



Module Specification

Analysing Trends in Serious and Organised Crime

Version: 2024-25, v1.0, 25 Apr 2024

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	4
Part 5: Contributes towards	6

Part 1: Information

Module title: Analysing Trends in Serious and Organised Crime

Module code: UZSKK3-30-2

Level: Level 5

For implementation from: 2024-25

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Social Sciences

Partner institutions: None

Field: Sociology and Criminology

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Serious and Organised crime is a complex area of policing which is resource intense, requires specialist knowledge and skills, and impacts on both local and national levels. Serious and organised crime does not just occur within neighbourhoods, the road networks are often used to facilitate criminality across borders. This module places focuses on the links between serious and organised crime and other forms of criminality. Learners are introduced to a range of operational policing issues, relevant legislation and guidance on prevention and

disruption tactics, learning about how the evidence base informs these approaches. The module builds on this learning by introducing learners to the design of practical research methods which can be used to better understand and tackle these challenges. Learners will apply these research methods and design a research activity based on a policing problem they have covered in the module.

Features: Not applicable

Educational aims: The module aims to provide learners with a detailed overview of the types of incidents that police first responders may attend, including serious and complex crime.

Students will learn how to identify and describe the key definitions, legislation and policy relating to these key policing themes. They will examine how these crimes have been understood and investigated by the criminal justice system over time and how this has an impact on crime outcomes and the individuals involved.

This module aims to provide students with the skills needed to interpret the evidence base and change the way these crimes or problems are investigated in the future. This will provide the foundations for learners to design their own evidence-led research and preparing learners for their final year dissertation.

Outline syllabus: Relevant learning outcomes as specified in the College of Policing National Policing Curriculum.

Part 3: Teaching and learning methods

Teaching and learning methods: The module will employ a combination of lectures, seminars, and workshops. Our pedagogy is interactive, discussion-based, and student-facing. Students are an active part of the learning process, and will be asked to contribute ideas, questions, and critical standpoints. The learning environment is designed to promote peer-to-peer support and exchange.

While teaching and learning will be predominantly classroom based, appropriate use will be made of online resources and learning environments.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Analyse potential links between serious and organised crime and other forms of criminality, such as public protection issues.

MO2 Evaluate how prevention and disruption techniques can help address the complexities associated with victim and witness care in serious and complex cases.

MO3 Analyse the more prevalent criminal activities facilitated by the road network and the evidence base associated with effective policing of the roads.

MO4 Analyse and present quantitative and qualitative data appropriately, and evaluate steps in research development.

MO5 Illustrate how research and problem-solving approaches are relevant to policing problems.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 225 hours

Face-to-face learning = 75 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/007205BD-8880-2059-A4A0-E73E18F6AE6D.html?lang=en&login=1) via the following link <https://rl.talis.com/3/uwe/lists/007205BD-8880-2059-A4A0-E73E18F6AE6D.html?lang=en&login=1>

Part 4: Assessment

Assessment strategy: There are two summative assessments for this module.

Assessment 1 is a 2000-word short answer portfolio assessment (200 word units) which requires learners to engage thoroughly with a range of topics across the module.

Assessment 2 is a 20-minute poster presentation on a research proposal.

Assessment 1 requires learners to engage thoroughly with a range of topics across the module. This will enhance their understanding of the breadth of less common policing issues. Learners will have agency over which topics they include but will be encouraged to write a review of each topic covered as part of the formative learning within the module. As such the summative assessment forms a collective submission of work that should already have been done across the module, in conjunction with timely feedback and classroom-based debate and discussion.

Assessment 2 is designed to ensure students can demonstrate a working knowledge of the research process. The subject of the proposal will be at the students' discretion which encourages them to begin to think and work in an ever more independent fashion, by designing their own research interests and approach. This assessment may also form the proposal for their level 6 evidence-based policing project, which will support them to undertake this research in an effective and well organised manner. The formative assessment on this module will also include regular quizzes, which function as a knowledge check relating to different aspects of research design such as quantitative methodologies or different types of analysis.

Formative assessment of learning will take place during scheduled teaching building on content taught and independent study tasks. Methods comprise of question and answers, group discussions and debates, in-class knowledge checks, and work products as produced. Additional formative support will be provided in study skills workshops on research, literature reviews, creation of abstracts, and referencing.

Assessment tasks:

Portfolio (First Sit)

Description: A short answer portfolio assessment (200 word units) which requires learners to engage thoroughly with a range of topics across the module.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation (First Sit)

Description: 20-minute poster presentation

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO4, MO5

Portfolio (Resit)

Description: A short answer portfolio assessment (200 word units) which requires learners to engage thoroughly with a range of topics across the module.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation (Resit)

Description: 20-minute poster presentation

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Professional Policing [Frenchay] BSc (Hons) 2023-24

