

Liverpool John Moores University

Title: Crime, Vulnerability and Risk 2
Status: Definitive
Code: **5303PS** (126344)
Version Start Date: 01-08-2020

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

Team	Leader
Ian Whitfield	Y

Academic Level: FHEQ5 **Credit Value:** 20 **Total Delivered Hours:** 55
Total Learning Hours: 200 **Private Study:** 145

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	22
Online	11
Workshop	22

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	Essay	Essay with a limit of 4,500 words on crime, vulnerability & risk. Students to choose one title from three options	100	

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:

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

Learning Outcomes of Assessments

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

4500 word Essay	1	2	3	4	5
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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

Learning Activities

Lectures, supported online Canvas activities, Workshops.

Notes

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 debriefs 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 organised crime definitions e.g. Organised Crime Groups (OCGs)
- 6.2 Links between serious and organised crime and public protection issues e.g. sexual offences, modern slavery, sex work and prostitution, child abuse
- 6.3 Disruption and detection strategies
- 7.1 IPCC Report: The Use of Police Powers to Perpetrate Sexual Violence (2012)
- 7.2 Psychology of an offender's use of position of authority to commit sexual offences
- 8.1 Media influences upon social perceptions of policing strategy
- 8.2 Effect of high-profile cases resulting in major investigations e.g. Operation Yew Tree
- 8.3 Link between media spotlighting and changes to police strategy

Learning Outcomes

Criminology and Crime Prevention

4,5,6,7,8

Vulnerability and Risk

8,9,10,11,12

Public Protection

4,5,6,7,8