Module specification

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Module Code	POL403
Module Title	Valuing Difference and Maintaining Professional Standards
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100484
Cost Code	GACJ

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Professional Policing	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	**36** hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	January 2019
With effect from date	September 2019
Date and details of revision	Jan 2021 – updates made to CoP standards numbering and syllabus points

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	Jan 2022 – minor changes to syllabus as per CoP requirements July 2022 – amendment to LO5 wording, addition to syllabus and NPC mapping changes to meet CoP requirements. Change to wording in assessment narrative.
Version number	4

Module aims

The module aims to develop understanding of the nature and value of professionalism in the role of a Police Constable and the principles that should underpin-personal interaction in that role.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Understand the necessity for maintaining professional standards in policing, and relevant governance, roles and responsibilities (NPC Mapping: Maintaining Professional Standards:1.1,1.2,1.3,1.4,1.5,)
2	Explain the professional standards to be maintained as a member of the police service and compare requirements within the police service to similar professional organisations (NPC Mapping: Maintaining Professional Standards: 2.1,,3.1,3.2,3.3, 3.5, 3.5 , 3.6)
3	Analyse how the police have developed policies and procedures to reduce the possibility of professional misconduct and increase community confidence and the role that independent bodies such as the IOPC or HMICFRS play in holding the police accountable to the public (NPC Mapping: Maintaining Professional Standards: 4.1, 6.1,6.2,6.3, 5.4, 5.5; 6.1, 6.2, 6.3,
4	Review how previous instances of misconduct/misconduct can influence future professional policing and examine why people in positions of respect or authority may fail to comply with policies, procedures, protocols or legislation, and commit criminal offences (NPC Mapping: Maintaining Professional Standards: 7.1, 7.2,8.1,8.2,9.1,9.2,9.3)
5	Understand the core principles of ethics, equality, diversity and human rights in professional policing and when performing the role of police constable (NPC Mapping Valuing Difference and Inclusion: 1.1,1.2,1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6)
6	Analyse theories and concepts linked to ethics and explain how to apply professional approaches to policing, demonstrating fairness, ethics and integrity (NPC Mapping Valuing Difference and Inclusion: 3.1,5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9)

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

This module will be assessed by 2 methods.

- Students will write a response to a case study involving historical misconduct- exploring the nature of and reasons for the misconduct, what polices and governance arrangements would currently apply and why a response is necessary (1500 words)

- Role play- involving making a response to an ethical dilemma and the student justifying their response with reference to ethical theories and principles (15 minutes)

Assessment guidance will be provided that directs students towards meeting the relevant learning outcomes

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-4	Written Assignment	70%
2	5-6	Oral Assessment	30%

Derogations

Compensation/Condonement not allowed on the BSc (Hons) Professional Policing
Both elements of assessment must be passed on the BSc (Hons) Professional Policing

Learning and Teaching Strategies

The learning and teaching strategy used in the programmes is grounded in the University's commitment to Universal Design for Learning (UDL), the key principle of which holds that students are encouraged to participate in higher education when they are exposed to flexible ways of learning by staff that engage them in different ways using innovative and creative approaches. Accordingly, the module embrace the University's Active Learning Framework (ALF) which supports accessible, flexible learning that creates a sense of belonging for students. Each module is associated, thereby, with face to face and online elements.

Indicative Syllabus Outline

LO1: Understand the necessity for maintaining professional standards in policing, and relevant governance, roles and responsibilities
Necessity:
   • Fair, ethical and unbiased delivery of policing services
 Governance:
   • Legislation
   • Professional standards
   • Professional Standards Unit (PSU)
Roles and responsibilities:
   • PSU
   • Chief Officers
   • Disciplinary procedures
   • Hearings
   • Role of the IOPC (formerly IPCC), in serious cases
Professional standards:
   •
   • Police Reform Act (2002)
• Police (Conduct) Regulations 2020
• Police Regulations; Regulation 12 and 13
• Notifiable associations
Disciplinary procedures
   • Notifiable associations
   • Off-duty conduct
   • Avoiding corruption
   • Abuse of authority (for sexual purposes, financial gain etc.)
Code of Ethics
Charter for Families Bereaved through Public Tragedy (2021)

LO2: Explain the professional standards to be maintained as a member of the police service and compare requirements within the police service to similar professional organisations
Comparison of professional standards requirements within similar organisations

The level of professional standards required in both professional and personal life
Areas where professional standards may impact upon personal life:
• Use of social media, including considerations arising from Case Law in Scotland: B C and Others v Chief Constable of Police Service Scotland
• Use of own digital products to record photographs e.g. smartphones
• Friending anonymously on social media for investigation purposes
• Personal life influences e.g. appropriate personal relationships; financial stability
• Abuse of position/'integrity agenda'
• Corruption threats
Importance of transparency in policing, including candour/being candid when things have gone wrong
Potential impact of policing targets on professional standards
Potential consequences of failing to comply with strict professional standards e.g. Police Barred list
Difference between 'reflective practice' and 'reflective practice review process' and when to apply, including:

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• Practice Requiring Improvement (PRI)
• Reflective Practice Review Process (RPRP)

LO3: Analyse how the police have developed policies and procedures to reduce the possibility of professional misconduct and increase community confidence and the role that independent bodies such as the IOPC or HMICFRS play in holding the police accountable to the public

Reports detailing the thematic inspections into police force integrity:
   • IOPC/IPCC reports
   • 'Without Fear or Favour' (2011)
Instances when IOPC/HMICFRS would act as the lead investigative body, including post-incident management
Advantages and disadvantages of an independent investigating body
Investigation processes in comparative professional contexts
Role of the IOPC
Recording Evidence
Dealing with public complaints effectively
Instances when informal/service recovery, otherwise than by investigation (OTBI) or investigation of a public complaint is appropriate
Appropriate guidance relating to the complaint:
• IOPC Statutory Guidance
• Police Reform Act (2002)
• Police (Complaints and Misconduct) Regulations (2020)

LO4: Review how previous instances of misconduct/misconduct can influence future professional policing and examine why people in positions of respect or authority may fail to comply with policies, procedures, protocols or legislation, and commit criminal offences

Reasons why people in positions of respect or authority might act unprofessionally
Case studies: abuse of power/authority
Impact of police misconduct hearings being heard in public
Lessons learnt from past instances of misconduct/misconduct
Organisational factors that have contributed to inappropriate behaviour/negative case outcomes
Perceptions of the police service as having a 'blame culture'
   • Strategies for mitigation
Reviewing improvement to the professional standards of the policing profession

LO5: Understand the core principles of ethics, equality, diversity and human rights in professional policing and when performing the role of police constable

The terms 'ethics', 'diversity', 'equality' and 'human rights', inclusion and equity
Relevant legislation and guidance in a policing context:
   • Human Rights Act 1998
MacPherson Report 1999 (Stephen Lawrence Inquiry)
   • The Police Reform Act 2002
Equality Act 2010 and the Public Sector Equality Duty
Police advisory list regulations 2017
The Patronising Disposition of Unaccountable Power' report 2017

- The Police (Complaints and Misconduct) Regulations 2020
- The Police (Performance) Regulations 2020
- The IOPC Statutory Guidance 2015
- The Police Appeals Tribunal Rules 2020
- Lammy Review: Final report 2017
- NPCC Diversity Equality Inclusion Strategy 2018-2025
- Macpherson Report: Twenty Years on Inquiry 2019

Understand the terms 'bias', including:

• Unconscious bias

• 'Prejudice'

• 'Discrimination' (direct and indirect)

• 'Stereotyping'

• 'Personal identification biases' and how to identify them

• Micro-aggression (covert and overt)

Diversity, and Inclusion (DEI) considerations, including:

• Equality Act 2010 and the Public Sector Equality Duty

• Protected characteristics

 - Age

- Disability (including neurodiversity and mental health)

- Gender reassignment

 - Marriage and civil partnership

 - Pregnancy and maternity

 - Race and ethnicity

- Religion or belief

- Sex

- Sexual orientation

• Intersectionality

 • Valuing difference

• How historical events have influenced the relationship between police and black people e.g.:

- Windrush

- Brixton, Tottenham and London riots

 - Stephen Lawrence and George Floyd murders

- Notting Hill and the Mangrove 9

- Repeal of Vagrancy Act 1824 Section 4 ('sus' law)

 • Contribution of ethnic minority communities to British culture, including black people in society

• Racism, including institutional racism, structural racism and systematic racism

• Bullying, harassment and victimisation

Impact of being a victim of bias, prejudice, discrimination or stereotyping and how these experiences can influence perceptions of police legitimacy

Intricacies associated with 'sense of belonging' to the police family as a black person, including the impact that race may have on the behaviour of others

Understand the impacts of hate and racism on fellow officers, including emotional impact and the risk on other family members who may also have been affected/targeted

Practical professional strategies and organisational support to address bias, anti-racism, prejudice, discrimination and stereotyping

• Organisational reporting mechanisms

• Organisational support, including staff networks

• Strategies for challenging

• Allyship

LO6:Analyse theories and concepts linked to ethics and explain how to apply professional approaches to policing, demonstrating fairness, ethics and integrity
Theories and concepts linked to an ethical approach
Roles and responsibilities of those charged with ensuring the police deliver an unbiased, ethical and fair service including exploration of
Racial profiling and its impacts
Challenging racism within policies, structures and organisational culture
Accountability for failings, learning and lessons and restoring public confidence
Maintaining the law versus supporting the public and increasing internal and external confidence, perceptions and experience of a fair and unbiased police service
Interpretation of the law:
   • Letter of the law
   • Essence of the law
Public interest and criminalisation
How ethical decisions (e.g. the application of discretion) can conflict with standard operating procedures, policies and procedures, accepted practice, performance standards and legislation
Justifying the application of discretion
Adopt a professional approach that values inclusivity and diversity (within the organisation, community and wider society)
How police actions and activities can influence public perceptions of policing, including exploration of differences in members of the public's experience
The public confidence gap
Disproportionality and inequalities in policing

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads
   • Bryant,R, Garcia, S, Lawton-Barrett,K., Gilbert,P and Bryant, S (eds) (2017) Blackstone's Handbook for Policing Students 2016.Oxford: Oxford University Press:
   • Bryant, R. and Bryant, S. (Eds.). (current edition). Blackstone's student police officer handbook. Oxford: Oxford University Press
   • College of Policing (2017) The Code of Ethics. Available to view at: http://www.college.police.uk/What-we-do/Ethics/Ethics-home/Documents/Code_of_Ethics_ReadingList.pdf
   • College of Policing (2018) Professional Standards. Authorised Professional Practice. Available at: https://www.app.college.police.uk/app-content/
   • Bryant,R, Garcia, S, Lawton-Barrett,K., Gilbert,P. and Bryant, S (eds) (2017) Blackstone's Handbook for Policing Students 2016.Oxford: Oxford University Press:
   • College of Policing (2014) Code of ethics: a code of practice for the principles and standards of professional behaviour for the policing profession of England and Wales. Harrogate: College of Policing.

- College of Policing (2017) Professional Standards. Authorised Professional Practice,. Available to view at https://www.app.college.police.uk/professional-standards-index/
- Cowley, R. (2011). A History of the British Police. Stroud: The History Press.
- HMIC (2011) Without Fear or Favour
- Hutton,G.,Mckinnon,G. and Connor,P. (2018) Blackstone's Police Manuals Volume 4: General Police Duties 2019 Chapter 4.1 Complaints and Misconduct. London: Blackstone
- Joyce, P (2010) Policing: Development And Contemporary Practice. Sage: London
- Neyroud,P. and MacVean,A. (2012) Police Ethics and Values. London: Sage

Other indicative reading

- HMICFRS (2017) Public Perceptions of Policing in England and Wales 2017
- Holdaway,S. (2017) The re-professionalization of the police in England and Wales. Criminology and Criminal justice, Volume: 17 issue: 5, page(s): 588-604
- Nix,J. & Wolfe,S. (2017) The Impact of Negative Publicity on Police Self-legitimacy, Justice Quarterly, 34:1, 84-108
- Jackson, J, et al. "Why do people comply with the law? Legitimacy and the influence of legal institutions." British journal of criminology 52.6 (2012): 1051-1071.
- Hong, S. "Does increasing ethnic representativeness reduce police misconduct?." Public Administration Review 77.2 (2017): 195-205.
- Porter, L.E. and Prenzler, T., 2012. Police oversight in the United Kingdom: The balance of independence and collaboration. International journal of law, crime and justice, 40(3), pp.152-171.
- Bradford, B. and Quinton, P., 2014. Self-legitimacy, police culture and support for democratic policing in an English constabulary. British journal of criminology, 54(6), pp.1023-1046.
- Newburn,T. (2008) Handbook of Policing. Cullompton: Wilan.
- Pepper, I. (2011). Working in Policing: Bristol: Learning Matters
- Roberg, R. (2014). Police and Society. Oxford: Oxford University Press
- Rowe,M. (2017) An Introduction to Policing. London: Sage.
- Sampson, F. & De Silva, N. (2001). Police Conduct, Complaints and Efficiency. London: Blackstone Press.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes
Engaged
Enterprising
Creative

Ethical

Key Attitudes
Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets
Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication