Module Specification

Principles of Equality, Diversity, and Inclusivity

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Contents

Part 1: Information

Module title: Principles of Equality, Diversity, and Inclusivity

Module code: UZSYFW-30-1

Level: Level 4

For implementation from: 2022-23

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Sociology and Criminology

Module type: Standard

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: On this module learners will explore foundational concepts related to equality, diversity, and inclusion (ED&I) relevant to policing in the context of the workplace, but also the wider public sphere. Key themes include the Human Rights Act and protected characteristics which are made sense of through their importance to policing in the UK.

Features: As this module forms a significant part of the first year of study on this programme, some of the face-to-face teaching will be dedicated to cultural immersion. This may take the form of local culture walks, visits with different religious or ethnic communities, engagement with multicultural schools, attendance at community events and or international or national minority celebrations. The purpose of this is to provide in person experiences which support learners to reflect on their own cultural norms, to acknowledge personal (unconscious) bias and to broaden their social and cultural outlook as a basis upon which to learn about equality and diversity. This will provide an essential foundation for learning why Policing is expected to be inclusive and how this reinforces principles of Policing by consent.

Educational aims: This module will highlight the core principles of ethics and ethical standards in a modern-day policing context. Learners will analyse theories and concepts linked to ethics though the study of the five western ethical theories (philosophical egoism, utilitarianism, Kantianism, ethics of virtue, ethics of responsibility) and how these theoretical views of human behaviour apply to professional leadership in a policing context.

The module examines the terms ethics, diversity, and equality through the identification of key legislation, literature and through the discussion of learners own personal and professional experiences around equality, diversity, and inclusion issues. The module provides a platform for learners to debate how these experiences have had either a positive or negative impact, and through the identification of codes of practice, key legislation, national strategies, police regulations and tribunals, the module enables learners to review, analyse, and evaluate both historical and recent high-profile cases where lessons have been learned, and critique the recommendations made for improving the police response to issues around ED&I.

The module outlines the 9 protected characteristics as stated in the Equality Act 2010 to provide learners with opportunities to evaluate and measure the effects of bias, discrimination, negative stereotypes, inequality, non-inclusive practices, behaviours, and describes how these impact on the psychological and physical wellbeing for individuals due to their group membership (or perceived membership).

The module details how incidents can be reported to the police and highlights the importance of accurate incident and crime recording standards by explaining the process for the ethical recording and investigation of policing incidents, hate crimes, and hate incidents. Furthermore, the module details the provisions under the Police Act 1996 of when the Home Secretary can require chief constables of forces in England and Wales to provide statistical data.

By providing a foundational introduction to the policing 'Code of Ethics', the module will enable learners to explore their initial considerations around ethical conduct, the effects of policing malpractice and misconduct, evaluate the importance of ethics and values, fairness, and professional behaviours within policing, and how these impact on all communities. The policing Code of Ethics underpins police legitimacy and public confidence. Highlighting the principles under the Code of Ethics will enable learners to review instances of misconduct and malpractice in the study of real-life cases. These case studies will enable learners to evaluate and draw conclusions on how unethical behaviour can undermine public confidence when personal and professional standards of conduct are compromised, and how police constables are compared to employees in similar organisations.

Continuing with the necessity for maintaining professional standards in policing, identifying relevant governance, and examining roles and responsibilities, the module explains the purpose and function of the Professional Standards Unit (PSU),

Outline syllabus: CoP Curriculum:

Valuing Difference and Inclusion:

1 Understand the core principles of ethics, equality, diversity and human rights in professional policing
1.1 The terms 'ethics', 'diversity', 'equality' and 'human rights'
1.2 Relevant legislation, regulations and guidance in a policing context:
• Human Rights Act 1998
• Macpherson Report 1999 (Stephen Lawrence Inquiry)

• Police Reform Act 2002

• Equality Act 2010 and the Public Sector Equality Duty

• Lammy Review: Final Report 2017

• Police Advisory List Regulations 2017

• 'The Patronising Disposition of Unaccountable Power' Report 2017

• NPCC Diversity and Equality Inclusion Strategy 2018-2025

• IOPC Statutory Guidance 2020

• Police (Conduct) Regulations 2020

• Police (Complaints and Misconduct) Regulations 2020

• Police (Performance) Regulations 2020

• Police Appeals Tribunal Rules 2020

• Macpherson Report: Twenty-Two Years on Inquiry 2021

1.3 Code of Ethics

2 Understand how to challenge bias, prejudice, discrimination and stereotyping when performing the role of police constable

2.1 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)

2.2 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

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

2.4 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

2.5 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

2.6 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

3 Analyse theories and concepts linked to ethics

3.1 Theories and concepts linked to an ethical approach

Maintaining Professional Standards:

1 Understand the necessity for maintaining professional standards in policing, and relevant governance, roles and responsibilities

1.1 Necessity:

  • Fair, ethical and unbiased delivery of policing services

1.2 Governance:

• Legislation

• Professional standards

• Professional Standards Department/Directorate (PSD)

1.3 Roles and responsibilities:

• PSU

• Chief Officers

• Disciplinary procedures

• Meetings/hearings

• Role of the IOPC in serious cases

1.4 Professional standards:

• Police Reform Act (2002)

• Police (Conduct) Regulations 2020

• Police Regulations; Regulation 12 and 13

• Disciplinary procedures

• Notifiable associations

• Off-duty conduct

• Avoiding corruption

• Abuse of authority (for sexual purposes, financial gain etc.)

1.5 Code of Ethics

1.6 Charter for Families Bereaved through Public Tragedy (2021)

2 Compare professional standards requirements within the police service to similar professional organisations

2.1 Comparison of professional standards requirements within similar organisations

Criminal Justice:

2 Understand the process for ethical recording of policing incidents

2.1 Incident Recording Standards

2.2 Crime Recording Standards

Policing Communities:

1 Examine the function of community policing, and key issues relevant to community policing

1.4 How race-related incidents can cause community trauma and influence future community policing e.g. murders of George Floyd and Stephen Lawrence

Part 3: Teaching and learning methods

Teaching and learning methods: The module will employ a combination of lectures, seminars, and workshops. Our pedagogy is interactive, discussion-based, and student-facing. Students are an active part of the learning process, and will be asked to contribute ideas, questions, and critical standpoints. The learning environment is designed to promote peer-to-peer support and exchange.

While teaching and learning will be predominantly classroom based, appropriate use will be made of online resources and learning environments.

The module will also facilitate an immersive cultural experience, making the most of the city of Bristol to illuminate issues of ED&I in a real-world setting.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

> **MO1** Appraise the core principles of ethics, equality, diversity, and human rights by developing a working knowledge of relevant legislation and guidance.

> **MO2** Connect the relevance of theories and concepts linked to an ethical approach in policing.

> **MO3** Compare and contrast 'case law' and how decisions made in historical court trials and public inquiries can influence changes to legislation, policies, and guidance.

MO4 Create a visual communication product relating to an equality, diversity, and inclusion issue which incorporates the principles of 'Code of Ethics', and the professional standards to be maintained as a member of the police service.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Lectorials = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/uzsyfw-30-1

Part 4: Assessment

Assessment strategy: Summative assessment for this module will be divided over two parts:

Component A is a 1500-word annotated bibliography.

Component B is a Poster design task around an ED&I issue.

The first assessment will be an annotated bibliography which will help to introduce learners to a range of different types of information and evidence and require them to review it. Through this assessment learners will be required to refine their referencing skills and therefore development for this key academic skill will be taught, developed, and refined at the earliest point in the programme through this assessment. Early intervention where students have not met the appropriate level can also be introduced. The second assessment develops different skills but draws on the broad reading students will have done for the first assessment and contextualises this with the Policing context. As such assessments are grounded in the fundamental importance of academic skills and issues of equality, diversity, and

inclusion as the bedrock of their ongoing degree qualification.

Formative assessment of learning will take place during scheduled teaching building on content taught and independent study tasks. Methods comprise of question and answers, group discussions and debates, in-class knowledge checks, and work products as produced.

Assessment components:

Written Assignment - Component A (First Sit)
Description: A 1500-word annotated bibliography which will provide learners to test and develop their academic research and writing skills.

The annotated bibliography should include a brief summary of the source, detail strengths and weaknesses, offer a clear conclusion, explanation of why the source is relevant to policing, its relationship to other studies in the field, and information about the authors background.

This task will set and promote high standards of academic practice as expected by UWE.
Weighting: 40 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO2, MO3

Poster - Component B (First Sit)
Description: Poster Presentation on an issue relating to Equality, Diversity and Inclusion in a policing context.
Weighting: 60 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO4

Written Assignment - Component A (Resit)

Description: A 1500-word annotated bibliography which will provide learners to test and develop their academic research and writing skills.

The annotated bibliography should include a brief summary of the source, detail strengths and weaknesses, offer a clear conclusion, explanation of why the source is relevant to policing, its relationship to other studies in the field, and information about the authors background.

This task will set and promote high standards of academic practice as expected by UWE.

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Poster - Component B (Resit)

Description: Poster Presentation on an issue relating to Equality, Diversity and Inclusion in a policing context.

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Professional Policing [Sep][SW][Frenchay][4yrs] BSc (Hons) 2022-23

Professional Policing [Sep][PT][Frenchay][6yrs] BSc (Hons) 2022-23

Professional Policing [Frenchay] BSc (Hons) 2022-23

Professional Policing [Sep][FT][Frenchay][3yrs] BSc (Hons) 2022-23

Professional Policing [Frenchay] BSc (Hons) 2022-23