) for a 5 minute presentation on return)
5	04/11/2019	5 minute individual presentations making links to the policing context. Further individual research to complete any gaps in this highly versatile and sometimes complex organisation.
6	11/11/2019	Government policies and its impact on the police and society
7	18/11/2019	Personal and Public Safety, what is the difference and why does it matter?
8	25/11/2019	Multi agency working
9	02/12/2019	Public Protection and Mental Health
10	09/12/2019	Intelligence led and evidence based policing
	16/12/2019	<b>CHRISTMAS</b>
	23/12/2019	<b>CHRISTMAS</b>
	30/12/2019	<b>READING WEEK (Research and choose a case for task 1 assignment. Make sure that there is sufficient information to be able to present this at a case conference – see below)</b>
11	06/01/2020	Brief overview of your chosen case study – present this to the class. Peer and tutor feedback to ensure it will be fit for purpose on assessment)
12	13/01/2020	Case file writing and presentation skills

**Module Content \***

<b>Academic Week no.</b>	<b>Week Commencing</b>	<b>Weekly Activity</b>
13	20/01/2020	TUTORIALS
14	27/01/2020	TUTORIALS 29/01/2020 – Case conference paper, recorded presentation and cross examination – <b>Task 1 - Papers submitted to ATS2 by 31/01/2020</b>
15	03/02/2020	HAND IN - <b>Task 2 – Timeline and analysis report to ATS2 by 07/02/2020</b>

\*The module content is the proposed delivery of the module. The content is subject to change by the module tutor if deemed appropriate.

## Bibliography:

### Highly recommended:

Emsley, C., (2009). *The great British bobby: a history of British policing from the 18th century to the present* (p. 224). London: Quercus.

Emsley, C., (2014). *The English police: A political and social history*. London: Routledge.

Joyce, P., (2011). *Policing: Development and contemporary practice*. London: Sage Publications.

### Recommend:

Dunham, R.G. and Alpert, G.P., (2015). *Critical issues in policing: Contemporary readings*. Illinois: Waveland Press.

Eterno, J.A., et al., (2017). *Global Issues in Contemporary Policing*. Boca Raton, USA: CRC Press.

## Journals:

British Journal of Criminology [online]  
Available at:  
<https://academic.oup.com/bjc/advance-articles> Accessed 29<sup>th</sup> November 2018

College of Policing [online]: Available at:  
<https://www.college.police.uk/Pages/Home.aspx> Accessed 4<sup>th</sup> January 2019

Police Digest [online]. College of Policing.  
Available at:  
<https://www.college.police.uk/What-we-do/Standards/Pages/College-Digest.aspx>  
Accessed: 4th November 2019

Scan here to explore the CI library catalogue, find e-books and search Athens for journals.



T: Colchester 01206 712642

E: [library.helpdesk@colchester.ac.uk](mailto:library.helpdesk@colchester.ac.uk)

### **Learning and Teaching Methods:**

The teaching and learning strategies for this module will comprise of tutor input with the aid of ICT resources including flipped classroom scenarios, use of social media, video clips to evaluate, case studies, lecture handouts followed by some group discussion or individual reflection with whole class feedback/ peer assessment. Independent student study.

### **Module Learning Outcomes:**

*On successful completion of this module you will be able to demonstrate the following:*

1. Understand the philosophy and politics of the criminal justice system and its effects on the police service.
2. Examine and interpret the values, practices and processes of governance that underpin the treatment of lawbreakers within the UK criminal justice system
3. Apply conceptions of human rights in order to evaluate efforts to prevent harm and ensure personal safety
4. Interpret qualitative data evidence and texts
5. Take account of the complexity and diverse needs of society

### **Assessments Components:**

Case study presentation at case conference  
50% (equivalent to 1000 words)

Written report and historical timeline. 50%  
(1,500 words)

### **Assessments Guidance:**

Remember, any author, theory, statistics etc. used in the essay must be clearly referenced and be listed with full details in your reference section at the end of the essay. Consider how you will use a conclusion to bring together the main ideas of the assignment.

Please number all the pages of your work. Include a word count and student identification number.

**Scan here to read the UCC Student Handbook in conjunction with this module.**

**It covers: Academic support ,Harvard Referencing ,Rules of assessment , Other useful information**



	<b>Assessment Title</b>	<b>Weighting (%)</b>	<b>Submission Date</b>	<b>Feedback Date</b>
1	Using a case study provided create a basic case file and present this in a case conference setting which will be cross examined. You will consider previous convictions, victim impact, public safety and human rights in presenting your case file. (15-minute presentation with cross examination – equivalent to 1000 words)	50%	31/01/2020 Noon	28/02/2020
2.	A written report showing a timeline of the historical development of policing together with an analysis of the different challenges and demands on the police service in contemporary times. (1,500 words)	50%	07/02/2020 Noon	06/03/2020

### **Submission Guidelines:**

As part of the programme, you are required to submit an electronic version of your work, unless otherwise specified. These are submitted through ATS2 and you will be shown how to do this by your tutor. Submit the work for this module to the HE Submissions on ATS2 by 12.00 noon on or before final deadline.

<https://ats2.colchester.ac.uk/>

Written assignments should be submitted in either Microsoft Word or converted Adobe PDF formats only.

Extensions are not generally available. Please refer to the UCC Student Handbook for details of applying for extenuating circumstances and rules for re-submissions.

**PLEASE NOTE THAT GRADES MAY BE CAPPED ON LATE SUBMISSIONS!**

Please double check that you are submitting the correct work in the correct module before clicking the 'Send for Marking' button.

### **Feedback:**

#### **Formative Feedback:**

Students receive formative feedback as part of the module's taught sessions, and in response to contributions in class. There is also the opportunity to receive tutor feedback on individual queries as part of UCC's tutorial system.

#### **Summative Feedback:**

Summative feedback is provided in the form of graded assessments and qualitative commentaries written in response to the formal assessment of course work.

Written summative feedback and assessment marks are made available via ATS2 no more than 28 days after the hand-in- deadline.

**Appendix A  
Assessment Criteria:**

**GRADE DESCRIPTORS FOR ASSESSMENT - LEVEL 4**

ASSESSMENT CRITERIA		GRADE BANDS & GRADE DESCRIPTORS				
		0-39%	40-49%	50-59%	60-69%	70% +
		Work that falls short of the threshold standards	Broadly satisfactory work	Sound work	Work of a commendable category	Work of a distinguished quality
i.	<p>Knowledge base: including understanding and awareness of ethical issues</p> <p>/20%</p>	<p>Fails to provide an adequate factual and/or conceptual base of knowledge. Fails to demonstrate adequate awareness of ethical issues in current areas of study and is unable to discuss these issues in relation to personal beliefs and values in a satisfactory manner</p>	<p>Provides an adequate factual and/or conceptual base of knowledge, though there may be some misunderstanding of key concepts and principles. Where appropriate, demonstrates adequate awareness of ethical issues in current areas of study and is able to discuss these issues in relation to personal beliefs and values, in a manner that is broadly satisfactory.</p>	<p>Provides a firm factual and/or conceptual base of knowledge that is mostly accurate, with no serious omissions or inaccuracies. Demonstrates a sound grasp of relevant principles and concepts. Where appropriate, demonstrates a firm awareness of ethical issues in current areas of study and is able to discuss these issues in relation to personal beliefs and values, in a sound manner.</p>	<p>Provides a strong factual and/or conceptual base of knowledge. Demonstrates a strong grasp of relevant principles and concepts. Where appropriate, demonstrates a strong awareness of ethical issues in current areas of study and is able to discuss these issues in relation to personal beliefs and values, in a commendable manner.</p>	<p>Provides a rigorous and broad factual and/or conceptual base of knowledge. Demonstrates a rigorous and broad grasp of relevant principles and concepts. Where appropriate, demonstrates a very strong awareness of ethical issues in current areas of study and is able to discuss these issues in relation to personal beliefs and values, in a distinguished manner.</p>
ii.	<p>Analysis and/or synthesis</p> <p>/20%</p>	<p>Fails to provide any adequate analysis or synthesis.</p>	<p>Primarily descriptive and/or derivative, but provides occasional and broadly satisfactory analyses, with guidance, using given classifications or principles. Collects and categorises ideas and information occasionally and in a predictable and standard format.</p>	<p>Primarily standard in exposition, but provides some evidence of an ability to analyse, synthesise, evaluate and apply standard methods and techniques under guidance.</p>	<p>Provides clear evidence of strong and commendable analysis and synthesis.</p>	<p>Provides clear evidence of very strong and distinguished analysis and synthesis.</p>



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iii.	Evaluation and/or application  /10%	Fails to provide any adequate evaluation and application	Provides occasional and broadly satisfactory evaluations using defined techniques and/or tutor guidance. Applies given tools and/or methods to a well defined problem in a broadly satisfactory manner, and begins to appreciate the complexity of issues	Provides some sound evaluations using defined techniques and/or tutor guidance. Applies given tools and/or methods to a well defined problem in a sound manner, and demonstrates a firm appreciation of the complexity of issues	Clear evidence of strong and commendable evaluation and application. Applies defined tools and/or methods to a structured problem in a strong manner, and demonstrates a commendable appreciation of the complexity of issues	Demonstrates a sustained and distinguished ability for evaluation and application. Develops authoritative arguments and judgements through application appropriate to the field of study and assessment task.
iv.	Group working	Fails to display an adequate ability to work with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues)	Works with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues), in a manner that is broadly satisfactory.	Works with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues), in a sound manner.	Works with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues), in a strong and commendable manner.	Works with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues), in a very strong and distinguished manner.
v.	Research: including use of learning resources and management of information  /20%	Does not work within an appropriate ethos and/or fails to demonstrate an adequate ability to use and access learning resources. Fails to demonstrate an adequate ability to manage information (including referencing sources), collect appropriate data and undertake simple research tasks with external guidance.	Works within an appropriate ethos and can use and access learning resources in a manner that is broadly satisfactory. Manages information (including referencing sources), collects appropriate data from a range of sources and undertakes simple research tasks with external guidance, in a manner that is adequate but with some limitations	Works within an appropriate ethos and can use and access learning resources in a sound manner. Manages information (including referencing sources), collects appropriate data from a range of sources and undertakes standard research tasks with external guidance, in a sound manner.	Works within an appropriate ethos and can use and access learning resources in a commendable manner. Manages information (including referencing sources), collects appropriate data from a range of sources and undertakes structured research tasks with external guidance, in a commendable manner.	Works within an appropriate ethos and can use and access learning resources in a distinguished manner. Manages information (including referencing sources), collects appropriate data from a range of sources and undertakes structured research tasks with external guidance, in a distinguished manner.
vi.	Self-evaluation	Fails to demonstrate an adequate ability to evaluate own strengths and weaknesses adequately, within criteria set by others.	Evaluates own strengths and weaknesses adequately, within criteria largely set by others.	Offers, with guidance, a firm evaluation of own strengths and weaknesses.	Provides consistent evidence of an assured capability in self-evaluation.	Provides evidence of a sustained and distinguished capability in self-evaluation.

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vii.	Autonomy in learning and subject-specific skill use	Fails to display adequate autonomy responsibility for own learning.	Displays responsibility for own learning with appropriate support and with limited autonomy. With respect to subject- specific skill, is able to act with limited autonomy, under direction or supervision, within defined guidelines.	Good evidence of an ability to take responsibility for own learning and operate with limited autonomy is predictable defined contexts.	Provides consistent evidence of an assured capability to work autonomously with guidance in varied structured contexts.	Provides evidence of a sustained and very strong ability to operate autonomously with guidance in varied structured contexts
viii.	Communications: including presentation skills  /30%	Fails to display satisfactory communication skills. Report practical procedures inadequately. Work is present in a manner that is unsatisfactory.	Communicates in a broadly satisfactory manner in a format appropriate to the discipline(s). Reports practical procedures in an adequately clear and concise manner. Presents work adequately.	Communicates effectively in a format appropriate to the discipline(s). Reports practical procedures in a clear and concise manner. Presents work effectively.	Displays strong communication and presentation skills in a format appropriate to the discipline(s). Reports practical procedures in a commendable manner.	Communicates effectively, accurately and reliably in a format appropriate to the discipline(s). Reports practical procedures in a distinguished manner.
ix.	Problem-solving:	Fails to display adequacy in the application of given tools and methods to a well defined problem, and does not appreciate the complexity of the issues in the discipline.	Applies given tools and/or methods adequately to a well defined problem, and begins to appreciate the complexity of the issues in the discipline.	Demonstrates a sound competence in applying given tools and/or methods to a structured problem, and appreciates the complexity of the issues in the discipline.	Demonstrates a commendable competence in the application of skills to the solution of a defined problem. Display a strong appreciation of the complexity of the issues in the discipline.	Demonstrates a distinguished competence problem-solving. Makes use of a range of specialised skills in the development and evaluation of problem- solving strategies. Display a very strong appreciation of the complexity of the issues in the discipline.
x.	Application of practical skills	Inadequate in the application of practical skills.	Applies practical skills adequately, under direction or supervision, within defined guidelines.	Applies practical skills firmly and soundly, under direction or supervision, within defined guidelines.	Applies practical skills commendably and in an assured manner, using effectively specified standard techniques in appropriate contexts.	Applies practical skills in a very assured and distinguished manner, using effectively specified discipline-related techniques in appropriate contexts.

## Module Guide: UCC School of Social Sciences

ASSESSMENT CRITERIA		GRADE BANDS & GRADE DESCRIPTORS				
		0-39%	40-49%	50-59%	60-69%	70% +
		Work that falls short of the threshold standards	Broadly satisfactory work	Sound work	Work of a commendable category	Work of a distinguished quality
i.	<p>Knowledge base: including understanding and awareness of ethical issues</p> <p>/20%</p>	<p>Fails to provide an adequate factual and/or conceptual base of knowledge. Fails to demonstrate adequate awareness of ethical issues in current areas of study and is unable to discuss these issues in relation to personal beliefs and values in a satisfactory manner</p>	<p>Provides an adequate factual and/or conceptual base of knowledge, though there may be some misunderstanding of key concepts and principles. Where appropriate, demonstrates adequate awareness of ethical issues in current areas of study and is able to discuss these issues in relation to personal beliefs and values, in a manner that is broadly satisfactory.</p>	<p>Provides a firm factual and/or conceptual base of knowledge that is mostly accurate, with no serious omissions or inaccuracies. Demonstrates a sound grasp of relevant principles and concepts. Where appropriate, demonstrates a firm awareness of ethical issues in current areas of study and is able to discuss these issues in relation to personal beliefs and values, in a sound manner.</p>	<p>Provides a strong factual and/or conceptual base of knowledge. Demonstrates a strong grasp of relevant principles and concepts. Where appropriate, demonstrates a strong awareness of ethical issues in current areas of study and is able to discuss these issues in relation to personal beliefs and values, in a commendable manner.</p>	<p>Provides a rigorous and broad factual and/or conceptual base of knowledge. Demonstrates a rigorous and broad grasp of relevant principles and concepts. Where appropriate, demonstrates a very strong awareness of ethical issues in current areas of study and is able to discuss these issues in relation to personal beliefs and values, in a distinguished manner.</p>
ii.	<p>Analysis and/or synthesis</p> <p>/20%</p>	<p>Fails to provide any adequate analysis or synthesis.</p>	<p>Primarily descriptive and/or derivative, but provides occasional and broadly satisfactory analyses, with guidance, using given classifications or principles. Collects and categorises ideas and information occasionally and in a predictable and standard format.</p>	<p>Primarily standard in exposition, but provides some evidence of an ability to analyse, synthesise, evaluate and apply standard methods and techniques under guidance.</p>	<p>Provides clear evidence of strong and commendable analysis and synthesis.</p>	<p>Provides clear evidence of very strong and distinguished analysis and synthesis.</p>
iii.	<p>Evaluation and/or application</p> <p>/20%</p>	<p>Fails to provide any adequate evaluation and application</p>	<p>Provides occasional and broadly satisfactory evaluations using defined techniques and/or tutor guidance. Applies given tools and/or methods to a well defined problem in a broadly satisfactory manner, and begins to appreciate the complexity of issues</p>	<p>Provides some sound evaluations using defined techniques and/or tutor guidance. Applies given tools and/or methods to a well defined problem in a sound manner, and demonstrates a firm appreciation of the complexity of issues</p>	<p>Clear evidence of strong and commendable evaluation and application. Applies defined tools and/or methods to a structured problem in a strong manner, and demonstrates a commendable appreciation of the complexity of issues</p>	<p>Demonstrates a sustained and distinguished ability for evaluation and application. Develops authoritative arguments and judgements through application appropriate to the field of study and assessment task.</p>

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iv.	Group working	Fails to display an adequate ability to work with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues)	Works with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues), in a manner that is broadly satisfactory.	Works with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues), in a sound manner.	Works with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues), in a strong and commendable manner.	Works with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues), in a very strong and distinguished manner.
v.	Research: including use of learning resources and management of information  /20%	Does not work within an appropriate ethos and/or fails to demonstrate an adequate ability to use and access learning resources. Fails to demonstrate an adequate ability to manage information (including referencing sources), collect appropriate data and undertake simple research tasks with external guidance.	Works within an appropriate ethos and can use and access learning resources in a manner that is broadly satisfactory. Manages information (including referencing sources), collects appropriate data from a range of sources and undertakes simple research tasks with external guidance, in a manner that is adequate but with some limitations	Works within an appropriate ethos and can use and access learning resources in a sound manner. Manages information (including referencing sources), collects appropriate data from a range of sources and undertakes standard research tasks with external guidance, in a sound manner.	Works within an appropriate ethos and can use and access learning resources in a commendable manner. Manages information (including referencing sources), collects appropriate data from a range of sources and undertakes structured research tasks with external guidance, in a commendable manner.	Works within an appropriate ethos and can use and access learning resources in a distinguished manner. Manages information (including referencing sources), collects appropriate data from a range of sources and undertakes structured research tasks with external guidance, in a distinguished manner.
vi.	Self-evaluation	Fails to demonstrate an adequate ability to evaluate own strengths and weaknesses adequately, within criteria set by others.	Evaluates own strengths and weaknesses adequately, within criteria largely set by others.	Offers, with guidance, a firm evaluation of own strengths and weaknesses.	Provides consistent evidence of an assured capability in self-evaluation.	Provides evidence of a sustained and distinguished capability in self-evaluation.
vii.	Autonomy in learning and subject-specific skill use	Fails to display adequate autonomy responsibility for own learning.	Displays responsibility for own learning with appropriate support and with limited autonomy. With respect to subject-specific skill, is able to act with limited autonomy, under direction or supervision, within defined guidelines.	Good evidence of an ability to take responsibility for own learning and operate with limited autonomy is predictable defined contexts.	Provides consistent evidence of an assured capability to work autonomously with guidance in varied structured contexts.	Provides evidence of a sustained and very strong ability to operate autonomously with guidance in varied structured contexts

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viii.	Communications: including presentation skills  /20%	Fails to display satisfactory communication skills. Report practical procedures inadequately. Work is present in a manner that is unsatisfactory.	Communicates in a broadly satisfactory manner in a format appropriate to the discipline(s). Reports practical procedures in an adequately clear and concise manner. Presents work adequately.	Communicates effectively in a format appropriate to the discipline(s). Reports practical procedures in a clear and concise manner. Presents work effectively.	Displays strong communication and presentation skills in a format appropriate to the discipline(s). Reports practical procedures in a commendable manner.	Communicates effectively, accurately and reliably in a format appropriate to the discipline(s). Reports practical procedures in a distinguished manner.
ix.	Problem-solving:	Fails to display adequacy in the application of given tools and methods to a well defined problem, and does not appreciate the complexity of the issues in the discipline.	Applies given tools and/or methods adequately to a well defined problem, and begins to appreciate the complexity of the issues in the discipline.	Demonstrates a sound competence in applying given tools and/or methods to a structured problem, and appreciates the complexity of the issues in the discipline.	Demonstrates a commendable competence in the application of skills to the solution of a defined problem. Display a strong appreciation of the complexity of the issues in the discipline.	Demonstrates a distinguished competence problem-solving. Makes use of a range of specialised skills in the development and evaluation of problem- solving strategies. Display a very strong appreciation of the complexity of the issues in the discipline.
x.	Application of practical skills	Inadequate in the application of practical skills.	Applies practical skills adequately, under direction or supervision, within defined guidelines.	Applies practical skills firmly and soundly, under direction or supervision, within defined guidelines.	Applies practical skills commendably and in an assured manner, using effectively specified standard techniques in appropriate contexts.	Applies practical skills in a very assured and distinguished manner, using effectively specified discipline-related techniques in appropriate contexts.

**Appendix B**

**Module Outline**

**Part 1- as validated**

1.	<b>Title</b>	<b>The Role of Police Service in society and their powers (03C)</b>
2.	<b>Level *</b>	<b>4</b>
3.	<b>Credits</b>	<b>20</b>
4.	<b>Indicative Student Study Hours</b>	<b>200</b>
5.	<b>Core (must take and pass), Compulsory (must take) or Optional</b>	<b>Compulsory</b>

\* *Foundation Level=3 Degree Year 1 = 4 Degree Year 2 = 5 Degree Year 3 = 6  
PG (Masters) = 7*

**5. Brief Description of Module (purpose, principal aims and objectives)**

In this module students will examine the timeline of the Police Service from its early formation to present day contemporary policing. It will focus on the difficulties facing the police in the 21<sup>st</sup> century from the level and pattern of crime, police expenditure, human rights and public safety. Students will consider how the police service is organised in relation to the criminal justice system, national and international policing, intelligence led policing and its relationship with government and its policies.

**6. Learning Outcomes - On successful completion of this module a student will be able to:**

*(Add more lines if required)*

1.	Understand the philosophy and politics of the criminal justice system and its effects on the police service.
2.	Examine and interpret the values, practices and processes of governance that underpin the treatment of lawbreakers within the UK criminal justice system
3.	Apply conceptions of human rights in order to evaluate efforts to prevent harm and ensure personal safety

**Generic Learning Outcomes**

4.	Interpret qualitative data evidence and texts
5.	Take account of the complexity and diverse needs of society

**7. Assessment**

**Pass on aggregate or Pass all components**  
*(modules can only be pass all components if this is a PSRB requirement)*

**Pass on aggregate**

**Summary of Assessment Plan**

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	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Case study	50	Yes	15 mins	2-3	Presentation
2.	Report	50	Yes	1500	1,4 & 5	Report

### Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

- Using a case study provided create a basic case file and present this in a case conference setting which will be cross examined. You will consider previous convictions, victim impact, public safety and human rights in presenting your case file. (15-minute presentation with cross examination)
- A written report showing a timeline of the historical development of policing together with an analysis of the different challenges and demands on the police service in contemporary times. (1,500 words)

### 8. Summary of Pre and / or Co Requisite Requirements

None

### 9. For use on following programmes

Cert HE in Policing Practice  
Dip HE in Policing Practice  
BA (Hons) in Policing Practice

## Module Specification

Part 2- to be reviewed annually

1.	<b>Module Leader</b>	<b>TBA</b>
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2.	<b>Indicative Content</b>
	<ol style="list-style-type: none"> <li>History of the police service</li> <li>Women in the police service</li> <li>Risk and risk analysis</li> <li>Policing contexts: Response; community; intelligence; investigation; roads and transport.</li> <li>Government policies</li> <li>The imperative of personal and public safety</li> <li>Human rights</li> <li>Agencies in support of policing</li> <li>Public protection and mental health</li> <li>Using Theories and concepts</li> <li>The concept and efficacy of policing by consent</li> <li>Intelligence led and evidence led policing</li> </ol>

### 3. Delivery Method (please tick appropriate box)

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
✓					

If the Delivery Method is **Classroom Based** please complete the following table:

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	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes
1	Lecture	36	Taught contact time	1-5
2	Preparation	10	Assignment preparation	1-5
3	Tutorial	5	Group and individual	1-5
4	Study	149	Self-study	1-5
	<b>Total Hours</b>	<b>200</b>		

If delivery method is *not* classroom based state lecturer hours to support delivery

### 4. Learning Resources

To include contextualised Reading List.

#### Highly recommended:

1. Emsley, C., (2009). *The great British bobby: a history of British policing from the 18th century to the present* (p. 224). London: Quercus.
2. Emsley, C., (2014). *The English police: A political and social history*. London: Routledge.
3. Joyce, P., (2011). *Policing: Development and contemporary practice*. London: Sage Publications.

#### Recommend:

1. Dunham, R.G. and Alpert, G.P., (2015). *Critical issues in policing: Contemporary readings*. Illinois: Waveland Press.
2. Eterno, J.A., et al., (2017). *Global Issues in Contemporary Policing*. Boca Raton, USA: CRC Press.

#### Journals:

1. British Journal of Criminology [online] Available at: <https://academic.oup.com/bjc/advance-articles> Accessed 29<sup>th</sup> November 2018
2. College of Policing [online]: Available at: <https://www.college.police.uk/Pages/Home.aspx> Accessed 4<sup>th</sup> January 2019
3. Police Digest [online]. College of Policing. Available at: <https://www.college.police.uk/What-we-do/Standards/Pages/College-Digest.aspx> Accessed: 4th November 2019