Module Title:	Valuing Difference and Maintaining Professional Standards	**Level**:	4	**Credit Value**:	20

Module code:	POL403	**Is this a new module?**	new	**Code of module being replaced**:	N/A

Cost Centre:	GACJ	**JACS3 code**: HECOS code:	L311 100484

Trimester(s) in which to be offered:	1	**With effect from:**	September 2019

Faculty:	Social and Life Sciences	**Module Leader:**	Andy Jones

Scheduled learning and teaching hours	36hrs
Guided independent study	164hrs
Placement	0hrs
Module duration (total hours)	200hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Professional Policing	✓	☐

Pre-requisites
None

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.

Intended Learning Outcomes

Key skills for employability

  KS1   Written, oral and media communication skills
  KS2   Leadership, team working and networking skills
  KS3   Opportunity, creativity and problem solving skills
  KS4   Information technology skills and digital literacy
  KS5   Information management skills
  KS6   Research skills
  KS7   Intercultural and sustainability skills
  KS8   Career management skills
  KS9   Learning to learn (managing personal and professional development, self-management)
  KS10   Numeracy

At the end of this module, students will be able to	Key Skills	
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,)	KS1	KS2
		KS6	KS8
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: 2.1,2.2,3.1,3.2,3.3)	KS1	KS2
		KS6	KS8
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, 5.1,5.2,5.3)	KS1	KS2
		KS6	KS8
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: 6.1, 6.2,7.1,7.2,8.1,8.2,8.3)	KS1	KS2
		KS6	KS8

5	Understand the core principles of ethics, equality, diversity and human rights in professional policing (NPC Mapping Valuing Difference and Inclusion: 1.1,1.2,1.3)	KS3	KS7
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: 2.1,4.1,4.2,4.3,4.4,4.5,4.6,4.7,4.8,4.9)	KS3	KS7
Transferable/key skills and other attributes			

Writing skills
Problem Solving
Presentation
Demonstration
Communication skills
Valuing diversity
Respect
Independent Working
Time Management

Derogations

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

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Assessment:

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

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

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

Assessme nt number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Case study	70%		1,500
2	5-6	Individual Role play	30%	15 minutes	

Learning and Teaching Strategies:

The module will use a combination of teaching and learning strategies, including lectures, seminars and role plays.   Formative assessments will be used to provide developmental feedback to students and will include role plays, incident analysis and classroom knowledge

checks. The range of teaching strategies will allow students to develop their knowledge of professional practice.

Syllabus outline: NPC indicative content map

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 (Complaints and Misconduct) Regulations 2020
   • Disciplinary procedures
   • Notifiable associations
   • Off-duty conduct
   • Avoiding corruption
   • Abuse of authority (for sexual purposes, financial gain etc.)
Code of Ethics

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
Absence of ordinary employment law: Office of Constable
The level of professional standards required in both professional and personal life
Potential impact of policing targets on professional standards
Potential consequences of failing to comply with strict professional standards

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

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

The terms 'ethics', 'diversity', 'equality' and 'human rights'
Relevant legislation and guidance in a policing context:
   • Human Rights Act 1998
MacPherson Report 1999 (Stephen Lawrence Inquiry)
   • Equality Act 2010
   • The Police Reform Act 2002
   • The Police (Conduct) Regulations 2020
   • 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

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
Upholding the law versus supporting the public
Upholding the public perceptions 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 application of professional judgement can influence public perceptions of policing

Bibliography:

Essential reading

- 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.
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- 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.
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- Pepper, I. (2011). Working in Policing: Bristol: Learning Matters
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- Rowe,M (2017) An Introduction to Policing. London: Sage.
- Sampson, F. & De Silva, N. (2001). Police Conduct, Complaints and Efficiency. London: Blackstone Press.