



## **Module Specification**

### **Revealing Risk and Vulnerability**

Version: 2026-27, v3.0, Approved

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## Part 1: Information

**Module title:** Revealing Risk and Vulnerability

**Module code:** UZSYG3-30-2

**Level:** Level 5

**For implementation from:** 2026-27

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Health, Science & Society

**School:** CHSS School of Social Sciences

**Partner institutions:** None

**Field:** Sociology and Criminology

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** The key themes for this module centre around vulnerability, risk intervention and prevention in an operational policing context to members of the public and, the environment in which they live. Learners will explore and understand the national drivers for the police service based on real life case studies. These case studies will offer a deep insight into the consequences of situations where individuals who are or may be vulnerable have suffered harm or have been put at risk of harm.

The meaning of vulnerability in the context of operational policing includes police constables themselves as well as and members of the public. Why vulnerability may occur, its link to criminality and the role police has in interacting with vulnerable people and communities is also explored.

**Features:** Real life case studies will be explored within this module. To support this learning students will gain access to official and sensitive material related to adults at risk, mental health, domestic abuse, child abuse and sexual exploitation, forced marriage and female genital mutilation. This is a highly emotive module and clear signposting will be available (without request) to all students should they need support.

**Educational aims:** At the heart of this module is the aim to encourage the development of professional curiosity to keep people safe from harm.

This module begins by examining the factors that can make a person vulnerable and at risk of harm. This includes early life experiences and how vulnerable persons may be vulnerable in more than one way. A number of 'national drivers' are explored, examining how previous failures in risk identification resulted in serious harm or death, and how best practice approaches can prevent this.

Students will learn about the signs of trauma and how trauma may impact victim behaviour. The module outlines the importance of vulnerable people being appropriately supported by the police from the point of initial attendance onwards and how officers can adapt their approach and work with partners to support this. The module explores the models and threshold tests that are used in policing to measure risk of harm, such as domestic abuse risk assessments and vulnerability assessment frameworks. Students will learn about the evidence base behind their development and the principles governing the completion of these in a way that supports an accurate assessment of risk. They will learn about how these are used to inform strategies put in place to keep vulnerable persons safe.

As part of this module, students will learn how definitions of vulnerability and trauma may vary between organisations and their own role in establishing a shared understanding of risk when working as part of a multi-agency approach (e.g. engaging with Early Help interventions).

**Outline syllabus:** Relevant learning outcomes as specified in the applicable College of Policing National Policing Curriculum.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** The module will employ a combination of lectures, seminars, and workshops, each broadly with a focus on a different case study which draws out the module curriculum.

As with all modules in this programme, the pedagogy is interactive, discussion-based, and student-facing so students are an active part of the learning process, and will be asked to contribute ideas, questions, and critical standpoints. The learning environment is designed to promote peer-to-peer support and exchange which in this context will support the discussion of the key case studies and allow students to share ideas about different threat and harm levels.

While teaching and learning will be predominantly classroom based, appropriate use will be made of online resources and learning environments.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Critique key legislation, policy, and evidence-based approaches designed to protect vulnerable people or those at risk of harm.

**MO2** Explain the policing definition of vulnerability, why definitions can vary between organisations, and the role of the police and partners in managing vulnerable persons at risk.

**MO3** Evaluate theories explaining how a person becomes a victim, the impact of early life events and the link to poly-victimisation.

**MO4** Recognise the importance of valuing difference and inclusion and the various considerations that are important when supporting a vulnerable person.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Lectorials = 72 hours

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

**Part 4: Assessment**

**Assessment strategy:** Summative assessment for this module is a written assignment.

The assessment is a 3000-word (maximum) Vulnerability Case Study Report.

This assessment gives students an opportunity to explore key vulnerability issues by placing themselves in the shoes of a response police constable and to consider what real life actions they would take in a safeguarding scenario of their choice. To provide a more realistic feel, and to provide learners with a broader scope of subject matter to choose from, the report may be based on a recent real-life high-profile case where a lack of support has resulted in questions being asked of the police, or a case where a positive outcome has resulted from police involvement. The assessment structure will allow learners to evidence their knowledge and theoretical application of powers, policies, models, and theories, and provide a clear action plan that will maintain future support for the victim and their families.

Formative assessment of learning will take place during scheduled teaching building on content taught and independent study tasks. Methods comprise of workshops, question and answer sessions, group discussions and debates, in-class knowledge checks, and work products as produced. Additional formative support will be provided in study skills workshops on research, literature reviews, creation of abstracts, and referencing.

**Assessment tasks:**

**Written Assignment (First Sit)**

Description: 3000-word (maximum) Vulnerability Case Study Report.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Written Assignment (Resit)**

Description: 3000-word (maximum) Vulnerability Case Study Report.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Professional Policing [Frenchay] BSc (Hons) 2024-25

Professional Policing [Frenchay] BSc (Hons) 2024-25

Professional Policing [Frenchay] BSc (Hons) 2024-25

Professional Policing [Frenchay] BSc (Hons) 2025-26

Professional Policing [Frenchay] BSc (Hons) 2024-25

Professional Policing [Frenchay] BSc (Hons) 2025-26