



Module Specification

Public Protection

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Part 1: Information

Module title: Public Protection

Module code: UZSYG5-15-2

Level: Level 5

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

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: Developing a broad understanding of public protection issues is the key aim of this module, and encourages learners to consider different types of abuse, their impact, and the role the police have in contributing to a multi-agency approach in search of solutions to public protection issues. The module also explores the diversity and culture of the police, cross-cultural differences with society, police integrity and corruption and how these impact on public perceptions.

Features: Not applicable

Educational aims: This module aims to highlight key public protection issues such as the personal aspects of vulnerability which may include poverty, disability, ethnicity or faith, gender/sexual orientation or potentially through isolation, lack of support, language/communication barriers, coercive or controlling behaviour and dependency/reliance on their abuser(s). There may also be a lack of ability to understand what has happened to them through their personal circumstances and this could be due to age, mental ill health, learning disabilities, dementia, substance misuse. Learners will recognise that whilst the police may not always be able to alter those personal factors, they may be able to provide safeguarding or utilise partnership working to formulate strategies to assist those at risk.

The module identifies key legislation associated with public protection policing and provides learners with opportunities to research the legislation, understand its potential impact, along with reinforcing the importance for adhering to policies, procedural guidance, and identifying the range of powers that are provided.

The range of offences associated with public protection policing is broad and, in some cases, highly complex. The module will highlight and review key offences such as hate crimes, extortion (sexting/revenge porn etc.), abuse, bullying, stalking and threats and harassment. Digital/online offences such as fraud, financial, and cybercrime. Child sexual exploitation, radicalisation, modern-day slavery, and human trafficking. Motivational factors for offending such as early-life events (ACE's), understanding the age/offending curve, and enabling learners to understand the inclination or natural tendency for individuals to behave in a particular way. The early identification of offenders and early intervention is key to reducing risk of harm and it is vital that any police powers or processes are used proportionately using recognised decision making models and recorded appropriately.

Online crime has become prevalent in modern times, the module exposes the factors relating to some individuals as to why they may be specifically targeted and more vulnerable to internet-facilitated crimes, particularly children, the elderly and, vulnerable adults. Provides learners with opportunities to review key issues relating

to the complexity and challenges of operational policing which includes police occupational culture, police integrity and corruption. Police diversity and the cross-cultural differences within society along with policing marginalised people and public perceptions.

Outline syllabus: CoP Curriculum:

Vulnerability and Risk:

3 Explain the personal aspect of vulnerability and trauma

3.1 Intrinsic personal characteristics (that may lead to harm/risk of harm)

3.2 Historical factors that can contribute to, or cause current vulnerability:

- Adverse childhood experiences
- Effect of impact trauma on emotional development
- Link between perpetration and victimisation: the cycle of abuse

3.3 Personal vulnerabilities, when combined with situational/environmental factors, that can result in harm or risk of harm, including:

• Lack of ability to understand a situation through circumstance e.g. age, mental ill health, learning disabilities, dementia, substance misuse

- Poverty
- Disability
- Ethnicity and/or faith
- Gender identity and sexual orientation
- Isolation caused by:
 - lack of support
 - language/communication barriers
 - coercive controlling behaviour
 - dependency/reliance upon abuser(s)

3.4 How the police cannot alter those personal factors that make an individual vulnerable

3.5 Why vulnerable people may be targeted by perpetrators

3.6 How a vulnerable person may become known to the police only after suffering harm, or being at risk of harm

3.7 How a vulnerable person may be at risk of coercive control by others, to commit

crimes or become radicalised

3.8 How individuals respond differently to trauma

8 Explain key considerations when identifying and supporting a person who may be vulnerable

8.1 How communication skills can assist in supporting a person who may be vulnerable:

- Building rapport with the vulnerable person
- Reducing tension and conflict between people involved in an incident and the police
- Applying an empathetic approach that allows a vulnerable person to be open about their experiences
- Active listening and believing
- Using appropriate language and behaviour
- Engaging with children and young persons

8.2 How trauma may impact upon a vulnerable person's ability to communicate

8.3 How to take an open account from a person:

- Applying the investigative mind-set
- Using professional curiosity to build a comprehensive understanding of the situation and the history behind it
- Investigating robustly in situations where a person may not be able to explain the situation due to communication difficulties or the impact of an abusive person (e.g. the existence of subtle coercive and controlling behaviour)
- Using 'open' and specific 'closed' questions

8.6 Safeguarding considerations for adults and how they differ from child safeguarding

8.7 Importance of dealing with a person without judgement, fairly and in a manner appropriate to their needs

10 Understand theories about the onset of offending

10.1 Motivations for offending:

- Early life events

10.2 Understanding the age/offending curve

10.3 Identifying propensity to offending behaviour

10.4 Early identification of offenders and early intervention

10.5 Dealing with potential offenders

10.6 Strategies to prevent offending (including radicalisation) or re-offending

Public Protection:

1 Explain key definitions, legislation and guidance associated with 'public protection' policing

1.1 Legislation and guidance associated with public protection policing, including:

- Children and Young Persons Act 1933
- Children Act 1989
- Protection from Harassment Act 1997
- Female Genital Mutilation Act 2003
- Sexual Offences Act 2003
- Racial and Religious Hatred Act 2006
- Forced Marriage (Civil Protection) Act 2007
- Modern Slavery Act 2015
- Serious Crime Act 2015
- Stalking Protection Act 2019

1.2 Terms and offences associated with public protection policing, including:

- Child abuse, including neglect, child sexual abuse/exploitation (CSE), grooming (including online)
- Adults at risk
- Domestic abuse, including the Home Office definition of domestic abuse
- Coercive control
- Families with complex needs
- Missing persons
- Forced marriage
- Honour-based abuse
- Female genital mutilation (FGM)
- Modern slavery and human trafficking
- Sex work
- Stalking or harassment
- Rape and sexual offences
- Managing offenders

- Hate crime
- County lines

1.3 Potential overlaps between one type of public protection offence and other offences (e.g. human trafficking and sex work)

2 Explain the breadth of abuse incidents

2.1 Potential forms of abuse/harm, including digital-related abuse (e.g. sexting, revenge porn, on-line grooming) and those relating to other public protection offences e.g. modern slavery and human trafficking

2.2 The range of situations and locations in which abuse can take place

2.3 Home Office definition of domestic abuse

2.4 Prevalence of domestic abuse incidents and linked offences such as coercive control

2.5 How child abuse differs from other forms of abuse

2.6 Signs, symptoms and common myths surrounding child abuse and child sexual exploitation

2.7 What is meant by Adverse Childhood Experiences (ACE) and how this may impact on the individual

2.8 Signs and behaviours that may be displayed by victims and offenders in grooming incidents

2.9 Who may perpetrate an act of abuse and why they abuse others (including familial abuse, particularly with regard to sexual offences)

2.10 Potential relationships between victim(s) and abuser(s)

2.11 Cultural considerations associated with some public protection offences (e.g. female genital mutilation, hate crime and forced marriage)

2.12 Why incidents of abuse go under-reported and why victims find it difficult to leave an abusive partner

2.13 Tactics perpetrators may use to manipulate police officers and other professionals

Digital Policing:

4 Examine types of internet-facilitated crimes, and individuals who may be

especially vulnerable

4.1 Common internet-facilitated crimes:

- Hate crime
- Extortion (e.g. sexting/revenge porn etc.)
- Abuse, bullying, stalking and threats or harassment
- Online fraud/cybercrime
- Child sexual exploitation
- Radicalisation
- Financial crime
- Modern slavery and human trafficking

4.2 Individuals who may be more vulnerable to internet-facilitated crimes e.g. children, elderly, adults at risk

Response Policing:

8 Critically review key issues relating to the complexity and challenges of operational policing

8.1 Police occupational culture

8.2 Police integrity and corruption

8.3 Police diversity

8.4 Cross-cultural differences within society

8.5 Policing marginalised people

8.6 Public perceptions:

- Fear of crime and perceptions of safety
- Satisfaction and confidence
- Procedural justice
- Legitimacy

9 Recognise the impact that police incidents can have on individual or group wellbeing and the support available to manage these

9.1 Types of incident/situations that can cause trauma

9.2 Importance of managing effects of trauma

9.3 Common signs and reactions of trauma

9.4 Support available to individuals and groups by the Emergency Services Trauma

Intervention Programme (ESTIP)

10 Understand the importance of mental wellbeing in policing

10.1 How workplace experiences can improve or impact on the psychological needs of an individual e.g.

- Autonomy - feel able to act and make choices that reflect one's personal beliefs and values

- Relatedness - feel sense of belonging, part of a team where feel respected and valued

- Competence - feel skilful, effective and being able to make a contribution

10.2 Impacts that policing can have on emotional energy levels e.g. shift patterns, rest day cancellations

10.3 Methods to help mental wellbeing, for example, ability to 'switch off' from work activity in non-work time

10.4 Importance of recognising the need for support to manage mental wellbeing

Part 3: Teaching and learning methods

Teaching and learning methods: The module will employ a combination of lectures, seminars, and workshops. These will be delivered by academic staff, and guest speakers (this may include public/support groups and charities). 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.

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

MO1 Debate key issues relating to the complexity and challenges of operational policing while recognising the impact that police incidents can have on individual or group wellbeing and the support available to manage these.

MO2 Illustrate the importance of mental wellbeing in policing, supported by the key definitions, legislation and guidance associated with 'public protection' policing.

MO3 Discuss the breadth of abuse incidents, types of internet-facilitated crimes, individuals who may be especially vulnerable and the personal aspect of vulnerability.

MO4 Compare and contrast theories about the onset of offending including the motivation for offending, early life events, the offending age/curve, interventions, dealing with potential offenders and strategies to prevent offending (including radicalisation) or re-offending.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 112.5 hours

Lectorials = 37.5 hours

Total = 150

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link

<https://ri.talis.com/3/uwe/lists/36A5CC5B-E93B-D267-77EF-D9BC50B2301B.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: Summative assessment for this module will be in the form of 2 components, each of which will be a written task.

Component A is a Newspaper article describing predicament of a particular community.

Component B is a 2000-word Literature Review.

These assessments encourage the students to demonstrate both a broad and deep understanding of the particular vulnerability issues raised within the module. The breadth will be primarily demonstrated in the Literature review, which will not only help them to develop this form of writing ahead of completing a dissertation in their final year, but it necessitates a broad reading of this key subject for Police work. The deep engagement with a particular vulnerable group will be generated through the newspaper assessment, which will require learners to research a particular group widely, but also to think about how this group can be (mis)represented and how this can impact on their personal and social identity. The assessment is designed to encourage learners to understand the value of empathy when working with vulnerable groups. In combination the assessments require learners to develop a robust academic understanding of aspects of vulnerability as well as the way in which this can be understood within public discourse and the challenges associated with this.

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: Newspaper article describing the predicament of a particular community. The article should have a short and informative headline, provide a summary of what has happened, contain factual information, be clearly presented making use of paragraphs and graphics, and provide citations from your reference material.

The finished newspaper article should fit on one A4 page and be saved in PDF or WORD format.

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Written Assignment - Component B (First Sit)

Description: 2000-word Literature Review.

The literature review should define the topic and detail the reason for reviewing the literature, establish familiarity and understanding of current research to find out what research already exists, to enable the identification of any gaps in research about the chosen community issue and state the scope of the review.

The literature review should demonstrate clear evidence of academic reading and include around 10 good quality references to academic literature, research, and/or official statistics. These may come from the module or learning elsewhere on the programme.

The literature review should have an introduction, a main body, a conclusion, and an academic reference list.

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4

Written Assignment - Component A (Resit)

Description: Newspaper article describing the predicament of a particular community. The article should have a short and informative headline, provide a summary of what has happened, contain factual information, be clearly presented making use of paragraphs and graphics, and provide citations from your reference material.

The finished newspaper article should fit on one A4 page and be saved in PDF or WORD format.

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Written Assignment - Component B (Resit)

Description: 2000-word Literature Review.

The literature review should define the topic and detail the reason for reviewing the literature, establish familiarity and understanding of current research to find out what research already exists, to enable the identification of any gaps in research about the chosen community issue and state the scope of the review.

The literature review should demonstrate clear evidence of academic reading and include around 10 good quality references to academic literature, research, and/or official statistics. These may come from the module or learning elsewhere on the programme.

The literature review should have an introduction, a main body, a conclusion, and an academic reference list.

Weighting: 60 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, 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][FT][Frenchay][3yrs] BSc (Hons) 2022-23

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