

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Thomas Goodwin	Student ID number:	0401766
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:	2:20 DHEP Assignment	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.

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.

Introduction

"The aim of this Code of Ethics is to support each member of the policing profession to deliver the highest professional standards in their service to the public". (Dame Shirley Pierce, College of Policing 2014)

Police officers are responsible for their own professional behaviour and must have a sound understanding of the Code of Ethics, to ensure that they are able to deliver the highest standards possible.

Main Body

The introduction of the PEQF (Police Education Qualification Framework) in 2018 developed a professional training framework for police officers and staff. This approach aims to help to achieve the ambition of the Policing Vision 2025 that the police service ***'will attract and retain a workforce of confident professionals able to operate with a high degree of autonomy and accountability and will better reflect its communities'*** (Policing Vision 2025)

The increase in demand on the police service means that constables must acquire and apply high levels of professional knowledge to a range of challenging situations, across complex and diverse communities. The College of Policing have recognised that there is a need for consistency, accreditation and that certain roles within policing need specific skills and knowledge. The work-based learning aspect of the PEQF focuses more on learning over teaching and the allocation of a mentor allows any gaps in performance to be dealt with early in a supportive 'mentoring' manner.

The PEQF involves secondments to specialist areas of Policing that allows constables to gain a different aspect of policing and experiential learning to enhance their professional development. This enables officers to put into practice what was learnt in initial training alongside the experienced approach of other officers in their role. The PEQF framework allows professional performance, a flexible approach to recruitment and education being a key part of new routes into policing. The PCDA route provides a pathway to a professional degree qualification that widens entry to the service with the intention of attracting people from different backgrounds, as well as those who may not previously have considered a career in policing.

The professionalisation of the Police service provides constables with critical thinking, a deeper knowledge and understanding, time management and writing skills designed to enhance a police constable's ability to adapt to change throughout their service. The development of skills in problem solving, critical thinking and analysis, reflective learning, decision-making and effective evidence-based practice assists existing officers and staff achieve their potential. Essentially, taking a degree holder's prior experience and learning as a basis for further learning and achievement of transferable and recognised qualifications.

In order for the Police service to be effective, there is a need for the future to build a fairer and more diverse workplace reflecting the diverse communities it serves. As well as professionalisation of the Police service, a proactive approach to recruitment is needed for an underrepresented workforce.

A diverse workforce can bring different experiences and knowledge to the Police service, as viewing the world through different perspectives and knowledge which can only improve services for individuals and communities. Attracting people from different backgrounds with different personal circumstances brings a wide range of experiences and perspectives which enables a better performing police service. Valuing individuals irrelevant of backgrounds or characteristics within a workforce and society will ensure greater fairness and respect regarding individuals. This approach will work towards tackling prejudice, unconscious bias and reducing inequalities in the Police service.

Why professionalise the Police service when implementing change can be achieved through organisational justice? Organisational justice refers to employee's perceptions of the fairness of their organisation's behaviours, decisions and actions. These perceptions influence attitudes and behaviours at work that can be key to occupational health and well-being in policing. A happy and healthy workforce can result in positive professionalism, commitment and dedication of its officers. If the organisational culture of a police force is a positive and fair, it should deliver a high quality of service to the communities it serves.

Police Legitimacy is a fundamental aspect of the Robert Peel's Principles of Policing by consent. Evidence suggests that if a member of the public feels that they have been treated with dignity and respect, the more likely they are to view the police as legitimate. A lack of public trust and confidence can lead to lower levels of co-operation and compliance, resulting in the public unwilling to report crimes or to come forward as witnesses.

The 10 Standards of Professional behaviour guides everyone working in policing of the standards that are expected from the public. Each individual should be committed to following these standards and are personally responsible for maintaining their professional behaviour. The Code of Ethics ***"is a supportive, positive, everyday decision-making framework and is a constant reinforcement of the values and standards that policing is proud of. It is intended to encourage personal responsibility and the exercise of professional judgement; empowering everyone in policing to ensure they always do the right thing."*** (College of Policing 2021)

Conclusion

The professionalisation of the Police Service can have positive effects on Policing. Effective policing is dependent on collaboration and engagement with the public by building relations with all communities. Inevitably, this will build trust, openness and confidence in the Police Service so that an effective and legitimate service can be delivered.

Policing-related research within the education sector will help improve police learning and development and can assist in policing on the frontline. The PEQF framework results in a degree qualification demonstrating Police constable's knowledge and what aspects are needed to perform their role effectively. The education and skills obtained by the students allows transferable skills, problem-solving strategies and personal judgement and help to fulfil the aspiration of the Policing Vision 2025.

Police Officers are expected to lead by example as they are in a public role. The public demand honesty and fairness for a public service and don't want to any discriminative behaviours. The Code of Ethics includes the principles of 'fairness' and 'respect' that has shown these to be crucial to maintaining and enhancing public confidence in policing. The aim for future policing is to build a fairer and more diverse workplace which reflects the diverse community it serves.

Continued training and development within the Police service allow it to be inclusive and professional. Public confidence in the Police will always be mixed and can depend on what media portal you wish to read. Police effectiveness is measured by the public relating to fairness of personal treatment, the level of police engagement with the community, and local people's concerns about local disorder.

1086 words – including headings and in text references

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

Critically evaluate the role of the police in one of the following areas: Counter Terrorism Policing (Structure/Risks/Insider threat).

Introduction

“Terrorism is identified as a tier one risk to UK national security. The government sets the UK security aims and priorities, based on an understanding of the risks the country currently faces or may face in the future. The CONTEST strategy outlines how the threats from terrorism to the UK will be managed across departments and with a wide range of partners.” (College of Policing 2021).

The CONTEST strategy follows the same standards as the Serious and Organised Crime strategy that are based on four principles.

Pursue - to stop terrorist attacks

Prevent - to stop people becoming terrorists or supporting terrorism

Protect - to strengthen our protection against a terrorist attack

Prepare - to mitigate the impact of a terrorist attack

Main Body

For CONTEST to be successful, collaborative working is essential. Within the UK there are eleven regional counter terrorism units (CTUs) and intelligence units (CTIUs). These units work co-operatively to combat the threat from terrorism. There is a combination of Police Officers and staff who work in variety of specialist fields such as investigations, digital forensics, financial inquiries and communications. The Counter Terrorism Policing Headquarters (CTPHQ) devises policies, strategy and coordinates national projects that can advise the Police in combating terrorist threats.

As with other aspects of Policing, Terrorism is an ever-changing threat with the evolution in Technology, behaviour and ideology. The UK's Centre for the Protection of National Infrastructure (CPNI) has recognised the emergence of the “Insider Threat” as a risk to National Security.

CPNI defines an insider ***“as a person who exploits, or has the intention to exploit, their legitimate access to an organisation's assets for unauthorised purposes. An insider could be a full time or part time employee, a contractor or even a business partner. An insider could deliberately seek to join your organisation to conduct an insider act or may be triggered to act at some point during their employment.”*** (CPNI 2021)

This emergence of the “Insider Threat” demonstrates the risks that any organisation can face. This harm could include malicious, complacent or unintentional acts that negatively affect the integrity and confidentiality of an organisation including its data and employees. The National Counter Terrorism Security Office (NaCTSO) is a police department that supports the *Protect* and *Prepare* strands of CONTEST. This security department can provide help, advice and guidance to government and also Police forces to protect from terrorist threat.

Counter Terrorism Policing (CTP) is an unknown entity for many Police constables/staff and is viewed as a Covert department where information is limited, and roles are specialised. As expected, access and knowledge to information detailed within these departments are limited due to security issues. In order for

policing officers and staff to be more vigilant in this emerging “Insider Threat” trend, increased training and knowledge packages in this area should be introduced and regularly revised.

A number of Terrorist groups, be it RWT (Right Wing Terrorism), Left, Anarchist and Single-Issue Terrorism (LASIT) or International Terrorism, support and encourage this emerging trend. This information detailing “insider threat” should be disseminated across all organisations that include the Police Service to increase knowledge and awareness. Recently, CTP officers and experts have introduced an initiative ACT (Action Counters Terrorism) Awareness learning package to increase knowledge across a wider spectrum, as initially it was previously only available to staff working in large scale venues. Due to this emerging threat, Counter Terrorism Policing have widened their scope to all organisations, so they can learn how to recognise the signs of suspicious behaviour and how to deal with a major incident.

A 2020 inspection by HM Inspectorate of constabulary and Fire and rescue services (HMICFRS), praised the police work against radicalisation but a recommendation was made to Police forces about the threat from extremists inside their own organisation.

“With immediate effect, the NPCC national Prevent lead should create national guidance for the police service on applying Prevent to staff vulnerable to radicalisation or extremism, to identify a range of options, such as selection processes, welfare and vetting, including guidance on risk thresholds” (HMICFRS 2020)

Recommendations included acknowledgement of staff who may be vulnerable to radicalisation that may need safeguarding. Police are a key part of the CONTEST strategy, and the PREVENT strand can directly refer to Police officers and staff within the organisation not only members of the public.

Within South Wales Police, new constables are subject to vetting processes that include a National Security Vetting and Counter Terrorism Check (CTC) that follow the national standards for recruitment. In 2019, BBC News reported that “Thousands of Police Officers and staff not properly vetted” and the Police Watchdog found this concerning. The National Police Chiefs council (NPCC) stated that they would work hard for new police officers and staff to undergo rigorous vetting checks, with serving employees retrospectively checked every 10 years.

Conclusion

People are an organisation’s biggest asset and unfortunately on occasions they can also pose an insider risk. Due to the nature of Policing and the ability to access certain locations, events and departments the “Insider Threat” can pose a very real and serious risk. As with other any other organisation, the implementation of increasingly advanced physical and cyber security measures is needed to protect assets from external and internal threats.

The CPNI framework for developing an Insider Threat programme is aimed at reducing insider risk and to facilitate a review of existing security measures. This demonstrates the realisation and seriousness of the “Insider Threat” with strategies being introduced to produce guidance and products to help organisations make informed decisions about the level of personnel security risk they manage.

Collaborative working with the CTP UK and Police Service of Northern Ireland (PSNI), MI5 (Security Service, MI6 (Secret Intelligence Service) and other law enforcement agencies are crucial in keeping the UK safe from all threats to national security. Consistent reviews of collaborative working with regular sharing and

receiving of intelligence to various Police forces throughout the UK will assist in minimising the ongoing Terrorist threat.

Enhanced training to Police officers and staff in the areas of Counter Terrorism should be a priority for the emerging “Insider Threat” trend. The Police service should enhance their vetting clearance for new officers or staff and regular vetting checks of serving members, as this emerging trend is a threat to all organisations including the Police service.

1053 words – including headings and in text references

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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.

Introduction

“Police information refers to all information obtained, recorded or processed for a policing purpose. It includes information which is processed (known as data, including personal data) and information which has been subject to a process of evaluation (known as intelligence).” (College of Policing 2021)

Information can be a phone call from the general public or a person speaking to a police officer on the street informing them of an incident. Intelligence is considered to be information from a number of sources that has been recorded, graded and evaluated.

Main Body

The police collect information and intelligence in a number of different ways required for policing purposes. Policing purposes provide the legal basis for the collection, recording, evaluation, sharing and retention of information and should be followed using the JPLANE principle (Justification, Proportionate, Accountable, Legal, Necessary and Ethical).

Police officers and staff should consider whether information collected should be valued as intelligence based on an intelligence requirement. The continued collection of information is managed using intelligence collection plans that help progress knowledge and provide a structure to the collection of information. Intelligence collection plans can vary, according to the importance of the intelligence that is required and how intelligence can be obtained from a number of different sources. Sources can include community intelligence, communication data and a CHIS (Covert Human Intelligence Source).

The collection of information can be defined as routine collection, tasked information and volunteered information. Routine collection is information gathered as part of regular operational policing activity such as an arrest, responding to an incident or stop and search. Tasked information is prioritised information collected following an intelligence collection plan that can be accessed from a number of sources including CCTV, ANPR (Automatic Number Plate Recognition) and Police databases. Volunteered information is usually collected from the general public and partner agencies that has not been part of routine collection or tasked information.

An officer or staff submitting intelligence does so via a standardised report called an Intelligence report (IR). This is used to submit and evaluate information and the dissemination of the intelligence between law enforcement and partner agencies. The author of the IR has a duty to ensure the information is accurate and corroborated, this enables credibility and the reasoning behind actions. The IR is then reviewed by the intelligence unit who decide if the information can be used as actionable intelligence or not.

Knowledge of the NIM can vary within the Police service with some having a lack of understanding of how intelligence is utilised, disseminated and the overall importance of intelligence. Due to the nature of policing and certain time constraints it can be difficult to allocate time to submit intelligence.

Since 2000, all Police forces in England and Wales have implemented the NIM (National Intelligence Model) for using intelligence to determine key priorities for Policing. A key part of the NIM is the Tasking and Coordinating process that provides a structure for operational decision making at strategic and tactical levels. This process enables prioritisation of resources and operational responses to crime and disorder at a National, regional and local level. It also allows prioritised intelligence requirements of certain trends of crime or identifying crime hot spots through submitted intelligence reports or actionable intelligence.

At the centre of the overall NIM process, are Strategic Tasking and Coordination Group (Strategic T&CG) meetings that initiate a control strategy that sets out the operational priorities for that particular force and sets the long-term priorities for crime prevention, intelligence and enforcement. The control strategy also provides senior management with a framework to enable them to implement decisions on prioritising the allocation of resources if needed. The Strategic T&CG maintain an overview of priorities rather than operational tactics and meetings usually take place every six months, they contain members from force-wide senior police management, intelligence specialists, analysts, partner agencies and other staff.

Tactical Tasking and Coordination group (Tactical T&CG) meetings are comprised of senior officers from the local BCU (Basic Command Unit) and meet more regularly every two weeks. They apply the planned response to the control strategy, review progress and makes changes if required. Prior to these Tactical T&CG, intelligence units within a BCU meet to develop the tactical assessment and consider options for tactical recommendations. The meetings can include input from various departments, intelligence analysts, neighbourhood policing teams (NPT) and enable units to review progress of recent intelligence, policing priorities and emerging issues.

An integral part of the tasking and coordination process is the Daily Management Meeting (DMM) that merges priorities and objectives set in the Tactical T&CG and issues that have happened in the last 24 hours. This is chaired by a senior operational officer and makes decisions with the Tasking and Coordination process.

Each Police force in the UK, ensures effective and efficient service delivery of intelligence using Intelligence Units and Intelligence Systems. A regular review of these systems is needed in order for the Police service to be ahead of the curve with latest crime trends. As with technology, crime is constantly changing, and the Police service need to adapt with the needs of the community they are protecting.

These units manage intelligence by way of receiving, recording, evaluating, developing, analysing and dissemination. The intelligence is managed using a system that data to be recorded, stored, retrieved, compared and shared. Intelligence should be readily searchable and retrievable with access to other relevant systems that include organised crime group mapping (OCGM), police national database (PND) and violent offender and sex offender register (ViSOR).

Richard 2004 states ***“Police forces should always communicate information as it might have a bearing on the activities of someone in another police force area”***

Conclusion

Intelligence management and collection is a continuous process with requirements for the recording and use. The collection, development and dissemination of intelligence allow decisions to be made about priorities and tactical options involved in policing. (College of Policing 2021)

Intelligence is a key part of the NIM process and when actionable Intelligence is submitted, the strategic plan can be developed to make positive use of that information. An increased awareness of intelligence and

investment in technology of intelligence computer systems should be a priority to disrupt Organised Crime and the emerging trend of Cybercrime.

Many successful prosecutions relating to Serious and organised crime have originated from good intelligence. Intelligence can impact on crime and criminality locally and within the wider community. A clear understanding of the NIM will assist officers relating to the intelligence collection plan formulated in the Tasking and Coordination group that identifies crime trends and particular patterns.

1093 words – including headings and in text references

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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.

Introduction

“A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves from harm or exploitation.” (South Wales Police 2021)

The majority of Police contact is public safety and welfare issues, and officers are usually the first point of contact with people in these situations. This puts the Police service in an ideal position to offer early intervention and support to vulnerable persons.

Main Body

There are number of police strategies when dealing with public protection incidents. In 2018, HM Government introduced The Victims Strategy and The Victims Commissioner Strategy with the purpose of focusing victims of crime through the Criminal Justice System. The government recognised that the impacts of crime may have financial effects but may also leave the victim with physical, behavioural and emotional harm.

“The Victim Commissioner is committed to ensuring victims are supported in coping and recovering from the impact of crime and are empowered to play a full part in the criminal justice system of England and Wales”. (Dame Vera Baird QC)

The Victim Strategy’s vision ***“Is for a justice system that supports even more victims to speak up by giving them the certainty that they will be understood, that they will be protected, and that they will be supported throughout their journey, regardless of their circumstances or background.”*** (HM Government 2018)

Recently, demand on the Police has move towards public protection services with the majority of incidents relating to issues of vulnerability, social issues and mental health. The role of a Police constable has swayed recently from preventing crime and disorder to safeguarding and public protection. In recent years, it is apparent that constables should have a knowledge and understanding of the social and cultural elements of the communities they serve. The National Police Chief’s Council (NPCC) National Vulnerability Action Plan (NVAP) aims to help police forces respond to vulnerability, planned activity, their potential for improvement in activity, and ability to share knowledge or skills deliver key themes in addressing vulnerability. The action plan considers victimisation, offending and re-offending and how public health approaches are proactive and preventative. (NPCC 2021)

For a safeguarding approach to be effective, it is key for the Police Service to have knowledge of local partner agencies that can assist them in supporting vulnerable people. Local authorities have a duty to consider the needs of a vulnerable person under section 42 of the Care Act 2014. With the victim’s consent, details should be forwarded on to partner agencies, such as Social Services, Health or Probation Service.

In 2015, Her Majesty’s Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS) reported that whilst the majority of Police constables acted quickly, professionally and kindly whilst safeguarding vulnerable victims, there was a need for improvement when responding to high-risk victims of public protection incidents.

When dealing with public protection issues, constables are often unaware of how to best respond and what emergency service is best equipped to deal certain issues. Many constables and staff have not received the correct or sufficient training needed to provide efficient support to vulnerable individuals. This results in not identifying public protection issues and referring to agencies who can provide the appropriate services. As well as offering the adequate support to victims of crime, constables and staff must be conscious that biases and personal attitudes could influence investigations and impact on decision making. An example being that a heroin dealer has been assaulted by a rival, the heroin dealer is still a victim of crime and should not be treated differently as any other victim of crime.

In 2019, 4500 Organised Crime Groups (OCG) were identified in the UK. The most harmful serious and organised crimes showed a correlation with public protection issues that include modern slavery and human trafficking, organised immigration crime, child sexual exploitation and drugs. To combat the increase in Organised Crime and Public Protection Issues, the Serious and Organised Crime Strategy framework was set up by the government to work with NVAP.

Recognising and responding to vulnerability should be a priority to all, this includes constables and staff who regularly come into contact with vulnerable people who are at risk of harm. Constables are in a position to identify risk at an early stage and provide the opportunity for protection. The Police Service plays a critical role in safeguarding and supporting vulnerable people and a collaborative multi-agency approach can devise risk management strategies to minimise the likelihood of further harm to a victim.

Policies, procedures and strategies have recently been developed in order to better respond to public protection issues and vulnerabilities which have improved how the police respond to these incidents. A review of which public service is best equipped to deal with certain incidents would go a long way in deciding what areas of training are needed for Police officers. There appears to be confusion amongst emergency services when dealing with public protection issues on who is best to respond to the incident. With issues regarding mental health, are the Police service the best emergency service to effectively deal with the individuals needs and concerns? Are the constables attending fully trained in dealing with the situation and adequate knowledge of Mental health?

Conclusion

It is essential that constables/staff understand the options available for vulnerable people and are confident in signposting vulnerable people to the relevant support required. Continued training and investment in vulnerability and the referral process is needed for constables to provide support to vulnerable individuals and to refer to agencies who can provide the appropriate support.

Partner agencies are an important part of the vulnerability process that provide a strong presence within communities with staff of specific knowledge and expertise. Multi-agency working provides improved information sharing, joint decision-making and co-ordination that enables the early and effective identification of risk to vulnerable people. The Victims Strategy, Victims Commissioner Strategy and NVAP are strategies that have been successful but continued effective partnership working with the use of legislation and procedures will continue to provide protection for the most vulnerable. Currently, Partner agencies can provide services and support which the police cannot. The introduction of the National referral Mechanism (NRM) framework for identifies victims of human trafficking or modern slavery and helps ensure victims receive the appropriate support.

Due to the ever-changing needs of society and the increase in mental health incidents, this demand is putting strain on an already stretched Police Service. A review of how and which emergency services respond to certain incidents is needed to ensure an effective and efficient response to public protection issues.

1097 words – including headings and in text references

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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.

Introduction

"In an evidence-based policing approach, police officers, staff and volunteers create, review and use the best available evidence to inform and challenge policies, practices and decisions." (College of Policing 2021)

The implementation of the National Police Chiefs' Council's (NPCC) Policing Vision 2025 states that Evidence-based policing (EBP) will be embedded and will direct everyday policing practice.

Main Body

Evidence-based policing (EBP) can be defined as developing and adopting the most effective responses to a particular issue or problem. EBP has been inspired from the success in other professions and aims to make decision-makers use the available evidence to inform their decisions.

The "Maryland Scientific Methods scale" indicates the different levels of study that can be conducted to inform an evaluation of what impact a Police activity has had in reducing crime or reoffending. The 'ladder of evidence' is a tool that demonstrates how certain analysts can be of their conclusions. EBP can be supported by collaboration with academics and other partners where collated evidence will use appropriate research methods and sources for a certain issue. Evidence research should be carefully conducted, peer reviewed and transparent about its methods, limitations, and how its conclusions were reached.

The NPCC Policing Vision 2025, ***wants to change outdated existing practices by introducing new initiatives and to see if they are effective. Research can be used to develop a better understanding of certain issues by describing the nature, extent and possible causes of a problem; debriefing how change was implemented; assessing the effects of interventions by testing the impact or exploring possible consequences of changes in policing.*** (NPCC 2021)

There are a number of crime prevention theories and strategies available with the College of Policing Crime Reduction toolkit summarising research evidence on what works to reduce crime. The toolkit provides a list of crime reduction interventions that cover a range of approaches and problems. The toolkit uses the EMMIE (Effect, Mechanism, Moderators, Implementation, Economic cost) framework to provide evidenced research on crime reducing interventions associated to a particular crime demonstrating how they work, where they work, implementation and cost. The toolkit covers a range of scenarios and offences and the effectiveness of a particular approach to solve a problem. The toolkit can be used by Police, local communities and partner agencies to help understand what works well and what does not according to the best available evidence. This toolkit allows users a different option to reducing crime that might not have been considered previously.

Collaborative working with partner agencies are an important part of the re-offending process that provide a strong presence within communities with staff of specific knowledge and expertise. CAPRICORN (Collaborative approaches to preventing offending and re-offending by children) is framework initiated to help prevent young people offending and re-offending, identifying main and secondary causes of re-offending. Using a public health approach, it integrates actions at individual, family and communities and outlines various methods for use by local partnerships in preventing young people offending and re-offending

An example of effective partnership collaboration is Dyfodol. Dyfydol provides support to people with drug and alcohol issues in the South Wales area, targeting those in the criminal justice system. Dyfodol Offender Interventions aims to reduce offending and re-offending by providing a framework for motivating and managing change. This partnership ensures there is support to those in prison as well as those who are in their communities. Information and support helplines are provided to offenders that include Mental Health Services, Domestic Abuse services and Drug and Alcohol support services.

As well as EBP, there are a number of Crime prevention principles that can reduce crime within a community with very little Police intervention. Working with partner agencies can develop initiatives surrounding Target hardening, target removal and neighbourhood schemes than can be considered for implementation by individuals, communities, partners or businesses

Police strategies are often focused on treating symptoms rather than prevention and in some cases it is too late. On a daily basis, Police officers attend incidents that relate to offending and re-offending stemming from in inequality, poverty and vulnerability. Incidents are often involving people who are known to Police and partner services and appears to be a constant cycle of crime where ACE's (Adverse Childhood Experiences) are clearly present and play a factor in re-offending.

Public health services, local authorities and researchers should review Police constable's perspective relating to re-offending and include in the research and development of better, more sustainable and effective treatment of the root causes. Continued collaborative working, knowledge and sharing of information with public health services is more likely to achieve positive results than simply continuing to deal with the symptoms.

Conclusion

A multi-agency Public health approach is needed in order to prevent offending and re-offending. Working with agencies towards a preventative approach involved in communities with an understanding of social needs towards a preventative approach.

The introduction of various strategies such as CAPRICORN and training packages like ACE's for Police officers demonstrates the importance of understanding health and social care needs, identification of risk and protective factors to support individual and population level interventions and supports the development of a whole system approach to tackle complex problems.

EBP is not a new concept within policing with statistics suggesting that most crime is related to locations, victims and offenders, providing opportunities regarding deployment of police resources but it is a growth area of expectation. The College of Policing are continuing to build the knowledge and evidence base to assist police officers and staff. EBP allows to build a framework for continuing professional development, which means that officers and staff will be continually improving their practice with support.

EBP uses the best available research evidence to inform police practice and policies, whilst ensuring it is carefully conducted, peer reviewed and transparent about its methods, limitations, and how its conclusions were reached. EBP is a growth area and has huge potential where research evidence can be used to inform police decision-making and in future could assist in reducing re-offending.

996 words – including headings and in text references

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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	

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

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
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 coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities 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	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	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 /	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	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	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements. Some evidence of independent	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated,

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
	credible evidence.	opinions. Ideas sometimes illogical and contradictory.	mis-interpretation. Asserts rather than argues a case.	support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	make mostly appropriate and valid judgements.	thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
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.	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	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	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 advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex problems and propose excellent solutions. Innovation and	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions. Assimilation and development of cutting edge processes and techniques.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
		Weak problem-solving skills in complex and unpredictable contexts.	propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	appropriate solutions in complex and unpredictable contexts.		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 required in graduate employment.	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 collaboration, if relevant). Limited evidence of the skills required in graduate employment.	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 required in graduate employment, with some areas of minor weakness.	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 graduate employment, with some areas of strength and some of minor weakness.	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 occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates exceptional graduate employment skills and an appetite for further development.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
						appetite for further development.	