Module Guide

Policing and Society

DSS_5_PAS

Division of Social Sciences

Level 5

Contents

1.   MODULE DETAILS

Module Title	: Policing and Society
Module Level	: 5
Module Reference Number	:
Credit Value	: 20
Student Study Hours	: 200
Contact Hours	: 50
Private Study Hours	: 150
Pre-requisite Learning	: None
Course	: Criminology
Year and Semester	: 2019-20/Semester 1
Module Coordinator	: Edwin Shaw
Contact Details	: shawe5@lsbu.ac.uk/
	BR 240
Subject Area	: Social Sciences
Summary of Assessment Method	: 100% Unseen Exam

2.   SHORT DESCRIPTION

The module will seek to create a critical understanding of historical, social and contemporary problems and debates in the development of modern policing, with specific reference to England and Wales. Within this framework a range of theoretical and practical topics will be addressed, including, legitimacy, accountability and representation, in relation to significant policies and programs. An analysis of police culture and ideology, in the context of human rights, democracy, and governance, will be undertaken as part of this. Also discussed will be the impact upon police strategies and practices of globalisation, consumerism, politicisation, and the New Public Management.

3.   AIMS OF THE MODULE

The module aims to:
- Develop an understanding of the concepts of 'policing', and 'the police' as an organisation.
- Identify and debate the key issues that confront contemporary policing.
- Enhance an awareness of the historical context within which contemporary policing has developed and demonstrate its significance.
- Situate debates about policing within broader debates about social control and governance.
- Examine the impact of a variety of policing/ criminological theories and relate these to current issues and debates.

4.   LEARNING OUTCOMES

Knowledge and Understanding:
- Understand the theoretical frameworks that explain the function of policing
- Show an awareness of how policy impacts on practice.
- Build a broader understanding of governance by situating an understanding of policing alongside other knowledge gained in other modules with a focus on social control.

Intellectual Skills:
- Demonstrate the ability to use theories to analyse the impact of policing on various communities.

5.   ASSESSMENT OF THIS MODULE

This module is assessed by:

Formative assessment:

Quizzes, testing knowledge of the module, midway through the first Semester (not formally assessed)

<u>Summative assessment</u>:
Unseen three hour exam in January 2020 (100% of assessment), precise date to be announced

Please note that to pass the module a mark of 40% is required in the exam.

Marking Criteria

Each piece of work on the individual modules will have specific assessment criteria, but at a general level there are five main criteria that we consider in arriving at an accurate assessment of your work.

1. Knowledge of the topic – information, data, ideas, concepts and institutions
2. Analysis of issues and an awareness of different viewpoints.
3. Evaluation of competing explanations or theories applied to a problem
4. Ability to identify relevant sources of evidence, both empirical and theoretical.
5. Skill in the presentation of an answer with accuracy, clarity and coherence.

Given these broad objectives the following model marking scheme generally applies:

	0-30%	Badly misunderstands the question; contains numerous factual errors; none of the basic objectives are achieved.
FAIL	30-35%	Some knowledge of topic-but objectives 2-5 not met.
	35-39%	Some knowledge of topic but answer is essentially descriptive; objectives 2-5 are poorly met and still unacceptable degree of inaccuracy of answer.; serious deficiencies in presentation often combined with problems of written English; lacks structure and organisation; little or no reference to primary or secondary sources.
THIRD	40-49%	Shows limited basic knowledge of subject, but essentially descriptive; displays an attempt at evaluation of material but lacks clarity & coherence; analysis remains superficial; in places there are problems of factual accuracy; referencing is sketchy or non-existent; poor bibliography; some problems of expression and structure; limited achievement of objectives 1-4 but weak on objective 5
2.2	50-59%	Shows good knowledge of subject; can distinguish different approaches or interpretations, and some evidence of evaluation is present, but to some extent lacks clarity, coherence and some problems with factual accuracy.

		Reasonable attempt at referencing but lacks documentation of some key points and tends to assert rather than argue points. Some reference is made to secondary and primary sources but critical evaluation of these sources is weak. Limited bibliography, not always correctly set out.
2.1	60-69%	Very good knowledge of ideas and issues combined with interesting analysis and evaluation; good use of primary and secondary sources and accuracy in its use of data/evidence; satisfactory structure with clear conclusions; comprehensive and accurate text referencing + correctly laid out bibliography; generally meets objectives 1,3, 4 & 5, but slightly weaker on 2. Overall, a generally clear and well-structured response.
FIRST	70%+	Excellent knowledge of topic; balanced answer with high quality analysis; strong on critical evaluation, clarity and coherence; excellent documentation of key points in answer. Good structure with clear introduction + balanced, thoughtful conclusions. Evidence of wide reading drawing on range of relevant material and examples; comprehensive & accurate text referencing + correctly laid out bibliography; clear, logical and unambiguous presentation often combined with originality in the approach to the answer. All assessment objectives covered.

6. FEEDBACK

Marked work is usually returned to students within 20 working days of submission.

7. INTRODUCTION TO STUDYING THE MODULE

7.1 Overview of the main content

- The establishment of modern policing
- The creation of a policing ethos
- The need to gain legitimacy
- The complex relationships with the state and with citizens
- The response to changing technological, social and political conditions

- The post-war crisis of legitimacy
- Debates relating to the maintenance of public order and 'policing the private'
- Managerialism and the 'ideology of cost-effectiveness'.
- Problems with police culture
- Militarisation and the relationship with the public
- Demands for greater diversity and accountability in a new cultural, political and social environment.

7.2 Overview of Types of Classes

The module will be taught through a combination of lectures and seminars. There is strong emphasis on student participation. You are expected to prepare in advance for the seminars, so that you can participate in, and contribute to, our discussions and workshops.

7.3 Importance of Student Self-Managed Learning Time

All students are required to prepare for the session, there is a specific reading each week as well as an additional reading list. Please note that you will have a **minimum** of five hours of reading, note-taking and other activities each week for this module. Make sure you allocate this time in your weekly schedule. Seek out alternative resources in the library. Students must make effective use of their private study time if they are to succeed in their studies.

7.4 Employability

This module will provide students with the understanding and knowledge necessary for undertaking future work in a wide range of fields, for example the police service, a range of social control agencies, and government agencies such as the Home Office and the Ministry of Justice. It will also enable those seeking research careers to establish subject specific knowledge.

8.   THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

WEEK	SESSION
1	Introduction to the module
2	The Politics of Crime Control and the History of Policing
3	Reform and Change in Policing
4	Policing 'suspect' communities
5	Exploring Police Culture(s)
6	The End of Monopoly: Privatising Social Control
7	Policing the Private
8	Policing Public Order and Protest
9	Module Summation
10	Exam Preparation
11	Individual and Group Consultation
12	Individual and Group Consultation

8.1   Detailed Programme

WEEK 1 -

LECTURE: Overview

SEMINAR: General discussion of policing and the module

WEEK 2 -

LECTURE: The 'Politics' of Crime Control & the History of Modern Policing

SEMINAR:

➤ Outline and discuss what you think are/ should be the main functions and role of the police service today?
➤ To what extent and in what ways are they contradictory?
➤ Consider how/ if and in what ways these have changed since the early formation of the police service.

Indicative Reading:

• Bowling, B & Foster,J., (2002) ' Policing and the Police' in Maguire, M., Morgan, R & Reiner, R. (eds) *The Oxford Handbook of Criminology* Oxford: Clarendon Press.

   De Lint, W. (2003) 'Keeping Open Windows: Police as Access Brokers' *British Journal of*

   Criminology 43/2: 379-39

Downes, D. & Morgan, R. (2012) 'Overtaking on the Left: The Politics of law and order in the "Big Society"' in Maguire,M., Morgan,R and Reiner, R.
Oxford Handbook of Criminology (5th edition) Oxford: Oxford University Press.

- Fielding, N. (1994b) 'The organizational and occupational troubles of community police', *Policing and Society,* 4: 305-22.
- Newburn,T & Reiner,R. (2012) 'Policing and the Police' Policing and the Police' in
- Maguire,M Morgan, R & Reiner, R. (eds) 5th edition *The Oxford Handbook of Criminology* Oxford: Clarendon Press.
- Reiner, R. (2010) (4th edn.) *The Politics of the Police*. Oxford, Oxford University Press.
- Stephens, M. and Becker, S. (eds.) (1994) *Police Force, Police Service. London: Macmillan.*
- Waddington,P.A.J. (1999) *Policing Citizens*: UCL Press Chapter 1.

Indicative Readings for Historical Perspectives on Policing:
- Brogden,M. (1987) 'The emergence of the police- the colonial dimension' *British Journal of Criminology*, 21/1:4-14.
- Emsley,C. (1996) The English Police: A Political and Social History ⬜ Johnston,L. (1993) *The Rebirth of Private Policing*, London: Routledge.
- Mulcahy, A. (1999) "Policing History: The Official Discourse and Organizational Memory of the Royal Ulster Constabulary", *The British Journal of Criminology*, vol.40, no.1, 6887.
- Rawlings,P. (2001*) Policing: a Short History*, Willan Press.
- *17002010* Cullumpton, Devon: Routledge.
- Styles,J. (1987) 'The emergence of the police' *British Journal of Criminology* 27/1:15-22.
    ⬜ Reiner,R. (1992) 'The police at the end of the century' *Political Quarterly* 63:37-49.
- Reiner, R. (2010) (4th *edn.) The Politics of the Police* Oxford, Oxford University Press

WEEK 3

LECTURE: Reform and Change in Policing

SEMINAR:
➢ Consider some of the ways in which the police service has tried to achieve greater legitimacy in its quest to professionalise itself.
➢ In what ways, to what extent, and to whom is the police service accountable?
➢ Consider the role of the contemporary Police Crime Commissioners and the broader implications of their arrival for police legitimacy.

Indicative Reading:
- Chan, J. (2007) 'Making Sense of Police Reforms' in *Theoretical Criminology* 11(3): 323345

- Hough,M. (1987) 'Thinking about effectiveness' *British Journal of Criminology* 27:70-81 (reprinted in Reiner,R (ed) (1996) *The Police Vol 1*. Aldershot Dartmouth.
- Loader,I. & Walker,N. (2001) 'Policing as a public good: reconstituting the connections between policing and the state' *Theoretical Criminology* Vol 5, no.1: 9-35.
- Loveday, B. (2006) 'Workforce Modernisation: Implications for the Police Service in England and Wales' in Police *Journal* 79(2): 105-124
- McLaughlin, E. and Murji, K. (1993) 'Controlling the Bill: restructuring the police in the 1990s' *Critical Social Policy,* 37: 95-103.
- Millen, F. and Stephens, M. (2011) 'Policing and Accountability: The Working of Police Authorities' in *Policing & Society* 21(3): 265-283
- Smith, G. (2004) 'Rethinking Police Complaints' in *British Journal of Criminology* 44(1): 15-33.
- Squires, P. (1998) 'Cops and Customers: Consumerism and the Demand for Police Services. Is the Customer Always Right?' in *Policing & Society* 8(2): 169-188.
- Stanko, B., Jackson, J., Bradford, B. and Hohl, K. (2012) 'A golden thread, a presence amongst uniforms, and a good deal of data: studying public confidence in the London Metropolitan Service' in *Policing & Society* 22 (3): 317-331.
- Westmarland, L. (2005) 'Police Ethics and Integrity: Breaking the Blue Code of Silence' in *Policing & Society* 15(2): 145-165.

WEEK 4

LECTURE: Community Policing and Policing 'Suspect' Communities/procedural justices

Seminar:
➢ To what extent is police discretion necessary?
➢ Consider and provide examples of a good/poor use of discretion
➢ Consider the possible control of police discretion
➢ Relate your discussion on police discretion in relation to theories of procedural justice

Indicative Reading:
- Fleming, J & McLaughlin,E. (2012) 'Researching the Confidence gap' *Policing and Society (*2012) 22/3: 261-269.
- Fleming, J & McLaughlin,E. (2012) 'Through a different lens: researching the rise and fall of new Labour's 'public confidence agenda' *Policing and Society* (2012) 22/3: 280-294
- Hough,M. (2012) 'Researching Trust in the police and trust in justice' ? P*olicing and Society* (2012) 22/3: 332-345.
- Hough, M., Jackson, J., Bradford, B., Myhill, A. & Quinton, P. (2010) *Procedural justice, trust and institutional* legitimacy *Policing* Volume 4 (3)
- Lowe,T & Innes. M (2012) Can we speak in confidence? P*olicing and Society* (2012) 22/3: 295-316.

- Myhill,A & Bradford,B. (2012) ' Can police enhance public confidence by improving the quality of service' Policing and Society, 22/4:397-425
- Newburn,T. & Reiner, R. (2012) 'Policing and the Police' in Maguire,M Morgan, R & Reiner, R. (eds) *The Oxford Handbook of Criminology* Oxford: Clarendon Press.

Newburn,T. (ed) (2005) *Policing: Key Readings*: Devon: Willan Publishing Pantazis, Christina & Pemberton, Simon (2009) From the "old" to the "new" suspect community: Examining the impacts of recent UK counter-terrorist legislation, *British Journal of Criminology*. 49 (5): 646-666.

- Parmar, A. (2011)'Stop and Search in London: counter-terrorist or counter-productive?' in *Policing & Society* 21(4): 369-382
- Stanko, B et al (2012 'A golden thread, a presence amongst uniforms: studying public confidence in the London Metropolitan police service'? P*olicing and Society* (2012) 22/3: 317- 331.

⬚
Readings on policing 'suspect' communities

- Bux, S. (2007) 'Muslim Youths, Islam and Violent Radicalisation: Addressing Some Myths' in *Police Journal* 80(3): 267-278
- Craig, C., Marnoch, G. and Topping, I. (2010) 'Shared leadership with minority ethnic communities: views from the police and the public in the UK' in *Policing & Society* 20(3): 336-357
- Ellis, D. (2010) ' Stop and Search: Disproportionality, Discretion and Generalisations' in *Police Journal* 83(3): 199-216
- Greer, S. (2010) "'Anti-Terrorist Laws and the United Kingdom's 'Suspect Muslim Community": A Reply to Pantazis and Pemberton' in *British Journal of Criminology* 50(6): 1171-1190
- Miller, J. (2010) 'Stop and Search in England: A Reformed Tactic or Business as Usual?' in *British Journal of Criminology* 50(5): 954-974
- Pantazis, C. and Pemeberton, S. (2011) 'Restating the Case for the "Suspect Community": A Reply to Greer' in *British Journal of Criminology* 51(6): 1054-1062
- Waddington, P.A.J. (2006) 'Terrorism and Civil Libertarian Pessimism: Continuing the Debate' in *Policing & Society* 16(4): 415-421

WEEK 5

LECTURE: Exploring Police Culture(s)

SEMINAR:

- ➤ Consider the relationship between the makeup of the police workforce and the community it serves/ polices?
- ➤ What would a more diverse police workforce achieve?

Indicative Reading:

- .
- Brown, J.M. (1998) 'Aspects of Discriminatory Treatment of Women Police Officers Serving in Forces in England and Wales' in *British Journal of Criminology* 38(2): 265-282.
- Brown,J & Heidensohn,F (2000) *Gender and Policing*. London: Macmillan.
- Burke,M. (1994) Homosexuality as deviance: the case of the gay police officer' *British Journal of Criminology* 34/2: 192-203
- Chan, J. (2007) 'Making Sense of Police Reforms' in *Theoretical Criminology* 11(3): 323345
- Dick, P. Silvestri, M & Westmarland, L. (2013) 'Women Police: Potential and Possibilities for Police Reform' in Brown, J. (ed) *The Future of Policing* London, Routledge.
-
- Holdaway, S. and O'Neill, M. (2004) 'The Development of Black Police Associations: Changing Articulations of Race within the Police' in *British Journal of Criminology* 44(6): 866-88
-

- Jones, M. And Williams, M. (2013) 'Twenty years on: lesbian, gay and bisexual police officers' experiences of workplace discrimination in England and Wales' *Policing and Society*

-

- Shiner, M. (2010) 'Post-Lawrence Policing in England and Wales: Guilt Innocence and the Defence of Organizational Ego' in *British Journal of Criminology* 50(5): 935-953
- Silvestri, M. Tong, S & Brown, J. (2013) 'Gender and Police Leadership: Time for a Paradigm Shift' *International Journal of Police Science and Management 15/1.*
- Waddington, P.A.J. (1999) 'Police (Canteen) Sub-Culture: An Appreciation' in *British Journal of Criminology* 39(2): 287-309

WEEK 6
LECTURE: The End of a Monopoly: Privatising Social Control

SEMINAR:
- ➢ Consider the number of different people/ agents/ institutions engaged in the function of 'policing'
- ➢ To what extent have the state police lost their monopoly on policing?
- ➢ Consider the tasks required of policing and reflect on who you think should perform them.

Situate your debates within a broader discussion about the implications for the role of the state and citizenship.

Indicative Reading:
-
- Crawford, A (2006) 'Networked Governance and the post-regulatory State? Theoretical Criminology 10: 449-79.
- Johnston, L. (2007) ''Keeping the Family Together'. Police Community Support Officers and the 'Police Extended Family' in London' in *Policing & Society* 17(2): 119-140
- Johnston, L. (2000) *Policing Britain: Risk, Security and Public Policing*. London: Longman
-
-
- Livingstone, K. and Hart, J. (2003) 'The Wrong Arm of the Law? Public Images of Private Security' in *Policing & Society* 13(2): 159-170
- Noaks, L. (2008) 'Private and public policing in the UK: a citizen perspective on partnership' in *Policing & Society* 18(2): 156-168
-
- Shearing, C. (2005) 'Nodal Security' in *Police Quarterly* 8: 57-63
- Thumala A, Goold B, Loader I *(2011), 'A Tainted Trade: Moral Ambivalence and Legitimation Work in the Private Security Industry', British Journal of Sociology 62: 283–303*
- Wakefield, A. (2003) *Selling security: the private policing of public space*. Cullompton: Willan
- White, A & Gill, M. (2013) The Transformation of Policing: from ratios to Rationalities' *British Journal of Criminology* 53/1
- Williams, C.A. (2008) 'Constables for hire: the history of private 'public' policing in the UK' in *Policing & Society* 18:2 (190-205)

WEEK 7
LECTURE: Policing the Private

> ➢ Outline the skills you feel are necessary to police interpersonal violence
> ➢ To what extent are the police able to respond to such incidents?
> ➢ In what ways does the police response to such crimes rely on 'extra- legal' factors?
> ➢ What are the key obstacles to policing such crimes effectively?

Indicative lReading:

- Belur, J. (2008) 'Is policing domestic violence institutionally racist? A case study of South Asian Women' in *Policing & Society* 18(4): 426-444

- .

- Dobash, R.P. and Dobash, R.E. (2004) 'Women's Violence to Men in Intimate Relationships: Working on a Puzzle' in *British Journal of Criminology* 44(3): 324-349 ⬜

- Farrell, G. (1999) 'Evaluation of a UK Police Domestic Violence Unit Using Repeat Victimisation as Performance Indicator', *Howard Journal* 38/1:42-53.

- .

- Hanmer,J , Griffiths,S & Jerwood,D. (1999) *Arresting Evidence: Domestic Violence and Repeat Victimisation* Policing and Reducing Crime Unit Police Research Series Paper 104, London: Research, Development and Statistics Directorate.

- Hoyle, C. and Saunders, A. 'Police Response to Domestic Violence: From Victim Choice to Victim Empowerment?' in *British Journal of Criminology* 40(1): 14-36

- Lowenstein, L.F. (2005) Domestic Violence Recent Research (2004-2005) in *Police Journal* 78(3): 241-250

- Richardson-Foster, H., Stanley, N., Miller, P. and Thomson, G. (2012) 'Police intervention in domestic violence incidents where children are present: police and children's perspectives' in *Policing & Society* 22(2): 220-234

- Stanko,E. (1990) *Everyday Violence,* London: Pandora.

- Van Brunschot, E.G. (2003) 'Freedom and Integrity: Relationships and Assault' in *British Journal of Criminology* 43(1): 122-140

WEEK 8

LECTURE: Policing public order and protest

Seminar > Discuss the balance between the right to protest and the need for public order
> Analyse relevant examples

Indicative Reading for Policing public order and protest:

- Bucke,T., Street, R. & Brown, D. (2000*) The Right to Silence: The Impact of the Criminal Justice and Public Order Act 1994* , London: Home Office; Home Office Research Study 199.

- Greer,C. McLaughlin,E. (2010) 'We Predict a Riot: Public Order Policing, News Coverage and the Rise of the Citizen Journalist', in *British Journal of Criminology,* 50(6): 10411059.

- Hills,A. (1997) 'Policing, Enforcement and Low Intensity Conflict' *Policing & Society* 7/4: 291-308.
- King, M. and Waddington, D. (2004) 'Coping with disorder? The changing relationship between public order strategy and practice – a critical analysis of the Burnley Riot' in *Policing & Society* 14(2): 118-137
- McLaughlin,E & Greer,C. (2011) 'Trial by Media: Policing, the 24-7 News Mediasphere, and the 'Politics of Outrage'', *Theoretical Criminology*, 15(1):1-25.
- Reiner, R. (1992) *The Politics of the Police*. Brighton: Harvester Wheatsheaf.
- Scraton,P. (1987) (ed) *Law, Order and the Authoritarian State* Milton Keynes: Open University Press
- Waddington, P.A.J. (2003) 'Policing public order and political contention' in Newburn, T. (ed) *Handbook of Policing*. Cullumpton: Willan, 2003, 394-421
- Waddington, P.A.J. and Wright, M. (2008)'Police use of force, firearms and riot-control' in Newburn, T. (ed) *Handbook of Policing* 2nd Ed. pp. 465-496. Cullompton: Willan Publishing

WEEK 9

LECTURE: Module Summation

Seminar > Discuss key module themes

WEEK 10

LECTURE: Exam Preparation

Seminar > Discuss and evaluate exam and revision techniques

WEEK 11

LECTURE: Individual and group consultation

WEEK 12

LECTURE: Individual and group consultation

9.   STUDENT SUPPORT

What do I need to know?	Where should I look for help?

1. I have a question about a **specific module**, assessment, lecture or seminar.	The **module Moodle site** and module guides will contain most of this information. If the information is not there email the module leader, their contact details can be found on the module moodle site and in the module guide (available on the module Moodle site). You can also find a list of all contact details in the course guide (available on the DSS Moodle site).
2. I am having difficult with study skills and assessment writing in general.	The Learning Resources centre will be able to help you with this. Please see this link for further details: http://www.lsbu.ac.uk/student-life/student-services/libraries-skills-for-learning If your question is about a specific assessment, please see question 1.
3. I would like to change my degree programme.	You should arrange to speak to your course director: Criminology: Federica Rossi or Rashid Aziz Sociology: Matthew Bond or Julien Morton International Relations: Clara Eroukhmanoff Politics: Lisa Pine History: Charlotte Clements
4. I am having personal issues which are affecting my studies	You should make an appointment to see your personal academic tutor who will be able to advise you. A list of personal tutors will be on the DSS student Moodle page. For health and wellbeing services at LSBU, please see this link: http://www.lsbu.ac.uk/student-life/student-services/health-wellbeing
5. I am unable to see my timetable online	A useful guide on how to view your timetable and who to contact in case of issues. http://www.lsbu.ac.uk/__data/assets/pdf_file/0010/117667/timetable-guide.pdf If you are unsure of where you should be for a particular lecture or class, please email the module leader.
6. I need to apply for extenuating circumstances for an assessment.	You will need to complete an extenuating circumstances form. Details and information can be found by logging into MyLSBU > My Course > Exams and Assessments > Extenuating circumstances Direct link: https://my.lsbu.ac.uk/my/portal/My-Course/Exams-Assessments/Extenuating-circumstances
7. I would like to change my optional modules.	You can change your options any time before the deadline to choose your options. After the start of teaching, you can only change your optional module(s) by the end of Week 2. Please contact the course administrator Haydrol Hanson with the name of the module you wish to leave and the one you wish to join:

	hansonh@lsbu.ac.uk
8. I will miss lectures/classes due to reasons outside of my control.	For details on attendance, please see this link: https://my.lsbu.ac.uk/my/portal/My-Course/Course-Administration/Attendance You should let your module leader and the course administrator know if you are going to be absent.
9. I need to be enrolled on a moodle site.	Please contact the course administrator Haydrol Hanson hansonh@lsbu.ac.uk
10. I need a reference for a potential employer or institution	Please see this link for more information: https://my.lsbu.ac.uk/my/portal/My-Course/Course-Administration/Student-Reference-Requests If you need an academic reference, you should ask your personal tutor (level 4 and 5 students) or Project supervisor (level 6 students).
11. I would like to see my marks	For marks on specific assessments, please go the relevant module Moodle site, assessment section, click on the link where you have submitted your assessment. Please note that marks on Moodle are always provisional in the first instance as they do not reflect capping and penalties that may occur due to late submission or Academic misconduct. Final results will only be released after the Subject Area Board takes place (please see question 12 for results)
12. I would like to see my results	Final results will only be released after the relevant Board takes place. You will be able to access your final results via MyLSBU > My Course > My results
13. I need an official transcript of my results	Please go to the Student Administration Office in Borough Road, room BR201 or contact the Course Administrator: hansonh@lsbu.ac.uk Please note that lecturers and Course Directors are unable to access and issue transcripts
14. I would like to know when teaching starts and ends	Please log into MyLSBU > My Course> Academic Calendar Direct link: https://my.lsbu.ac.uk/my/portal/My-Course/Academic-Calendar