



LEVEL 6 ASSESSMENT SPECIFICATION

Student name:		Student number:	ID
Programme:	Graduate Diploma in Policing (GDIP)		
Module:	Operational Policing Practice 3		
Module code:	BMP6002D	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Jane Thomas	Internal Verifier:	
Assignment Title:		Word count (or equivalent):	Essay 5000 Words
Submission deadline:	22 nd November 2021	Return date of provisional marks & written feedback:	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)
Understanding role of constable - Evaluate the strategic drivers for professionalising policing and relevant policing and relevant national policing strategies Maintaining Professional Standards - Critically explore the concept of integrity in a professional policing context - Evaluate the strategic drivers for professionalising policing and relevant national policing strategies

Evidenced Based Policing

- Critically analyse evidence-based policing and 'what works' in policing

Communication Skills

- Critically review methods for communicating and disseminating information in a policing context

Criminology & Crime Prevention

- Critically evaluate crime prevention theories and strategies

Public Protection

- Critically assess the impact of abuse upon victims
- Evolve professional strategies to deal with the impact of personal attitudes and values upon the investigation process
- Critically review the links between Serious and Organised Crime Groups and public protection issues
- Critically assess police strategies for dealing with public protection incidents

Digital Policing

- Demonstrate a critical understanding of how to investigate complex internet-related crime and the impact of such crimes
- Understand procedures for obtaining and processing digital evidence in a policing context

Counter Terrorism

- Understand and explain the national counter terrorism structure
- Review and understand the insider threat in relation to counter terrorism

Response Policing

- Critically evaluate public perceptions of response policing
- Critically evaluate response policing in the context of dealing with critical and major incidents

Policing Communities

- Understand and employ relevant strategies and initiatives to deliver effective community policing

Policing the Roads

- Understand and demonstrate knowledge of legislation and regulations relating to vehicles/drivers
- Understand and review professional practice in relation to roads policing pursuits

TASK DESCRIPTION

Students are required to complete a 5000-word essay under the following titles:

1000 words - Understanding the role of Constable/Maintaining Professional Standards

Critically evaluate the concept of 'the professionalisation of the police service' considering how 'Maintaining Professional Standards' 'ethical and inclusive' and 'Coaching and Mentoring' approaches contribute to this.

1000 words - Community/Response Policing/Policing roads/Conducting Investigations /Digital Policing

Critically evaluate the role of the police in **one** of the following areas:

- Community policing (strategies and incentives)
- Response policing (public perception and critical/major incidents)
- Policing the roads (application of regulations)
- Counter Terrorism Policing (Structure/ Risks/Insider threat).
- Digital Policing (Internet related crime / Digital evidence retrieval).

NB: If you wish to pursue a detective role within the police service, please choose the following option.

Critically evaluate the role of the police in:

- Conducting Investigations (Volume, serious and complex)

1000 words - Information and Intelligence/Communication Skills

Critically evaluate the methods used by police in gathering information and intelligence, how information contributes to the 'tasking and coordinating' process and how information and intelligence is communicated.

1000 words - Public Protection

Critically evaluate police strategies for dealing with public protection incidents considering the impact of abuse on victims, the impact personal attitudes and values on the investigative process and the association between Serious and Organised Crime groups and public protection issues.

1000 words - Evidence based policing/criminology and crime prevention/criminal Justice

Critically analyse the concept of evidence-based policing and 'what works' in policing evaluating crime prevention theories and strategies and considering the options open to reduce re offending.

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: At level 6 you should be reading extensively on the subject area, your sources should be reliable. Try to limit the quantity of journalistic sources you use and, instead include peer reviewed journal articles or academic sources. The Universities library is 90% available on line this allows you to access journals through the library, make use of this to gain good grades.

2. Knowledge and Understanding Skills

At level 6, you should be able to demonstrate coherent and detailed knowledge and a systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. You should be aware of the uncertainty, ambiguity and limits of knowledge. Your work must demonstrate the growing extent of your knowledge and systematic understanding of concepts and underlying principles associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment: You should read to build your knowledge base on the subject using lectures as a basis for learning, if you do not understand an element of the teaching make an appointment to speak to your lecturer. Attendance is key to develop your knowledge and understanding.

3. Cognitive and Intellectual Skills

You should be able to: critically evaluate evidence, arguments, assumptions, abstract concepts and data some of which are at the forefront of a discipline (and that may be incomplete) to devise and sustain arguments, to make judgements and/or solve problems; describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of others

within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *Avoid descriptive accounts of subject areas, you should at this level be discussing and arguing points, do not try to discuss too many points, select an area of study and then analyse and discuss this area.*

4. Practical Skills

At level 6, you should be able to apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects. You will deploy accurately established techniques of analysis and enquiry relevant to the discipline, and apply them in complex and unpredictable contexts, to devise and sustain arguments and/or to solve problems. You should be able to frame appropriate questions to achieve a solution - or identify a range of solutions. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context or circumstances, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be innovative and creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for graduate-level employment requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable circumstances. This includes demonstrating: the learning ability for professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Response Policing

This essay will look at what response policing is, and how the public perceive officers in the role. Alongside this, I will look at response policing in the context of dealing with critical and major incidents.

I will primarily discuss response policing within South Wales Police, as I have first-hand experience of Response and the public perception to policing in different areas of the force. Response policing is perhaps the department of the police that the public most frequently come into contact with. Response officers are those that dynamically assess immediate threat, harm risk and vulnerability in fast moving situations that require them to take initial control of the incident. Whilst this may appear apparent, Response officers also need to engage with victims and witnesses, providing them with the level of support they require and help to identify vulnerability and alert the right lines of support (College of Policing, 2018). Response officers deal with a variety of different types of call, these can include the obvious – crimes and traffic based offences, but also spread to mental health calls, antisocial behaviour and even sudden deaths. More notably to the public, officers conduct stop searches – which is perhaps one of the most publicised aspects of policing. As discussed at length in another essay regarding the professionalisation of the police, stop search powers have long since been considered controversial. Back under ‘sus law’ (Jefferson, 1982), officers were seen to use stop search disproportionately against ethnic minorities, but despite the introduction of the Police and Criminal Evidence Act that looked to place greater control on the use of stop search – the use of stop search remains hotly contested (Yesufu, 2013). This has had a significant impact on public perception of front line police officers, and continues to do so given many people feel stop searching is a massive breach of privacy. The public perception of policing in the UK is not only influenced by incidents in the UK, but more significantly in recent years, but also influenced by incidents in USA (Delsol, 2006).

An example of this was the death of George Floyd during an arrest in Minneapolis (Henry H. Wu, 2021). Derek Chauvin knelt on Floyd’s neck and back for over nine minutes, resulting in his death (BBC News US & Canada, 2020). Despite Floyd saying numerous times he couldn’t breathe, Chauvin continued to apply pressure, and this use of force was witnessed by several bystanders (Deliso, 2021). Protests began the following day, under the banner of ‘Black Lives Matter’. The protests spread quickly across to the UK, with protests carried out London, Manchester and Cardiff (Pyper, 2020). A focus fell on to police uses of force, and the powers and policies that permit response police to use force on individuals. It became important for response police officers to know and understand that the use of reasonable force by a police officer is covered under Section 117 of PACE 1984, but use of reasonable force is also covered under Section 3 of the Criminal Law Act 1967 (College of Policing, 2013). The protesting in the UK was escalated significantly following the death of Mohamud Mohammed Hassan, a man that was found deceased in his home address following his release from custody. This incident resulted in more questions being asked of officers, but also a reaction so large it was difficult to manage. Comparisons were drawn between the death of Floyd, and the treatment of Hassan. The incident was referred to the Independent Office of Police Conduct (IOPC) for investigation, but the public felt this wasn’t enough at the time. This itself was perhaps driven further into action by misleading news article titles, and paraphrasing of police press releases as the media continued to push speculation around the incident (Parveen, 2021).

When considering the presence of the IOPC, and at a force level, the professional standards division (PSD), have a very important role in aiding the police in being more transparent with regards to complaints and conduct. This impact and role of the two conduct monitoring bodies is discussed at greater length in my essay surrounding the topic of the professionalisation of the police. However, in this essay I will consider a different angle, the impact of the presence of these bodies on response officers. It can be looked at two ways, both positively and negatively to put it basically. The constant threat of PSD involvement if police officers do wrong, can be incredibly stressful. However, it surely can be only considered positive that there is such an agency that hold officers to account. In personal experience, I have found that the public are certainly aware of the role of PSD and can at points opt to contact them themselves should they not be satisfied with their treatment by officers. Not so frequently documented is the stress prolonged IOPC investigations have on officers, especially when the outcome is that they have done nothing wrong (Kent Police Federation, 2019). (Hampshire Police Federation, 2020). It as an aspect of pressure on response officers that members of the public do not see, yet it likely has an impact of the public’s perception of response officers.

Response officers tend to be first on scene at incidents that can be traumatic, or highly upsetting for those involved. It is therefore important that response officer remain a safe person for the public, or victims to come to. Whilst any officer can declare a major incident, it must follow a specific framework set out by the joint emergency service

agencies – METHANE. This structure ensures the incidents are managed in the safest and most effective way possible (JESIP, n.d.).

By using an outline agreed by all of the emergency services, this enables a streamline management process and can in turn aid the public perception of how the incident was handled. An example of the extreme scrutiny the police came under during a major incident, was the Manchester Arena Attack, involving the initiation of the Kerslake Report. This is a 226 page report detailing the areas that could have been improved upon involving the response of the police and other emergency services (The Kerslake Report, 2017). Largely addressed across the numerous reports was the failings of the multi-agency approach, stating in part that there was 'no apparent cohesive and co-ordinated response' on the night of the attack (Britton, 2021).

In conclusion, response officers find themselves under greater scrutiny from the public as time moves forward. Whilst from personal experience as a response officer, this is stressful and at times challenging to manage, it is always worth remembering that this does not come without good reason. Awareness of incidences across the world can make officers better prepared to deal with similar occurrences in the UK. There is much to be taken from the reports regarding the response of the police during major incidents such as the Manchester Arena Attack – as a tragic loss of life could have perhaps been prevented, and the public are aware of that. A significant development in public perception of the police in recent weeks is the arrest and charge of serving officer Wayne Couzens following the murder of Sarah Everard (Grierson, 2021). This threw into question every perception of police officers being safe and trustworthy, especially for many young women (Nolan, 2021). Whilst these incidents are rare, they exist and are terrifying. It is difficult to analyse much further than that, and rightly leaves many questions unanswered for officers, and more personally; female officers. Sometimes, the public perception of police officers is negative, and I believe that is understandable – and use it as fuel to try and change that.

Understanding the role of Constable/Maintaining Professional Standards

Things have changed significantly from the era of 'Life on Mars' styles of policing, the age old image of an officer holding up a suspect by the collar scaring confessions out of them has all but vanished, even from dramatized police programmes. In this essay I will look into the professionalisation of the police service, and what this means for police officers. I will also evaluate how officers are held to account, and what results from this change in policing including the public perception.

The first major benchmark in the professionalisation of the police service is the introduction of the Police and Criminal Evidence Act (PACE) 1984. Whilst it is highly likely there are many driving factors behind the instigation of PACE, the incident most commonly referred to as a driving factor is the Brixton Riots of 1981 and the consequent Scarman Report (Baxter J, 1985). The Brixton Riots were a number of days over which there were continuous clashes between the Metropolitan Police and predominantly black teenagers and young adults. These clashes resulted from what was described as racial discrimination from white police officers against young black men, brought to a head by the notably increased use of stop-and-search. The area of Lambeth saw an inflated crime rate in comparison to other surrounding boroughs, in recognition of this the police initiated Operation Swamp. This was a plainclothes operation intended to reduce the amount of violent crime, with stop-and-searches being conducted under the Vagrancy Act 1824. The Vagrancy Act permitted officers to search members of the public they believed were acting in a suspicious manner (John, 2006) (UK Public General Acts, 2021). The conflict came to a head on the 11th April 1981, resulting in widespread injury, damage and arrests. Following the widespread destruction of the riots, the home secretary commissioned an enquiry into the riot, thus producing the Scarman Report. The Scarman report found certain evidence of the disproportionate use of 'stop and search' powers by the police against black people (Scarman, 1981). Guidance was set out by the Royal Commission on Criminal Procedure and hence PACE was enacted.

PACE set to balance the rights of an individual against the powers held by the police, it is made up of a number of codes of practice from A to H, each dealing with an area of policing. Code A sets out the powers police have to search a person or a vehicle prior to arrest, with the aim to prevent the same outcomes that resulted in the Brixton Riots. Stop Search powers are still a hotly contested topic, and regularly come under scrutiny, so it is just as important for officers to ensure they act in accordance with PACE (Equality and Human Rights Commission, 2013).

Whilst officers are open to scrutiny from the public, the introduction of the Professional Standards Department (PSD) and Independent Office of Police Conduct (IOPC) has meant police officers are held publically responsible for any misconduct. As stated on the IOPC website, they investigate serious matters including death after police contact, and work independently of the police and government (Independent Office for Police Conduct, 2020). Increasing the public confidence in both the police, and the police complaints system is the primary aim of the IOPC. Its independent status provides reassurance to the public that the complaints against police are not managed by police. This ties in with the large scale dissatisfaction seen as a result of the 'sus law', given the public at the time felt the police were using their powers disproportionately. Prior to the introduction of the IOPC, it was less apparent what to do when people felt wronged by the police, with many feeling that if they made a complaint about the police, to the police it would not be dealt with accordingly. It provided fuel for independent bodies to be the ones that dealt with complaints against police (Strudwick, 2003). In more recent years, perhaps as a result of the glamorisation of police corruption via television programmes such as Line of Duty and Bodyguard, has shone a more intense light on the existence of corruption in the complaints process against police. In a number of articles, authors refer to fictional portrayals leading to the shaping of the public perception of corruption (Parry, 2020). Television programmes like Line of Duty do tend to pique a public interest into corruption, and thus is born a resurgence of articles, documentaries etc., that consequently ride the wave generated by these programmes (Jenkins, 2021). This again highlights an importance around the existence of the IOPC, and in turn PSD in maintaining a more positive relationship with the public and providing the reassurance that complaints, when made, are taken seriously.

Alongside this, I will briefly make note of the development of disclosure and the Criminal Procedure and Investigations Act 1996 (CPIA). This involves all unused material being disclosed, even if it can be considered undermining to the prosecution (Health and Safety Executive, 2021), with the aim of a fair trial and to increase public confidence in the system (Crown Prosecution Service, n.d.). In the days pre CPIA, officers may have been able to withhold some material from trial if they deemed it undermining to the prosecution, however now, all unused material must be disclosed. This too aids the professionalisation of the police in the public eye, as it is less likely to be argued that the police are withholding information that may aid the defence.

Whilst the establishment of these bodies and enactment of laws such as PACE assist in establishing professionalisation of the police in the public eye, behind the scenes there are a number of developments that benefit police officers. These are schemes such as the Degree Holder Entry Programme, advertised to recruits that have already gained a degree and wish to move into a career in policing, as well as the Police Constable Degree Apprenticeship (PCDA) scheme. The PCDA scheme allows officers without a degree to gain one alongside their initial probation period. This provides the officer with a qualification that is transferable, and also involves a significant amount of research and academic development – something that perhaps the police force has not been able to offer (Universtiy of South Wales, 2020). This I believe puts the police in line with many other organisations that may provide their employees with transferable skills, being able to display these qualifications to other agencies or companies gives officers a more academically polished and professional appearance (Michelson, 2018).

In conclusion, whilst policing has changed significantly in a number of ways over the years – the role of a police constable remains largely the same. However, the type of people that fill that role has perhaps differed. With the police coming under greater scrutiny and being held to a higher level of professionalism, it is no longer a role that can be split into ‘good cop bad cop’. The introduction of PACE through to the push to move officers into higher education provides a good display of how far the professionalisation of the police has come from the days when a CID officer putting out a cigarette on an active murder scene wasn’t considered too foolhardy.

Public protection

In this essay I will look into what can make people vulnerable, and how the police are equipped to both identify these vulnerabilities and to prevent further harm to those at risk. I will breakdown what systems are in place to protect victims and also considerations given to those involved in crime that may actually be victims themselves. First, I will detail under what circumstances police officers may come across vulnerable individuals, and what specialist teams there are within the police that can be contacted to assist with these situations. Then I will discuss the links between organised crime and public protection issues.

Vulnerability can be defined in a number of ways, but typically when referring to a person it is defined as a person in need of special care, support, or protection because of age disability or risk of abuse or neglect (ref). This definition provided by the oxford dictionary, is not dissimilar to the police definition of ‘vulnerable person’. The police definition is that if a person is vulnerable if, as a result of their situation or circumstances, they are unable to take of or protect themselves or others from harm or exploitation (ref). This can present in a number of situations, some of which are more obvious than others. Victims of crime are perhaps the most obvious vulnerable people that police officers may come across in the course of their duties. These victims are easily identified in most cases, such as the victims of a domestic assault.

More often than not, when a domestic assault is reported to the police it is unlikely to be the first instance of domestic issues between those involved (Women's Aid, 2021). In my work on response, I have come across many situations where when taking a statement following an incident, a victim will disclose a history of incidents that had not been reported. It therefore becomes incredibly important to ensure that those vulnerable people are adequately identified and supported. Framework set out by the police and the agencies they work with enable officers to follow a plan to ensure that victims needs are identified, and support can be provided. An example of these processes is the Public Protection Notification (PPN), a PPN is submitted by response officers that outlines the situation and answers questions that can be used to establish a level of risk to that victim. The PPNs are sent to the Public Protection Unit (PPU) within the police and assigned a level of risk (HMIC, 2015). The level of risk can then determine the next steps, PPU officers will establish if the PPN needs to be shared with partner agencies. Examples of these partner agencies include social services and women’s aid. When dealing with domestic incidents, the PPN contains DASH questions,

DASH questions cover incidents of Domestic Abuse, Stalking and Honour-based Violence (DASH Risk Model, 2021). These questions are specific to those areas of vulnerability, aiming to identify repeat victims and those that are exceedingly vulnerable (HMIC, 2015). The Multi-Agency Safeguarding Hub (MASH) looks to link police to local support services with the aim of providing professionals with more information in order to make decisions based on safeguarding (Bridgend County Borough Council, 2021). This can prevent vulnerable people 'slipping through the net' (Samuel, 2012).

Whilst the above examples are what could be considered 'obviously vulnerable', there are a number of situations where vulnerable people may not be as clearly located given their involvement in crime. When looking more specifically at organised crime groups, it is easy to be clouded by the crimes that take place, and to take the movement of drugs as a priority (Thompson, 2019). Yes, taking drugs off the street is a way of protecting vulnerable people in itself, but it is important not to assume immediate criminality. County Lines are a primary example of the exploitation of vulnerable people for criminal gain. County Lines is a phrase used to describe the movement of drugs from one area to another, often transported by children or vulnerable adults who find themselves forced or coerced into doing so by a gang (National Crime Agency, 2018). It is also worth noting, children are considered vulnerable by definition, in policing all people under 18 are considered vulnerable. In personal experience, I have seen boys aged 12-16 years old being coerced with money and designer clothes to sell and carry drugs, often because those higher up the supply chain know that those in the vulnerable categories will receive more lenient sentences. In some cases I see similarities between paedophiles grooming young children, and the grooming of young people into organised crime gangs (OCGs). Older members of the OCGs identify and exploit those too vulnerable to whistleblow, and get them in to a situation they cannot get themselves out of (Shaw, 2021). It is incredibly important to look further into these individuals, when arresting younger individuals for offences such as Possession with Intent to Supply (PWITS) of illegal drugs officers must consider WHY these individuals are in that situation, this is where the PPU can act so long as officers on the beat are feeding back as much information as possible. The arrest of under 18s for PWITS may seem like an alien idea to most members of the public, but there are some alarming statistics surrounding it (West Yorkshire Police, 2019).

Alongside this use of vulnerable individuals to move the drugs, there has also been a significant rise in a practise referred to as 'Cuckooing' (Crimestoppers UK, 2018). Cuckooing is exploiting vulnerable people, often those with disabilities or elderly individuals in order to use their address in the supply of drugs. Gang members will take over addresses, staying there or keeping drugs and weapons there. Being able to identify victims of cuckooing can provide a safeguarding opportunity and simultaneously can disrupt the supply of drugs to other vulnerable people.

Unfortunately, cuckooing is not the only 'collateral' exploitation of OCGs. Child Sexual Exploitation (CSE) and OCGs tend to go hand in hand. Young females, often vulnerable in a number of ways, have been taken out of their home police force area to parties and addresses, and then plied with drugs and alcohol before being taken advantage of sexually (NSPCC, 2021). In my working sector, there is a heightened awareness of CSE, given the amount of individuals (in the case of my sector, females) aged between 13-17 years old that are in the care system. Key signs noted by officers on response are the individuals coming to police attention for going missing regularly and being found under the influence of drugs or alcohol (Brighton & Hove Safeguarding Children Partnership, 2020). Often these individuals are found in the company of persons the police are aware of that have associations with OCGs. Whilst we come across the same individuals on a weekly basis, the importance of submitting regularly PPNs is massive. These notifications flag up to the PPU how regular our interactions with these vulnerable individuals are, and we have specific forms and questions for those children we believe are at risk of CSE (CSE Police and Prevention, n.d.).

In conclusion, considering vulnerability and crime it is important to prioritise safeguarding when suitable. For those vulnerable individuals that find themselves trapped in situations like drug supply, there are avenues the police can take to prevent their vulnerability being criminalised (Home Office). The aim of these alternate disposals of crime is to break the cycle that people become trapped in. Trigger offences are now identified in custody, and diversions can be sought, hoping to protect those that have come into contact with crime purely due to their vulnerability (Office of the Police and Crime Commissioner for Gwent).

Intelligence

The significance of Information and Intelligence is something that prior to my experience within the police, I was largely unaware of. In this essay I will look into the importance of developing intelligence and the role that this and information gathered have in dynamic risk assessments in live incidents. I will also discuss how intelligence is graded and then disseminated, as well as the use of social media by the police and the public perception of the information shared by the police.

Information and intelligence have a great importance in policing, perhaps more than the public are aware of. Many of our policing decisions are based on the information and intelligence we gain or are passed regarding people, addresses and vehicles. It enables officers to risk assess at the scene, and complete decision making via the National Decision Model (NDM). The first of the five steps of the NDM is to 'gather information and intelligence' (College of Policing, 2020).

The phrase intelligence led policing is mentioned a few times when looking into the importance of intel. Intelligence led policing looks to try to identify repeat offenders, and identify risk before entering into the situation (LeCates, n.d.). It is intelligence led policing that brings about the creation of tools such as waymarkers - that identify hot spots of crimes, often violent crimes and drug supply, this is also seen in the US (U.S. Department of Justice). I will talk about waymarkers and stop searches in greater detail later in the essay, and how they play a role in intelligence.

There are a number of roles within the police that have a lot to do with the development of intelligence, I will look specifically at South Wales Police given that is where the majority of my experience lies. I undertook an attachment with the Intelligence department of my BCU and it gave me the opportunity to understand in greater detail how intelligence is processed.

Intelligence is assessed and processed using the 3x5x2 model in South Wales Police (SWP) (Adams, 2020). The model is based on source evaluation, intelligence evaluation and then handling conditions. There are 3 options for source evaluation, including Reliable, Untested and Not reliable – thus allowing the intelligence officer to determine how accurate the intelligence may be based on source. Once the source evaluation is complete, then the intelligence itself is evaluated based on how it is known to the source. This can be directly, indirectly or even suspected to be false. Even if the intelligence is suspected to be false, it still has a use to officers. Noting that someone is willing to provide false information can be considered intelligence in itself, it is beneficial for police officers to know if someone is

attempting to cover something up by providing misleading information. The final stage of the model is the handling conditions of the information, which in this case are either lawful sharing permitted, or lawful sharing permitted with conditions, the conditions are more relevant to the intelligence unit – determining covert or overt use etc (College of Policing, 2020). This model enables greater confidence in intelligence by the time it is disseminated. If this framework for evaluating intelligence didn't exist, officers would be unable to determine the reliability of the intelligence at face value, which could be dangerous (NAFN Data and Intelligence Services, n.d.).

Intelligence is gathered by officers in the field, it can be in a number of situations. It can be gained by speaking to members of the public, or even provided by a CHIS, a Covert Human Intelligence Source – essentially a police informant (Home Office, 2016).

As a response officer I have submitted intelligence in a number of different situations. I have witnessed people in vehicles with individuals that are well known to us for their involvement in OCGs and drug supply. Whilst it is not an offence for these people to travel together, it is good intelligence to know that new people are now being seen with them – as often it leads to their involvement in drug supply later down the line. I have also submitted intelligence following searches of properties where I have located potential weapons. Again, whilst it is not illegal to have a hammer in your house, it could prevent an injury to an officer if they attend that house in a hostile situation and they are aware there is a hammer kept behind the front door (National Crime Agency, n.d.).

Police Community Support Officers (PCSOs) gather perhaps the most intelligence out of all those on the beat. It forms a large part of the job role of a PCSO, given they tend to establish trusting relationships with those in the area they work (College of Policing, n.d.). PCSOs often submit intelligence that can lead to arrests or warrants, and it is submitted and processed by the intelligence unit by the 3x5x2 method. However, given their extensive local knowledge PCSOs can often provide real-time intelligence that results in arrest or seizure of vehicles. An example being that PCSOs are often aware of disqualified drivers, or perhaps observe exchange of drugs or money from a distance and can quickly inform officers via the radio. This then permits officers to attend at the scene and deal with the incident.

Another method of generating and submitting intelligence is through Stop Searches. When a stop search form is completed, it automatically generates an intelligence report for that person and that search. Outcomes of the search are recorded on the form, even if the search proves negative. A large number of positive stop searches in an area, or a large number of incidents in an area can cause for the placement of a waymarker (Chainey, 2012). A waymarker typically results in an increased police presence in that area to act as a deterrent. Often when a waymarker is placed, stop searches in that area will increase and this is predominantly led by intelligence that has been submitted and disseminated.

Intelligence is not typically released to the public, however in recent years the use of social media by the police to gain intelligence and information has increased significantly. The use of a public platform to ask for information, dashcam footage or assistance in locating offenders does open an opportunity for people to publicly express a dislike for the police. It is certainly not unusual for comments to be left on posts by the police questioning their ability to conduct investigations, but this is essentially a small price to pay if information is gained that can result in conviction, or even location of next of kin.

In conclusion, intelligence holds a significant importance in policing. There are a number of ways it may be used or communicated, via word of mouth or more notably via internal systems such as NICHE. Markers are placed on people, addresses and vehicles to let officers know intelligence has been submitted. Officers can then use this to aid their decision making and help them gather further information about an incident, situation or person.

Evidence-Based Policing & CJS

In this essay I will briefly look to analyse the concept of evidence-based policing, delving into what it is, and if it works. Then in greater detail I will consider the options available to officers that aim to prevent crime, this meaning the out of court disposals – giving offenders the chance to repair and rehabilitate themselves to prevent further offending, as charging and court shouldn't be a one size fits all option.

Evidence-based policing is defined by the college of policing as an approach whereby officers and staff create, review and use the best available evidence to aid in making decisions and developing policing and practises (College of Policing, n.d.). Evidence-based policing (EBP) can stem from intelligence led policing, enabling the identification of crime hotspots through the submission of intelligence (Potts, 2019). EBP can also be seen to identify repeat offenders and crime trends, a very basic example is that more dwelling burglaries occur around Christmas time due to the likelihood of there being more valuable items in the homes (Wessex Group, 2019). Evidence-based policing looks to identify trends, reported incidents form that 'evidence' and enable the prediction of crime rates or hotspots. Largely EBP wants to see research and scientific data analysis play a greater role in policing, applying these methods to influence things such as deployment of resources to areas of increased crime (Roger G. Dunham, 2020). Whilst on paper, this may appear a very balance and rigorous approach to managing policing. However, it is almost certainly easier said than done. Personally having an extensive background in scientific research, I can identify the struggle of forcing a model onto a non-science-based establishment. The police have a strict set of rules and guidelines to follow that form a rigid backbone that doesn't necessarily fit the ideals of a research-based technique (Roger G. Dunham, 2020).

EBP does have a place in modern policing, especially when teamed with intelligence. It can provide additional information, and allow for development of specialist operations. Flexibility around aspects of policing can be incredibly beneficial, especially for these areas of research and hopefully development. This flexibility can come in a number of forms, most obviously is the use of officer discretion (Poyser, 2004). This can be looked at on a larger scale when considering alternatives to charging and pushing cases through to the courts and crown prosecution service (CPS).

Out of court disposals (OOCd) have an important position in modern policing. I am a firm believer in arrest being a last resort in cases of lower-level incidences. Offending can often be a slippery slope for some people, and after their first arrest it tends to be a spiral. Criminal records can result in losses of jobs, and a push deeper into criminality (HM Inspectorate of Probation and HM Inspectorate of Constabulary and Fire & Rescue Services, 2018).

There are numerous examples of OOCd, and I shall detail a few here. A disposal that is gaining more traction is Restorative Justice (RJ). RJs bring the victim and perpetrator into contact, if the perpetrator is remorseful and fully acknowledges what they have done wrong. Both parties have to be willing to partake in the RJ and only limited numbers of RJs can be given to perpetrators (CPS 2020). RJs have seen large amounts of success in repairing relationships between victim and perpetrators as it provides an opportunity to show remorse and for victims to hear from the perpetrator directly. Another form of OOCd are diversion schemes, these can take the form of Youth Offender referrals, or things such as the Women's Pathfinder. These diversions are offered to those under 18, or in the case of Women's Pathfinder – females that have not come into contact with the CJS before. When considering these options, the victim is often contacted to establish if they are happy with an out of court disposal. Cautions, or more recently implemented, Conditional Cautions are another option to charging. These have a number of criterion, as do the other OOCds and these are things officers must consider when looking to give offenders an OOCd.

In conclusion, out of court disposals can be a fair option to consider that prevent a criminal record being given to an individual. There is much evidence surrounding repeat offending, but the development of more substantial OOCds has been shown to prevent this. There are now more options for diversion schemes, including victim awareness courses – this involves mandatory attendance to counselling classes and meetings to make offenders more aware of the consequences of their actions. Again, it is things like trigger offences being identified in custody, that can result in these diversions making a difference. Education can work in reference to preventing repeat offending, and this can be shown through evidence-based policing. Using research and data analysis on crime outcomes and frequency of arrests, we as officers can begin to see how using options outside of the courts can in turn reduce repeat offending.

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STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills	15	

2. Knowledge and Understanding Skills	20	
3. Cognitive and Intellectual Skills	25	
4. Practical Application Skills	20	
5. Transferable Skills for Life and Professional Practice	20	

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		%
	Up to 1 week late (40% Max)		
	Over 1 week late (0%)		

GENERIC ASSESSMENT CRITERIA

Level 6

In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They will critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements and answer questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their learning, make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline), demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-80%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, including sources informed by the latest research. Consistent and accurate application of referencing conventions.
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent knowledge and understanding of the subject area, coherent and detailed knowledge and systematic understanding of the principles and theories, and the current research and scholarship. Clear awareness of challenges and established views and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic, argument and judgement.)	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	Excellent critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to investigate and evaluate contradictory information, make strong persuasive arguments, and to review the reliability, validity and significance of evidence (that may be incomplete) to make mostly appropriate and valid judgements. Some evidence of independent thought and ability to go beyond the question to suggest

				judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.		grasp of broader wider co
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of some innovation and creativity.	An advan applicati range of methods materials and/or techniqu The cont the appli well cons and insig Applicati deploym extend b establish conventi Can ider complex problems propose excellen solutions Innovatio creativity evident.
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness in presentation and organisation.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates the basic skills	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate employment skills, with just	Can commun professio confiden consisten suitable Work is coherent fluent an presente professio Can wor autonom with initia Where re can work professio within a showing leadersh as appro managin conflict a

	required in graduate employment.	collaboration, if relevant). Limited evidence of the skills required in graduate employment.	required in graduate employment, with some areas of minor weakness.	graduate employment, with some areas of strength and some of minor weakness.	occasional minor weakness.	meeting obligation. Demonstrates excellent graduate employment skills and appetite for further development.
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