



## **Module Specification**

### **Ethical Policing: Conduct, Challenges, Consequences**

Version: 2025-26, v3.0, 25 Apr 2024

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## Part 1: Information

**Module title:** Ethical Policing: Conduct, Challenges, Consequences

**Module code:** UZSYG9-15-3

**Level:** Level 6

**For implementation from:** 2025-26

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**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:** Organised around a range of real-life case studies, this module allows learners to delve into the ethics at the heart of policing practice and the challenges arising from misconduct at an organisational and societal level.

**Features:** Not applicable

**Educational aims:** This module provides learners with opportunities to review examples of high-profile critical and major incidents for the purpose of establishing

best policing practice and reflecting on the lessons learnt from these incidents.

The module promotes critical evaluation of how different communities, individuals and groups may experience interaction with the police. Students are encouraged to critically evaluate the potential conflicts between legislation, policies and procedures, accepted practice and performance standards, and how these can influence public perceptions of policing. The module considers how professional approaches which demonstrate fairness, ethics, and integrity can help ensure the police deliver an unbiased, ethical, and fair service which build public confidence.

The module examines instances where law enforcement personnel have abused their position and the impact this has on public confidence. Students will critically examine previous cases to identify patterns of malpractice or abuse of position and the opportunities that existed for intervention. The role of independent bodies such as the Independent Office for Police Conduct (IOPC) and Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS) in holding the police to account is also explored, along with strategies now in place to prevent such cases from occurring.

**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.

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

**MO1** Critically evaluate multi-cultural differences and how they might affect interaction between individuals, groups, and the police.

**MO2** Analyse a range of high-profile critical and major investigations, the effects of multiculturalism on police ethics and values, and the lessons learned from these incidents.

**MO3** Critically examine instances where law enforcement personnel have misused their position of authority and police powers to commit offences.

**MO4** Ascertain why people in positions of respect and authority may fail to comply with policies, procedures, protocols, or legislation, and commit criminal offences.

**MO5** Critically review relevant policing incidents where critical ethical decisions were made and the rationale behind the decisions made.

**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](https://uwe.rl.talis.com/modules/uzsyg9-15-3) via the following link <https://uwe.rl.talis.com/modules/uzsyg9-15-3>

## **Part 4: Assessment**

**Assessment strategy:** Summative assessment for this module will be a written report.

2000-word review of an IPCC Investigation.

Building on the real-life cases studies provided throughout the module, this assessment will focus on a real case that was subject to an IPCC investigation where the code of conduct has not been upheld. Learners will be supported to identify and analyse that case in line with the module learning outcomes and produce a report that tests learners' academic research and writing abilities, and highlights the lessons learned from the case study by providing recommendations for future improvement.

Formative assessment of learning will be provided during scheduled teaching activities through quizzes, taking part in discussions, debates and questions and answers during taught sessions. Additional formative support will be provided in study skills workshops on research, literature reviews, creation of abstracts, referencing, and utilising the services of the UWE Library.

**Assessment tasks:****Report (First Sit)**

Description: 2000-word review of an IPCC Investigation.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Report (Resit)**

Description: 2000-word review of an IPCC Investigation

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Professional Policing [Frenchay] BSc (Hons) 2023-24

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

Applied Criminal Justice {Top Up} [Frenchay] BSc (Hons) 2024-25