

Module specification

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Module Code	POL602
Module Title	Vulnerability and Risk
Level	6
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100484
Cost Code	GACJ

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Professional Policing	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	24 hrs
Placement / work based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	January 2019
With effect from date	September 2019
Date and details of revision	January 2021 – updates made to CoP standards numbering and syllabus points

For office use only	
	January 2022 – minor changes to syllabus as per CoP requirements July 2022 – NPC mapping changes, syllabus additions to meet CoP requirements. Change to assessment strategy.
Version number	4

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.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically explore the definition, complexity (inc. influences of risk factors) and presentation of vulnerability in the context of policing (NPC mapping: Vulnerability and Risk: 1.1,1.2,1.3,1.4,1.5,1.6 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8, 6.1,6.2,6.3,6.4,6.5) (NPC mapping: Vulnerability and Risk: 8.1, 8.2, 8.3,8.4,8.5,8.6, 8.7)
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 (NPC mapping: Vulnerability and Risk: 2.1,2.2, 14.1, 14.2, 14.3, 414.4)
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 (NPC mapping: Vulnerability and Risk: 4.1,4.2,4.3,5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,13.1,13.2,13.3,13.4)
4	Appraise 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 (NPC mapping: Vulnerability and Risk 7.1,7.2,7.3,7.4,7.5,7.6,9.1,9.2,12.1,12.2,12.3)

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Essay: considering and comparing a range of situations: Appraise the diverse nature, experience and causes of victimisation (4,000 words)

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 (%)
1	1 - 4	Written Assignment	100%

Derogations

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

Learning and Teaching Strategies

The learning and teaching strategy used in the module is grounded in the University's commitment to Universal Design for Learning (UDL), the key principle of which holds that students are encouraged to participate in higher education when they are exposed to flexible ways of learning by staff that engage them in different ways using innovative and creative approaches. Accordingly, the module embrace the University's Active Learning Framework (ALF) which supports accessible, flexible learning that creates a sense of belonging for students. Each module is associated, thereby, with face to face and online elements.

Indicative Syllabus Outline

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

How vulnerability applies to victims, witnesses and suspects throughout the criminal justice process

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

How individuals respond differently to trauma

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

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

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

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

Duty of police to take responsibility and effective action to make a person safe:

- Immediate safeguarding considerations in respect of individual and others potentially affected
- Multi-agency referrals

Using professional judgement to identify and assess risks posed to the person:

- Recognising when the police are not the most appropriate agency to deal with the situation
 - Using a 'hard empathy' approach when appropriate
 - Support agencies who might provide more appropriate assistance and how these agencies may be accessed
- Safeguarding considerations for adults and how they differ from child safeguarding
- Importance of dealing with a person without judgement, fairly and in a manner appropriate to their needs

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:

The Rotherham enquiry (Independent Inquiry into Child Sexual Exploitation in Rotherham (1997-2013)) and/or other large scale reviews

- PEEL: Police Effectiveness 2015 (Vulnerability) - A National Overview
 - National Policing Crime Prevention Strategy
 - Making Safeguarding Personal: What might 'good' look like for the police? 2017
 - Vulnerability-related Risk Guidelines (College of Policing) 2021
 - 'Tackling Violence Against Women and Girls Strategy' 2021 (Home Office) and College of Policing Toolkit
 - 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
 - Commissioners for:
 - victims
 - domestic abuse
 - children
 - independent anti-slavery
 - Continuing inspection activity by HMICFRS in relation to vulnerability-related policing
- 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 2021
 - 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 2022

Identifying repeat patterns/problem solving:

- Multi-agency working
- Risk assessments that look at data from all agencies

What works in tackling or reducing the occurrence and/or seriousness of repeat victimisation (the frequency of):

- Domestic abuse
- Missing from home

What works in tackling repeat offending:

- The impact of tackling youth gangs
- Early Intervention Foundation (EIF) tackling gangs and youth violence

Importance of targeted and effective situational problem solving and crime prevention

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

Working with other organisations to provide support to children and families to tackle problems before they become more difficult to reverse

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

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

- 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.justiceinspectrates.gov.uk/hmicfrs/publications/a-criminal-use-of-police-cells/>
- HMIC (2016) The welfare of vulnerable people in police custody.
<https://www.justiceinspectrates.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.

Employability skills – the Glyndwr Graduate

Each module and programme is designed to cover core Glyndwr Graduate Attributes with the aim that each Graduate will leave Glyndwr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence
Adaptability

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication