Module Proforma

Approved, 2022.02

Summary Information

Module Code	5303PS
Formal Module Title	Crime, Vulnerability and Risk 2
Owning School	Justice Studies
Career	Undergraduate
Credits	20
Academic level	FHEQ Level 5
Grading Schema	40

Module Contacts

Module Leader

Contact Name	Applies to all offerings	Offerings
Ian Hassall	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	22
Online	11
Workshop	22

Module Offering(s)

Offering Code	Location	Start Month	Duration
SEP-MTP	MTP	September	12 Weeks

Aims and Outcomes

Aims	Students will understand the nature of the relationship between police and vulnerable people. Examination of the theory relating to offending and offending patterns and the impact of differing approaches and intervention strategies.Knowledge and understanding of contemporary issues around vulnerability and criminal exploitation of certain groups.Multi-Agency Public Protection Arrangements (MAPPA).Effect of press and media on public protection strategies.

Learning Outcomes

After completing the module the student should be able to:

Code	Description
MLO1	Demonstrate knowledge and understanding of characteristics of vulnerable people and the relationship with offenders.
MLO2	Discuss the main theories around offending, patterns of offending and intervention strategies.
MLO3	Discuss the ways in which an individual might become a victim or an offender.
MLO4	Evaluate effective prevention strategies to stop an individual becoming a victim or offender. Consider repeat victimisation, repeat offending and early intervention.
MLO5	Evaluate the different approaches (by professionals and the police) to supporting or managing vulnerable people or those at risk of harm.

Module Content

Outline Syllabus
Values, ethics and norms within diverse communities. Policing in a fair and unbiased manner. Victims and victimisation. Supporting and managing vulnerable people or people at risk of harm. Youths, gangs and vulnerable people. Policing the community. Community engagement. Multi-agency/partnership working

Module Overview

The aim of this module is to understand the nature of the relationship between police and vulnerable people. You will examine theory relating to offending and offending patterns and the impact of differing approaches and intervention strategies. You will also gain knowledge and understanding of contemporary issues around vulnerability and criminal exploitation of certain groups.

Additional Information

Lectures and other activities will provide the students with information to then enable them to practically apply the knowledge acquired, within the tasks, scenarios and de-briefs incorporated into the workshops. Seminars will explore lecture topics in more depth and in broader context. Where relevant and appropriate the concept of evidence based policing will be introduced and its relevance in this context explained. There will also be reference to the College of Policing 'What Works' facility. National Policing Curriculum Indicative Content Criminology and Crime Prevention 4.1 Police, policing and social control 4.2 Politics, accountability and governance of the police 4.3 Police powers and their regulation 4.4 The role of different agencies in the policing landscape and criminal justice system 5.1 Principles of crime prevention 5.2 Situational, biological, sociological and psychological theories on crime and their relevance to policing 5.3 Relevant national strategies and tools: • National Policing Crime Prevention Strategy 2015 • Home Office Modern 6.1 Models of policing: • 'Hot Spots' policing • Problem-oriented policing • Intelligence-led policing • Rapid response and reactive patrol • Community policing • Predictive policing • Procedural justice Crime Prevention Strategy 2016 • National Intelligence Model 6.2 Evidence-based policing and 'what works', including: • Rational Choice Theory • Routine Activity Theory • Situational Crime Prevention 7.1 Improved research capabilities in a specialised field 7.2 Confidence to challenge pre-determined concepts e.g. policing models 7.3 Ability to think 'outside the box' when considering solutions 7.4 Ability to justify decisions based on a sound understanding of the problem 8.1 Kirkholt Burglary Prevention project 8.2 Jill Dando Institute 8.3 Designing out crime - 'Crime Prevention Through Environmental Design' (Newman et al) 8.4 How effective crime prevention initiatives can have a positive effect on resources Vulnerability and Risk 8.1 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 8.2 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 9.1 Motivations for offending: • Early life events 9.2 Understanding the age/offending curve 9.3 Identifying propensity to offending behaviour 9.4 Early identification of offenders and early intervention 9.5 Dealing with potential offenders 9.6 Strategies to prevent offending (including radicalisation) or re-offending 10.1 What works from the Early Intervention Foundation website 10.2 Working with other organisations to provide support to children and families to tackle problems before they become more difficult to reverse 11.1 Recent high profile cases e.g. Breck BEDNAR (2014) 11.2 Independent Office for Police Conduct (IOPC) Bulletin – 'Learning the Lessons' 11.3 Department of Education: Pathways to Harm, Pathways to Protection: A Triennial Analysis of Serious Case Reviews (2011-2014) 12.1 Psychology of a vulnerable person or person at risk of harm which makes them an attractive target for youth gangs 12.2 The effect it has on the vulnerable person 12.3 Situations which vulnerable people may be subject to or find themselves involved in 12.4 Strategies and disruption tactics that could be employed Public Protection 4.1 Effects of personal attitudes, stereotyping views, values and bias on the investigation process 4.2 Strategies for dealing with the potential impact of such attitudes, stereotyping views, values or bias. 5.1 Role of Multi-Agency Public Protection Arrangements (MAPPA) in managing offenders 5.2 Use of community intelligence to manage offenders 6.1 Serious and orga

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	4500 word Essay	100	0	MLO3, MLO2, MLO5, MLO1, MLO4