

MODULE SPECIFICATION

Module Title:	Vulnerability and Risk	Level:	6	Credit Value:	20
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Module code:	POL602	Is this a new module?	new	Code of module being replaced:	N/A
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Cost Centre:	GACJ	JACS3 code:	L611	HECOS Code:	100484
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Trimester(s) in which to be offered:	1	With effect from:	September 2020
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Faculty:	Social and Life Sciences	Module Leader:	Andrew Crawford
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Scheduled learning and teaching hours	24hrs
Guided independent study	176hrs
Placement	0hrs
Module duration (total hours)	200hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Professional Policing	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites

Office use only

Initial approval January 19

APSC approval of modification January 21

Version 3

1. Jan 21 Updates made to CoP standards numbering and syllabus points
2. Jan 22 minor changes to syllabus as per CoP requirements Yes No

Have any derogations received SQC approval?

Module Aims

The aim of this module is to critically examine the nature, context and complexities of policing practices to safeguard vulnerable children, adults and communities.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

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

Key Skills

1	Critically explore the definition, complexity (inc. influences of risk factors) and presentation of vulnerability in the context of policing	KS6	KS4
	NPC mapping: Vulnerability and Risk: 1.1,1.2,1.3,1.4,1.5, 3.1,3.2,3.3,3.4,3.5,3.6,3.7, 6.1,6.2,6.3,6.4,6.5	KS7	KS1
2	Critically appraise the national drivers for the police service to provide a professional and ethical service to individuals who are, or may be, vulnerable, or have suffered harm or be at risk of harm	KS1	KS2
	NPC mapping: Vulnerability and Risk: 2.1,2.2	KS7	KS3
3	Critically assess the nature, extrinsic and intrinsic causations, and experience of victimisation in general and the trend of youth gangs targeting vulnerable people, or people at risk of harm in particular	KS1	KS2
	NPC mapping: Vulnerability and Risk: 4.1,4.2,4.3,5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,12.1,12.2,12.3,12.4)	KS3	
4	Apprise and evaluate the police role and the appropriateness of different responses (by professionals and the policy) in ensuring vulnerable people are appropriately supported in situations where risk or vulnerability exists and how a vulnerable person may react to police in these situations	KS1	KS6
	NPC mapping: Vulnerability and Risk 7.1,7.2,7.3,7.4,7.5,7.6,8.1,8.2,11.1,11.2,11.3)		

Transferable/key skills and other attributes

Problem solving and reasoning
Working with others
Presentation skills
Motivating people
Making decisions
Communication skills
Independent Working
Time Management

Derogations

Module cannot be compensated/condoned on BSc (Hons) Professional Policing
Both elements of assessment must be passed on BSc (Hons) Professional Policing

Assessment:

Essay : considering and comparing a range of situations: Appraise the diverse nature, experience and causes of victimisation

Group Presentation (n=4)- Selecting one vulnerable group- illustrate how victimisation has been and is currently addressed by the police

Assessment guidance will be provided that directs students towards meeting the relevant learning outcomes

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 and 3	Essay	60%		2,500
2	2 and 4	Group Presentation	40%	20 minutes	

Learning and Teaching Strategies:

The module will use a combination of teaching and learning strategies, including lectures, seminars and role plays. Formative assessments will be used to provide developmental feedback to students and will include role plays, incident analysis and classroom knowledge checks. The range of teaching strategies will allow students to develop their knowledge of safeguarding practice.

Syllabus outline: NPC Indicative Content Mapping

LO1: Critically explore the definition, complexity (inc. influences of risk factors) and presentation of vulnerability in the context of policing

Definition of 'vulnerability':

How definitions of vulnerability can vary between organisations

Importance of the police working to one specific definition of vulnerability

Different thresholds that exist for assessing vulnerability

Complex nature of vulnerability e.g. presence of some situational/environmental factors can combine with personal vulnerability resulting in a person possibly being both a victim and/or perpetrator and susceptible to a range of harms

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

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

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)

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

Why vulnerable people may be targeted by perpetrators

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

How a vulnerable person may be at risk of coercive control by others, to commit crimes or become radicalised

Limitations of risk factors and risk assessments

Limitations of protective factors

Complexity of risk and protective factor relationships (e.g. exposure to violence) may lead to substance abuse, mental ill-health, but also a risk of being a victim of CSE)

How risk factor weightings vary (e.g. some personal vulnerabilities and situational risk factors may pose greater risks of harm than others)

The difference between increased risk and actual vulnerability

LO2: Critically appraise the national drivers for the police service to provide a professional and ethical service to individuals who are, or may be, vulnerable, or have suffered harm or be at risk of harm

National drivers for dealing professionally and ethically with people who are vulnerable, have suffered harm and/or are at risk of harm:

- PEEL: Police Effectiveness 2015 (Vulnerability) - A National Overview
- National Police Crime Prevention Strategy 2015
- Independent Inquiry into Child Sexual Exploitation in Rotherham 1997-2013
- Cross-governmental approach for managing vulnerability
- Increase in reporting of child sex abuse following high-profile cases
- Changing demand arising from complexity of some vulnerability cases

Legislation, policies and 'what works' in relation to vulnerable people or those at risk of harm, including:

- Serious Crime Act 2015
- Mental Capacity Act 2005

- Mental Health Act 1983: Code of Practice (2015)
- Code of Practice Mental Health Act 2015
- Care Act 2014
- Code of Practice for Victims of Crime 2015
- Working Together to Safeguard Children 2015
- Children Act 1989 and 2004
- Information sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2015
- Safeguarding Disabled Children – Practice Guidance 2009
- Achieving Best Evidence 2011

LO3: Critically assess the nature, extrinsic and intrinsic causations, and experience of victimisation in general and the trend of youth gangs targeting vulnerable people, or people at risk of harm in particular

Factors that, when combined with personal vulnerability, can lead to harm or a risk of harm:

- Environmental influences
- Situational influences
- Circumstantial influences
- Presence of an abuser

The relationship between the factors (e.g. situational) and the personal characteristics and vulnerabilities that may lead to harm/risk of harm to an individual

Police role in managing the factors (e.g. environment) to reduce risk

The impact of early life events and the link to poly-victimisation, including Adverse Childhood Experiences (ACE)

The effect of multiple adversities

Stockholm Syndrome

Troubled Families initiative

Strategies to prevent repeat victimisation

Victimisation and perpetration: common risk factors that may be present

How victimisation may lead to future perpetration (Cycle of Abuse theory)

Risk factors associated with multi-victimisation

LO4: Apprise and evaluate the police role and the appropriateness of different responses (by professionals and the police) in ensuring vulnerable people are appropriately supported in situations where risk or vulnerability exists and how a vulnerable person may react to police in these situations

Professional policing drivers for dealing more effectively with vulnerable people, including Early Help strategies

Potential implications of perceived lack of support from the police

Recent high-profile cases where a lack of support has resulted in questions being asked of the police

Consequences of not managing or controlling the environmental/situational factors for the vulnerable person

Consequences of failure to share key information e.g.:

- Fiona Pilkington
- Baby P
- Victoria Climbié
- Daniel Pelka

Recent high-profile cases where a positive outcome has resulted from police involvement

How the combination of personal vulnerabilities and situational/environmental factors may affect a person's reaction to, and communication with authority figures e.g. people with diagnosed conditions

How situational factors and perceptions may cause a problem to proliferate and escalate:

- Power imbalance
- Coercive and controlling behaviour
- Multiple vulnerabilities
- Change in seriousness of incidents
- Multiple victims and poly-victimisation

Recent high profile cases e.g. Breck BEDNAR (2014)

Independent Office for police Conduct (IOPC) Bulletin – 'Learning the Lessons'

Department of Education: Pathways to Harm, Pathways to Protection: A Triennial Analysis of Serious Case Reviews (2011-2014)

Bibliography:

Essential reading

- ACPO (2012) Guidance on Safeguarding and Investigating the Abuse of Vulnerable Adults. London: ACPO <http://library.college.police.uk/docs/acpo/vulnerable-adults-2012.pdf>
- Asquith, N and Bartkowiak-Theron, I (2019) Policing Encounters with Vulnerability. London: Palgrave-Macmillan
- Ball, E., Batty, E. and Flint, J., 2016. Intensive Family Intervention and the Problem Figuration of 'Troubled Families'. *Social Policy and Society*, 15(2), pp.263-274.
- College of Policing: Major Investigation and Public protection Authorised professional Practice
- Firmin, C and Pearce, J, 2016. Living in Gang-Affected Neighbourhoods. *Safeguarding Black Children: Good Practice in Child Protection*, p.76.
- Gracia, E., Garcia, F. and Lila, M., 2014. Male police officers' law enforcement preferences in cases of intimate partner violence versus non-intimate interpersonal violence: Do sexist attitudes and empathy matter?. *Criminal justice and behavior*, 41(10), pp.1195-1213.
- Gudjonsson, G.H., 2010. Psychological vulnerabilities during police interviews. Why are they important?. *Legal and criminological Psychology*, 15(2), pp.161-175.
- HMIC (2015) PEEL: police effectiveness 2015 (vulnerability) available to view at: <https://www.justiceinspectorates.gov.uk/hmicfrs/wp-content/uploads/police-effectiveness-vulnerability-2015.pdf>
- HMIC (2015) A Criminal use of police cells: the use of police custody as a place of safety for people with mental health needs. <https://www.justiceinspectorates.gov.uk/hmicfrs/publications/a-criminal-use-of-police-cells/>
- HMIC (2016) The welfare of vulnerable people in police custody. <https://www.justiceinspectorates.gov.uk/hmicfrs/publications/the-welfare-of-vulnerable-people-in-police-custody/>
- Maxson, C.L., Whitlock, M.L. and Klein, M.W., 1998. Vulnerability to street gang membership: Implications for practice. *Social Service Review*, 72(1), pp.70-91.
- Stout, B (2010) *Equality and Diversity in Policing (Policing Matters Series)*. London: Sage.
- Hall, N and Grieve, J (2009) *Policing and the legacy of Lawrence*. London; Willan publishing

- Department of Education: Pathways to Harm, Pathways to Protection: A Triennial Analysis of Serious Case Reviews (2011-2014)

Other indicative reading

- Bath, C., Bhardwa, B., Jacobson, J., May, T. and Webster, R., 2015. There to help: ensuring provision of appropriate adults for mentally vulnerable adults detained or interviewed by police.
- Clements, P (2008) Policing a Diverse Society (Blackstone's Practical Policing) Cambridge: Cambridge University Press
- Chakrabort, Pi and Garland, D (2015, 2 ed) Hate Crime, Impact, Causes and Responses (London: Sage).
- Dehaghani, R., 2016. He's just not that vulnerable: exploring the implementation of the appropriate adult safeguard in police custody. The Howard Journal of Crime and Justice, 55(4), pp.396-413.
- Jessiman, T. and Cameron, A., 2017. The role of the appropriate adult in supporting vulnerable adults in custody: Comparing the perspectives of service users and service providers. British Journal of Learning Disabilities, 45(4), pp.246-252.
- Peel, M., 2017. Assessing an individual's fitness to be interviewed in police custody. Nursing Standard (2014+), 31(40), p.42.
- Wood, J.D. and Watson, A.C., 2017. Improving police interventions during mental health-related encounters: past, present and future. Policing and Society, 27(3), pp.289-299.