

## Module specification

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*Refer to guidance notes for completion of each section of the specification.*

Module Code	POL607
Module Title	Trauma, Vulnerability and Wellbeing in Policing
Level	6
Credit value	20
Faculty	Faculty of 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	24 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
<b>Total active learning and teaching hours</b>	<b>24 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	176 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	15 <sup>th</sup> August 2024
With effect from date	September 2024
Date and details of revision	
Version number	1

## Module Aims

To critically examine the nature and complexities of safeguarding individuals who have histories of trauma or are vulnerable and the influence this may have on police wellbeing and resilience.

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

1	<p>Critically explore the interplay between perpetration and victimisation</p> <p>NPC Mapping:</p> <ul style="list-style-type: none"> <li>• <u>Victims and Witnesses</u> Understand links between perpetration and victimisation: 2.1.</li> </ul>
2	<p>Critically analyse the personal dimensions of vulnerability including how specific environments can heighten individuals' susceptibility to harm.</p> <p>NPC Mapping:</p> <ul style="list-style-type: none"> <li>• <u>Protecting the Public</u>: Explain the personal aspects of vulnerability 2.1, 2.2, 2.2a 2.3, 2.4,</li> <li>• <u>Protecting the Public</u>: 'Understand how specific environments can increase vulnerability of individuals' 3.1, 3.2.</li> </ul>
3	<p>Assess best practice to effectively address the unique needs of victims and witnesses within the criminal justice system.</p> <p>NPC Mapping:</p> <ul style="list-style-type: none"> <li>• <u>Victims and Witnesses</u> Explain key influences on public protection incidents on victims' 3.1, 3.2, 3.3</li> <li>• <u>Victims and Witnesses</u> 'Understand the best practice when dealing with the individual needs of victims and witnesses' 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.6a</li> <li>•</li> </ul>
4	<p>Critically evaluate the impact of operational policing on mental health and wellbeing and strategies to cultivate personal resilience and minimise stress.</p> <p>NPC Mapping:</p> <ul style="list-style-type: none"> <li>• <u>Wellbeing and Resilience</u> Understand strategies to develop personal resilience and maintain wellbeing within Policing: 2.1, 2.2,2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9</li> <li>• <u>Wellbeing and Resilience</u> 'Understand how operational policing can affect mental health and wellbeing 1.1, 1.2, 1.3, 1.4, 1.5.</li> </ul>

## Assessment

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Indicative Assessment Tasks:

Individual Presentation: 20 minutes – students will be provided with a case study and carry out an assessment which will address key factors contributing to vulnerability, specific actions/interventions to address individual needs of victims and witnesses and police wellbeing and resilience.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-4	Presentation	100%

## Derogations

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Module cannot be compensated/condoned on BSc (Hons) Professional Policing.

## Learning and Teaching Strategies

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The learning and teaching strategy are grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include synchronous and a-synchronous elements. Face to face classroom teaching will be supplemented by online lectures wherein students will be expected to complete activities such as watching Panopto videos; undertake Other Indicative Reading; complete quizzes and exercises; and post comment for a-synchronous debate. These activities will be the subject of formative feedback by the module tutor. Added to this, will be access to staff who provide presence, challenge and support for student learning and can relate learning to real world uses.

## Indicative Syllabus Outline

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### LO1: Critically explore the interplay between perpetration and victimisation

- Link between victimisation and perpetration.
- Cycle of abuse

### LO2: Critically analyse the personal dimensions of vulnerability including how specific environments can heighten individual s' susceptibility to harm.

- considerations associated with the personal aspect of vulnerability.
- Importance of resilience and capability
- Ability to receive support
- Grooming
- Support services
- Particular vulnerability

**LO3: Assess best practice to effectively address the unique needs of victims and witnesses within the criminal justice system.**

- Best practice, and the use of the Victims' Code when working with victims and witnesses.
- The psychology of being a victim.
- Poly and multi-victimisation
- Victims in the investigative process.
- Considerations when taking an initial account.
- Impact of trauma

**LO4: Critically evaluate the impact of operational policing on mental health and wellbeing and strategies to cultivate personal resilience and minimise stress.**

- The workplace and working practices and wellbeing.
- Self-care and support
- Support networks.
- Trauma and trauma support
- Straying safe
- Wellbeing
- Stress and its management.
- Policing and emotions
- Coping with the emotional labour

**Indicative Bibliography:**

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

**Essential Reads**

Miller, J. (2022), *The policing mind: developing trauma resilience for a new era*, Bristol: Policy Press.

Musicaro, R. M., Spinazzola, J., Arvidson, J., Swaroop, S. R., Grace, L. G., Yarrow, A., Suvak, M. K. and Ford, J. D. (2019), 'The Complexity of Adaptation to Childhood Polyvictimization in Youth and Young Adults: Recommendations for Multidisciplinary Responders', *Trauma, Violence and Abuse*, Vol. 20, No. 1, pp. 81-98.

**Other indicative reading**

Hardcastle, K., Bellis, M. A. and Hopkins, J. C. (2021), 'The Early Action Together Programme: Outcomes, impacts and lessons for future transformation', *Public Health Wales NHS Trust*.

Phythian, R., Birdsall, N., Kirby, S., Cooper, E., Posner, Z., Boulton, L. and Ian, H. (2022), 'Developments in UK police wellbeing: A review of blue light wellbeing frameworks', *Police Journal*, Vol. 95, No. 1, pp. 24-49.

Willmot, P. and Jones, L. (2022), *Trauma-Informed Forensic Practice: Issues in Forensic Psychology*, London: Routledge.

Wood, J.D. and Watson, A.C. (2017) 'Improving police interventions during mental health-related encounters: past, present and future', *Policing and society*, Vol. 2, No. 3, pp.289-299.