

Summary Information

Module Code	4203PSDA
Formal Module Title	Inclusion, Vulnerability and Risk
Owning School	Justice Studies
Career	Undergraduate
Credits	20
Academic level	FHEQ Level 4
Grading Schema	40

Module Contacts

Module Leader

Contact Name	Applies to all offerings	Offerings
Jayne Erlam	Yes	N/A

Module Team Member

Contact Name	Applies to all offerings	Offerings
--------------	--------------------------	-----------

Partner Module Team

Contact Name	Applies to all offerings	Offerings
--------------	--------------------------	-----------

Teaching Responsibility

LJMU Schools involved in Delivery
Justice Studies

Learning Methods

Learning Method Type	Hours
----------------------	-------

Lecture	48
Seminar	22
Workshop	10

Module Offering(s)

Offering Code	Location	Start Month	Duration
APR-MTP	MTP	April	12 Weeks
JAN-MTP	MTP	January	12 Weeks
SEP-MTP	MTP	September	12 Weeks

Aims and Outcomes

Aims	To familiarise the student with the complex nature of vulnerability, whilst providing an understanding of how situational and environmental factors, combined with personal vulnerabilities may result in a person becoming a victim and or perpetrator. Exploring how the effective use of training, knowledge and skills, can assist in supporting those who are vulnerable and why it is necessary to use a safeguarding approach to those who are vulnerable. Students will investigate the need for first responders to identify their own vulnerabilities when dealing with sensitive or violent incidents. Identifying the effects of stress and so understand how to develop personal resilience and coping strategies. The value and efficacy of professional help in various circumstances will also be assessed.
-------------	---

Learning Outcomes

After completing the module the student should be able to:

Code	Description
MLO1	Outline and articulate the issues around Vulnerability in a policing context. How vulnerability might manifest itself in victims and witnesses, examining risk factors and issues that may arise when dealing with the vulnerable members of society as victims, witnesses and offenders. Identify considerations and risks when dealing with a vulnerable victim, witness or suspect. (Please note this is an over-arching learning objective which covers the College of Policing objectives 1 and 2)
MLO2	Consider and compare the sociological and situational causes of overt and covert vulnerability as they relate to safeguarding members of the community who are at risk of victimisation, bullying and harm, including extremism. Discuss and recount cultural and societal factors relating to all forms of abuse. Articulate the key issues surrounding the delivery and development of community policing in all its forms and within a range of differing frames of reference (Please note this is an over-arching learning objective which covers the College of Policing objectives 3, 10 and 11)
MLO3	Summarise the associated potential risk to individuals and communities, and identifying key initial actions. Relate community issues to counter terrorism concepts and legislation within the current policing climate. (Please note this is an over-arching learning objective which covers the College of Policing objectives 4 and 12)

MLO4	Relate the principles of ethical and professional behaviour, respect for rights, equality of opportunity and the strands of diversity to the paradigm of operational policing. Differentiate the expectations outlined in the 'Code of Ethics', the CSPL and other groups in society and describe the challenges presented to the modern police service by those views. (Please note this is an over-arching learning objective which covers the College of Policing objectives 5 and 6)
MLO5	Debate the issues associated with abuse in the home or relationships, the risks to children and the vulnerable. Define legislation and potential forms of abuse and why elements of abuse are under reported. (Please note this is an over-arching learning objective which covers the College of Policing objectives 7 and 8).
MLO6	Explain the breadth of issues that might be faced by police and other first responders. Explore the range of policing contexts and how types of engagement vary in terms of success, efficacy and appropriateness, relating exchange of ideas, information and intelligence to functional policing, including key counter terrorism strategies. (Please note this is an over-arching learning objective which covers the College of Policing objectives 9 and 13)

Module Content

Outline Syllabus

Valuing difference and inclusion. The importance of Identifying and dealing with vulnerability and risk. Public Protection. Safeguarding. Policing Communities. Community engagement and problem solving.

Module Overview

This module will familiarise you with the complex nature of vulnerability whilst providing an understanding of how situational and environmental factors, combined with personal vulnerabilities, may result in a person becoming a victim and or perpetrator. You will explore how the effective use of training, knowledge and skills can assist in supporting those who are vulnerable and why it is necessary to use a safeguarding approach to those who are vulnerable. Also, you will investigate the need for first responders to identify their own vulnerabilities when dealing with sensitive or violent incidents.

Additional Information

Lectures and other activities will provide the students with information, which they will then be able to apply practically, within the tasks and experiences incorporated into the workshops. Discussions and activities such as recognising the complex nature of vulnerability. Students will also be identifying the effects of stress and developing personal coping strategies.

Curriculum Related Objectives 1. Outline and articulate the issues around Vulnerability in a policing context. How vulnerability might manifest itself in victims and witnesses, examining risk factors and issues that may arise when dealing with the vulnerable members of society as victims, witnesses and offenders. 2. Identify considerations and risks when dealing with a vulnerable victim, witness or suspect. 3. Consider and compare the sociological and situational causes of overt and covert vulnerability as they relate to safeguarding members of the community who are at risk of victimisation, bullying and harm, including extremism. 4. Summarise the associated potential risk to individuals and communities, and identifying key initial actions. 5. Relate the principles of ethical and professional behaviour, respect for rights, equality of opportunity and the strands of diversity to the paradigm of operational policing. 6. Differentiate the expectations outlined in the 'Code of Ethics', the CSPL and other groups in society and describe the challenges presented to the modern police service by those views. 7. Debate the issues associated with abuse in the home or relationships, the risks to children and the vulnerable. 8. Define legislation and potential forms of abuse and why elements of abuse are under reported. 9. Explain the breadth of issues that might be faced by police and other first issue. 10. Consider and recount cultural and societal factors relating to all forms of abuse. 11. Articulate the key issues surrounding the delivery and development of community policing in all its forms and within a range of differing frames of reference. 12. Relate community issues to counter terrorism concepts and legislation within the current policing climate. 13. Explore the range of policing contexts and how types of engagement vary in terms of success, efficacy and appropriateness, relating exchange of ideas, information and intelligence to functional policing, including key counter terrorism strategies. (See also investigation in 4202PSDA) Indicative Content: Valuing Difference and Inclusion 1 Understand and apply core principles of ethics, equality, diversity and human rights in professional policing. 1.1 The terms 'ethics', 'diversity', 'equality' and 'human rights' 1.2 Relevant legislation and guidance in a policing context: • Human Rights Act 1998 • Equality Act 2010 • The Police Reform Act 2002 • The Police (Complaints and Misconduct) Regulations 2012 • The IPCC Statutory Guidance 2015 1.3 Code of Ethics 2 Challenge bias, prejudice, discrimination and stereotyping when performing the role of police constable. 2.1 The terms 'bias', 'prejudice', 'discrimination' and 'stereotyping' 2.2 Impact of being a victim of bias, prejudice, discrimination or stereotyping 2.3 Practical professional strategies to address bias, prejudice, discrimination and stereotyping • Strategies for challenging • Coping strategies Vulnerability and Risk 3 Define 'vulnerability' in the context of operational policing. 1.1 Definition of 'vulnerability': • 'A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care or protect themselves, or others, from harm or exploitation.' 1.2 How definitions of vulnerability can vary between organisations 1.3 Importance of the police working to one specific definition of vulnerability 1.4 Different thresholds that exist for assessing vulnerability 1.5 Complex nature of vulnerability e.g. presence of some situational/environmental factors can combine with personal vulnerability resulting in a person po

All assessed components on this module must be successfully passed for credit to be released.

Assessments

Assignment Category	Assessment Name	Weight	Exam/Test Length (hours)	Learning Outcome Mapping
Essay	2000 word Essay	50	0	MLO1, MLO6, MLO2, MLO4

Centralised Exam	Seen Exam	50	1.5	MLO6, MLO2, MLO3, MLO5, MLO4
------------------	-----------	----	-----	------------------------------------