

## Liverpool John Moores University

Title: Crime, Vulnerability and Risk 1  
Status: Definitive  
Code: **4303PS** (126329)  
Version Start Date: 01-08-2021

Owning School/Faculty: Justice Studies  
Teaching School/Faculty: Justice Studies

Team	Leader
Ian Whitfield	Y

**Academic Level:** FHEQ4  
**Credit Value:** 20  
**Total Delivered Hours:** 55  
**Total Learning Hours:** 200  
**Private Study:** 145

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	22
Online	11
Workshop	22

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	Bibliog	1,500 annotated bibliography	30	
Essay	Essay	2,500 word essay	70	

### Aims

*Define what is meant by vulnerability in its broadest terms. 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.*

*Introduction to theories of criminology and victimology. Specifically consider the issues around crime, victimisation and harm.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Summarise key pieces of literature around vulnerability in a policing context including the broad range of vulnerability issues affecting victims witnesses and offenders.
- 2 Identify considerations and risks when dealing with a vulnerable victim, witness or suspect, linking the potential risk to communities, and identify key initial actions.
- 3 Consider and compare the criminological, sociological and situational causes of overt and covert vulnerability. Explore relevant theories in criminology and victimology.
- 4 Consider the multi-agency dimension as it relates to vulnerability.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

Bibliography	1		
Essay	2	3	4

## **Outline Syllabus**

*Theories of vulnerability and risk.*

*The importance of identifying and dealing with vulnerability and risk.*

*Public Protection, policies and processes around vulnerability and risk.*

*Safeguarding.*

*Criminology.*

*Victimology.*

*Policing Communities.*

*Community engagement and problem solving.*

## **Learning Activities**

Lectures, supported online Canvas activities and Workshops.

## **Notes**

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. Facilitated 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.

Where relevant and appropriate the concept of evidence based policing will be introduced and its relevance emphasised. There will also be reference to the College of Policing 'What Works' facility and how that might assist.

## National Policing Curriculum

### Indicative Content

#### Criminology and Crime Prevention

1.1 An introduction to criminology and sociology

1.2 Crime, victimisation and harm: • Definition • Measurement • Trends and patterns • Causes

2.1 Offenders and offending: • Risk and vulnerability • Criminal careers and desistance from crime • Environmental criminology

2.2 Victims and victimology: • Risk and vulnerability • Repeat victimisation

2.3 Relationship between offenders and victims: • Overlap • Restorative justice

3.1 Definition of 'procedural justice'

3.2 Application of procedural justice

#### Vulnerability and Risk

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 possibly being both a victim and/or perpetrator and susceptible to a range of harms

2.1 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 Policing 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

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

3.2 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

3.3 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 • Race 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)

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

3.5 Why vulnerable people may be targeted by perpetrators

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

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

4.1 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

4.2 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

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

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

5.2 The effect of multiple adversities

5.3 Stockholm Syndrome

5.4 Troubled Families initiative

5.5 Strategies to prevent repeat victimisation

5.6 Victimisation and perpetration: common risk factors that may be present

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

5.8 Risk factors associated with multi-victimisation

6.1 Limitations of risk factors and risk assessments

6.2 Limitations of protective factors

6.3 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

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

6.5 The difference between increased risk and actual vulnerability

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

7.2 Potential implications of perceived lack of support from the police

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

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

7.5 Consequences of failure to share key information e.g.: • Fiona Pilkington • Baby P • Victoria Climbié • Daniel Pelka

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

Learning Outcomes

Criminology and Crime Prevention  
1,2,3

Vulnerability and Risk  
1,2,3,4,5,6,7