

Module specification

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Module Code	POL703
Module Title	Wellbeing, Vulnerability, and Policing in Contemporary Society
Level	7
Credit value	30
Faculty	FSLS
HECoS Code	100486
Cost Code	GACJ
Pre-requisite module	N/AS

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MSc Policing	Optional

Breakdown of module hours

Learning and teaching hours	32 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	32 hrs
Placement hours	0 hrs
Guided independent study hours	268 hrs
Module duration (Total hours)	300 hrs

Module aims

This module examines how contemporary policing engages with vulnerability and wellbeing, both within the communities it serves and within the policing workforce itself. Drawing on multidisciplinary perspectives and a trauma-informed approach, it interrogates the ethical, organisational and societal challenges that arise when police respond to vulnerable individuals and groups, including those affected by violence against women and girls, gender-based harm and misogyny and those in situations of crisis or institutional failure. Through the analysis of key case studies, students will develop a deeper and more critical understanding of how policing practices influence public trust, individual wellbeing and wider notions of procedural and systemic justice.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Critically evaluate the role of policing in identifying, responding to and supporting vulnerable individuals and communities, including those affected by violence against women and girls and misogyny, drawing on advanced theories, policies and legal frameworks.
2	Analyse the organisational, cultural and psychological factors that shape police officer wellbeing, and critically assess their implications for ethical leadership, operational effectiveness and public confidence.
3	Critically examine the systemic causes and consequences of institutional failures in policing responses to major disasters or crises using relevant inquiry findings and research evidence
4	Apply advanced, trauma-informed, intersectional and rights-based approaches to critically assess policing practices and develop original, evidence-based recommendations for improving outcomes for vulnerable populations and the policing workforce

Assessment

Students will complete a 10-minute presentation that critically examines a complex issue relating to vulnerability and wellbeing within a policing context. Drawing on academic literature, policy frameworks and real-world case studies, the presentation should inform and influence a professional audience by presenting a coherent, evidence-based analysis. The assessment requires students to demonstrate advanced critical insight, ethical awareness and the ability to communicate complex ideas clearly through a creative and professionally presented digital format.



Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1-4	Presentation	10 minutes	100%	N/A

Derogations

None.

Learning and Teaching Strategies

Teaching and learning will follow the University's Active Learning Framework (ALF), combining synchronous and asynchronous activity. Online lectures will introduce core concepts, supported by interactive tasks such as case-study analysis, disclosure drafting, decision-making exercises and operational problem-solving discussions.

Welsh Elements

Students can present assessed and non-assessed work in Welsh, and can access all forms, resources, and email correspondence in Welsh where preferred. Students are also able to undertake personal tutorials and, where applicable, work placements through the medium of Welsh. All module information aligns with the Welsh language expectations set out in the programme specification, and appropriate support is available to ensure students can fully engage with the module in their chosen language.

Indicative Syllabus Outline

The indicative syllabus outline provides an overview of the key themes, concepts and case studies that will be explored throughout the module.

- Concepts of vulnerability in contemporary policing: legal definitions, structural inequalities, intersectionality, and differences between Welsh and UK legislative frameworks.
- Mental health, addiction and homelessness: safeguarding duties, crisis response models, Section 136 powers, and multi-agency approaches.
- Youth vulnerability and exploitation: childhood trauma, county lines, grooming processes, child criminal exploitation and the impact of trauma on behaviour.
- Trauma-informed policing practice: core principles, communication strategies, de-escalation, barriers to implementation and organisational readiness.
- Domestic abuse, gendered harms and policing responses: violence against women and girls, coercive control, risk assessment failures and lessons from key cases.
- Police officer wellbeing and organisational culture: psychological stressors, PTSD and burnout, organisational loyalty, silence cultures and stigma.

- Ethical leadership and accountability: duty of care, wellbeing policy design, leadership failures and organisational responsibility.
- Institutional failure, public trust and community trauma: analysis of major incidents including inquiry findings and long-term impacts.
- Systemic learning and reform following disaster: restorative justice and models for organisational learning.

Indicative Bibliography:

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

Essential Reads

College of Policing, (2021), Violence against women and girls: Toolkit, Available from: <https://www.college.police.uk/guidance/violence-against-women-and-girls-toolkit>

Crawford, A. (2024), 'Vulnerability and Policing: Rethinking the Role and Limits of the Police', *The Political Quarterly*, Vol. 95, No. 3, pp. 431-441. DOI: <https://doi.org/10.1111%2F1467-923X.13422>

Halford, E. (2026), 'Organizational Trauma Within Policing: A Case Study of the United Kingdom', *The Journal of Applied Behavioural Science*, Vol. 62, No. 1, pp. 130-164. DOI: [10.1177/00218863251388133](https://doi.org/10.1177/00218863251388133) journals.sagepub.com/home/jab

Hough, M., May, T., Hales, G. and Belur, J. (2018), 'Misconduct by Police Leaders in England and Wales: An Exploratory Study', *Policing and Society*, Vol. 28, No. 5, pp. 541-552. DOI: [10.1080/10439463.2016.1216989](https://doi.org/10.1080/10439463.2016.1216989)

Other indicative reading

College of Policing (2018), Responding to trauma in policing: A practical guide. Available from: <https://assets.college.police.uk/s3fs-public/2021-02/responding-to-trauma-in-policing.pdf>

Hesketh, I. (2026), *Wellbeing in Policing (Routledge Advances in Police Practice and Knowledge)*, Oxon: Routledge.

Wire, J. and Flanagan, E. (2024), 'A Behavioural Science Approach to Tackling Sexism and Misogyny in Policing: Interventions for Instigating Cultural Change', *The Political Quarterly*, Vol. 95, No. 3, pp. 414-421. DOI: <https://doi.org/10.1111/1467-923X.13395>

Wilkinson, B., Cohen-Hatton, S. R. and Honey, R. C. (2019), 'Decision-making in Multi-agency Groups at Simulated Major Incident Emergencies: In Situ Analysis of Adherence to UK Doctrine', *Journal of Contingencies and Crisis Management*, Vol. 27, No. 4, pp. 306-316. DOI: <https://doi.org/10.1111/1468-5973.12260>

Administrative Information

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