



Module Specification

Principles of Equality, Diversity and Inclusivity

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Part 1: Information

Module title: Principles of Equality, Diversity and Inclusivity

Module code: UZSYFW-30-1

Level: Level 4

For implementation from: 2024-25

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Social Sciences

Partner institutions: None

Field: Sociology and Criminology

Module type: Module

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 and how these might apply to professional leadership in a policing context.

The module examines the terms ethics, diversity, and equality through the lens of key legislation, policies, strategies and academic literature and research. 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 examines the Equality Act 2010, human rights and the policing code of ethics and provide learners with opportunities to evaluate these and how they can help combat the effects of bias and discrimination. The module details how incidents can be reported to the police and the process for the ethical recording and investigation of policing incidents and hate crimes.

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. Building on this, students will consider how to maintain professional standards in policing, including identifying relevant governance such as professional standards units in policing organisations.

Outline syllabus: Relevant learning outcomes as specified in the applicable College of Policing National Policing Curriculum.

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](https://uwe.rl.talis.com/modules/uzsyfw-30-1) 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:

Assessment part A is a 1500-word annotated bibliography.

Assessment part 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 tasks:

Poster (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 (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 (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

Written Assignment (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

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Professional Policing [Frenchay] BSc (Hons) 2024-25

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