

LEVEL 6 ASSESSMENT SPECIFICATION

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Programme:	Graduate Diploma in Policing (GDIP)		
Module:	Operational Policing Practice 3		
Module code:	BMP6005D	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Jane Thomas	Internal Verifier:	
Assignment Title:	See below	Word count (or equivalent):	Essay 5000 Words
Submission deadline:	28 th February 2022	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:

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.

The ideas of professionalism in police in the UK have their origins in the Peelian principles as established by Sir Robert Peel when he became home secretary in 1822. Sir Robert established the nine policies of policing which over time would develop the code of ethics and the ten standards of professional behaviour as set out by the college of policing. In this essay I will examine the expectations on a police officer to remain professional at all times and how police training and team based mentoring can have a positive or detrimental impact on the development of a police officer.

The ten standards of professional behaviour are:

- Honesty and integrity
- Authority, respect and courtesy
- Equality and diversity
- Use of force
- Orders and instructions
- Duties and responsibilities
- Confidentiality
- Fitness for work
- Conduct
- Challenging and reporting improper conduct.

All police officers are required to and expected to follow all these standards at all times, each police service has their own professional standards department to investigate any breaches of these standards and the Independent office of police complaints was established to ensure that the standards are upheld. Officers who find themselves in breach of the professional standards can find themselves stripped of rank or in extreme cases imprisoned for offences of their own.

Officers are trained from their first day in service to follow and respect the ten standards, swearing an affirmation to uphold the public office and regular refresher training is held. The ten standards do not expect police officers to be perfect, police officers are human beings and can make mistakes as anyone can. Whilst the standards are high as long as an officer is genuinely acting in what they believe is correct according the professional standards they are not in breach of them so long as they are honest and maintain integrity. Arguably the biggest recent change to professionalism in UK policing has come about as a result of PACE, the Police And Criminal Evidence Act, established in 1984 as a means of balancing police powers with the freedom and human rights of citizens. PACE sets out codes of practice and clear guidance as to the powers of the police and how they are to be utilised in conducting their duties. Within the police the term pre-PACE is often used when talking about inappropriate policing practices, before regulation. "Pre-PACE detention was intended to result in confession and, with no detention time limits in place it was not unusual for suspect to be held for days until they became co-operative" ([Crossman, G. \(2008\), 32](#)). Since 1984 the detection rate of offences has

fallen "It is suggested that the new procedures for regulating custody may cause some problems for police, but that this is a price worth paying" (Maguire, M. (1988), 19). However, the increasing professionalisation of officers following the introduction of PACE means that justice is being served appropriately and correctly which should result in less complaints against police demonstrating increased confidence in officers. Sir Robert Peel posited that the police are the community and the community are the police is core to modern policing "The reforms introduced by Sir Robert Peel and the first Police Commissioners were based on a philosophy that the power of the police comes from the common consent of the public, as opposed to the power of the state." ([The Crime Prevention Website \(2021\)](#)). Inclusivity is vital in order to best meet the needs of the community. South Wales Police have introduced the representative workforce scheme to encourage more persons from diverse backgrounds to join the police "we recognise that people with a variety of skills, attitudes and experiences from diverse backgrounds and cultures, bring fresh ideas and perspectives" [South Wales Police \(2022\)](#). This seeks to break down barriers between police and communities that have typically held an anti-police "us vs them" mentality. Within recent years there have been a number of highly public incidents which have further divided the public from the police, the murder of Sarah Everard by serving police officer Wayne Couzens as well as the as of yet unexplained death of Mohammed Hussan following his release from Cardiff Bay custody are prime examples. In order to rebuild public trust police forces need to demonstrate that they are an inclusive, welcoming and diverse workforce.

Upon completion of his or her classroom based introduction course to policing each new constable then begins a tutorship period with a constable. The tutor constable is responsible for ensuring not only that new starters are capable of doing the job and following processes they also must ensure that the new constable abides by the code of ethics and acts in a professional manner at all times. Tutor constables complete the first stage of an OCP (occupational competency portfolio) for their student as a means of demonstrating the students ability to independently function as an officer.

It is vital that a tutor constable instils the core values of policing to the student and demonstrate how to act with best practices at all times. Should a tutor constable not uphold the high standards required of a police officer they run the risk of passing on bad habits or worse breach professional standards all together putting not only their career at risk but the reputation of the police service. Whilst in their mentoring phase, dedicated training sergeants oversee the intakes of constables alongside the sergeants on the front line who will be overseeing the student once they are out of their mentoring stage. This ensures that there are multiple persons ensuring the professionalism of all those who seek to join the police which should, in time build confidence in policing and new constables.

Each constable, whether new or old has a responsibility to uphold the values of the police and to remain professional at all times, there are many safeguards to protect officers in the case of a genuine mistake. From day one of training in the police the standards expected upon officers is emphasised and reviewed regularly to ensure public confidence.

1002 Words

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).**

In our modern world, technology has found its way in to every home; as a result, it is only natural that technology has found its way in to crime. Crime involved technology can be broken down in to two broad categories; cyber dependant crimes and cyber enhanced crimes. "The aims of such activities may be to commit sexual offences such as grooming or sharing indecent images, to control or disrupt computer systems, or steal money, information or data." (Crown Prosecution Service (2017)). The impact of social media on the effects of

crime cannot be understated as well as the use of the dark web by organised criminal groups.. The police play a key role in using technology to counter crime and gather evidence.

Cyber dependant crimes are crimes which can only be committed with the use of technology, where devices are both the used in and the target for the crime, online fraud, hacking and DDOS (Distributed Denial of Service) attacks are examples of cyber dependant crimes. "The cyber sphere is where modern day crime is being committed and international conflicts played out" (Home Office, Rudd, A. (2018)).

Cyber enhanced crimes are offences, which can be committed without technology but devices, have been used in the offence. A crime which has come to prevalence in recent years due to the increase in availability of technology is that of malicious communications. It has become very easy to send abusive messages to one another through the internet. This is also known as trolling "Trolling is a form of cyber bullying and comes with devastating mental health consequences" (Skentelbery, A. (2020)). Other crimes that have been enhanced through the means of digital technology include car theft (through the use of electronic door un-locks) and stalking usually through social media.

Sexual offences have become increasingly frequent in the digital age, the new offence of revenge porn was introduced to help counter the rise of sexual images being posted online without the permission of the subject, which became increasingly common when relationships broke up and offenders would "get back" at their former partners this way.

The ever present rise in social media has changed the way in which many crimes are being committed. Stalkers can now essentially watch their victims online without ever having to leave their house. When people frequently post their whereabouts or plans online they unwittingly can place themselves at risk for unwanted attention or followers. Most social media platforms also include the means to DM or direct message other users. This has caused massive issues in regards to domestic relationships when that even if the parties involved are separated the suspect can still harass / abuse the victim online. Drug dealing is also greatly changed by the use of technology, 'burner phones' are often used to arrange collections or drop offs for drugs.

Significant organised crime groups also now regularly use technology to conduct their business. The dark web is a series of websites accessed through a proxy server which are secure and encrypted where nearly anything can be purchased especially controlled substances or illegal services "Much of what occurs on the Dark Web is illegal, even if accessing it is not against the law. Dark Web sites allow users to remain anonymous through encryption" (Findlaw (2021)). Due to the encryption involved and difficulty in accessing the dark web, tracing information through these sites is near impossible making it the perfect hotspot for use by high level criminals. With the ever changing nature of crime, as criminals use technology more and more to conduct themselves the police must also adapt and change the means they investigate offences using technology.

It has become quite a common practice for police officers to seize phones from suspect in a PACE section 32 or PACE section 18 search (which grants a constable the power to search a person or premises following an arrest). This is because almost everyone has a mobile phone as a personal device and the data on that device can provide massive evidential circumstances. Most modern smart phones are fitted with GPS which if left active can categorically prove whether a suspect was at the location of an offence or not.

In South Wales Police there has been a whole new role created purely to evidentially examine mobile phones and computer devices, these digital media investigators create reports on files related to crime they located on suspects devices for court. In addition, existing police officers undertake training in phone download / data retrieval. Detective inspectors take training courses in "open source investigation" which is how to evidentially examine social media websites such as facebook and Instagram and present findings to court. This increased training demonstrates policing's dedication to matching the ever changing needs of the public.

Some police forces, including South Wales Police are using social media directly to engage with the public, allowing reports of offences to be taken directly over the platform of facebook. Police forces also use twitter and facebook as a modern equivalent to a 'wanted board' posting, with authorisation, details of wanted persons or incidents of interest that members of the public could assist in. Lastly crime prevention advice and safety notices are frequently posted online as an effective way to spread information to the public in a fast, efficient and costly manner. There are issues however with connecting social media with police, the term trial by social media has come to prevalence recently where persons online are jumping to conclusions based around limited information presented by police digitally. "Social media's capacity for agenda-building and its ability to stir the attention of both the traditional media and policy makers is an exceptionally under researched area."

(Milivojevic, S. MGovern, A. (2014), 32)

As the world is becoming increasingly digitally reliant the nature of crime has changed and policing must change with it, increased training for officers, changes to classifications of offences and the prevalence of social media in the modern world have all played a massive impact to the police service.

1003 words.

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.

There are many ways in which a police service can gather information and intelligence, three key groups in the frontline of policing who are central to this process. Firstly Police Constables gather intelligence when they are attending at incidents, they frequently identify valuable information for officer safety or the detection of crime this can come directly from suspects during interview or when conducting searches of persons or addresses or any number of different sources. "Operational intelligence relates specifically to the activities of known organised crime groups that enables us to conduct or direct operational activity against them" (National Crime Agency (2022)). Whenever an officer attends at an incident should they identify anything they deem prevalent they will submit an intelligence report.

Police Community Support Officers are another key source for gathering information and intelligence, they are frequently out in the community speaking with members of the public and professional agencies and similarly to police constables should they identify intelligence they submit reports.

The third group who regularly gather intelligence for police services are the control room operators, in South Wales Police these are referred to as Incident Risk Management Officers, these persons take initial 999 emergency and 101 non-emergency telephone calls and use police ICT systems to create incidents for police attendance, occasionally officers receive calls that do not require immediate attendance but still have valuable information to officers to be submitted. Incident Risk Management Officers are also trained in communicating online via social media channels.

These various methods of gathering information and intelligence are effective as they cover many different means of communicating with different walks of society. It is dependent on the officers recognising that the information they receive being of value to police, this is mitigated as officers are trained in intelligence models and what to do should they come across any information. Information gathered from members of the public and community groups also require there to be trust between the police and these groups, which is a core function of PCSOS. PCSO's "support ongoing Police operations undertaking community-based activities as directed to, gather, handle and submit information and intelligence" (College of Policing (2022)).

Police services have dedicated intelligence officers who review intelligence reports and are responsible for evaluating and disseminating intelligence to frontline officers, police staff and partner agencies. Two models used by frontline officers and intelligence officers are the NIM (National intelligence Model) and the 3X5X2 risk assessment model. The NIM refers to three levels of intelligence briefly summaries as local, force wide and national based on the threat, risk and harm of the intelligence received. The NIM was introduced to ensure effective information sharing between police services and sharing between police and partner agencies. The 3X5X2 model is a risk assessment model used by intelligence officers and frontline officers as a means of evaluating intelligence, the numbers refer to the categories of grading as an officer progresses through the model. The 3 refers to the direct evaluation of the source, the 3 options being reliable, not reliable and untested. The 5 refers to how the source knows the information they have provided, whether it is known to the source directly or indirectly or even suspected to be false information. The last section of the model is the 2 which

refers to information sharing and whether the intelligence can be shared openly or with conditions to partner agencies.

The intelligence officers use these models to help determine what information is relevant to police operations as well as the level or risk to officers and the public. A part of their duties is to then present information to front line officers and feed information upwards to chief officers and organisers for resources to be appropriately allocated for safeguarding and crime prevention purposes this process is called tasking and coordinating, which refers to how intelligence officer's supervisory officers manage intelligence and information.

Intelligence officers create documents for frontline officers to disseminate intelligence to them, referred to as tasking documents. At the beginning of every shift each team of officers has a briefing where tasking documents created by intelligence officers are reviewed, these documents are tailored by sector to provide relevant information on prominent offenders or risks to officers in the area with information gathered from intelligence submissions and officer attended incidents. Each day a daily summary is also created which provides a snapshot of all major incidents within the force area so officers can familiarise themselves with ongoing incidents force wide furthermore the DMM or daily managers meeting is conducted where sergeants and inspectors review the incidents over the last 24 hours alongside intelligence officers and provide direct supervision, these meetings can be essential in developing "the bigger picture" if on daily meetings the same or similar offences are occurring or the same persons are involved in offending they are regularly identified as a part of these daily practices.

Anyone who comes to police attention typically has their details recorded on a police information system, as a part of this process intelligence officers, and other frontline staff will apply warning markers to persons records if necessary, these play an essential role in keeping frontline officers safe, especially when dealing with repeat offenders. These markers can advise if a person has been violent before or if they are known to carry weapons etc. This is another way intelligence is communicated. General day to day management of intelligence is considered as tasking.

Coordination however is reacting to intelligence requirements, typically for upcoming incidents and allocating resources appropriately. Common examples of intelligence Coordination are at largescale sporting events where chief officers and inspectors which form the Force Planning team will review intelligence identify any threat risk or harm to members of the public and determine what units will be required to safely policing the event. Coordination efforts also use intelligence to determine where officers are best places to combat ongoing rises in crime via the use of neighbourhood policing teams and dedicated patrol strategies.

The police use a number of different avenues for gathering information from a number of sources, which is then assessed by dedicated intelligence officers before being disseminated back to frontline officers, staff and management teams it is an effective and efficient system. The main drawbacks to the way police gather and use intelligence is that it is reliant upon officers recognising the value of the information they receive as well as the community wishing to engage with police to provide valuable information demonstrating the importance of community engagement.

1082 Words.

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.

Arguably the most important factor which any police officer must consider whilst conducting their duties is vulnerability. There are countless factors which could make a person vulnerable and it is not only victims who are vulnerable, frequently the suspects of crime have their own vulnerabilities that officers must take in to account. Police frequently attend at non crime incidents, welfare checks on suicidal persons for example. When an officer attends at an incident their first and foremost priority must always be preservation of life and the reduction of further harm. When attending at a welfare check for a suicidal person officers the mental health act to detain persons in a public place and take them to a place of safety for assessment, typically a hospital. This can cause issues when vulnerable persons in crisis are in a dwelling as the section 136 power

cannot be used there and officers must do their best to assess the risk, in an ideal situation officers can arrange for a family member or friend to attend to safeguard the person until they are no longer in crisis. Further issues with the use of 136 is that medical professionals cannot assess someone under the influence of alcohol and frequently persons who come to police attention in crisis are intoxicated which means that officers must often wait with intoxicated persons for hours until they sober up which has a significant impact on front line policing. Another area of vulnerability police officers frequently face is in the form of domestic abuse victims. Domestic violence is rarely a one-off occurrence. A survivor usually experiences many different forms of violence during one incident. Violent acts are often repeated throughout and sometimes after the relationship (Actionaid (2021)). With this in mind officers must ask appropriate questions and take, what is known as positive action, often being the arrest or temporary separation of the perpetrator. Often the victims of domestic abuse are not supportive of police action even when actions are being taken to safeguard them or they will later withdraw their complaint and refuse to support any investigation there are many reasons for this. Domestic abuse often relies on isolating the victim: the perpetrator works to weaken her connections with family and friends, making it extremely difficult to seek support ([Women's Aid \(2021\)](#)). South Wales Police have a public protection department who work closely with victims to support them throughout the process, special measures can be arranged in court to assist in reducing the intimidation around the court process. Police officers are also trained in DASH which is a Domestic Abuse Stalking and Honour based risk assessment process to assist officers in their decision making process when assisting vulnerable persons.

Police officers are trained in identifying and reporting vulnerabilities when they locate them. Whilst police services will not always have the best means to help resolve a person's vulnerability they have a means of sharing information with partner agencies, such as the NHS crisis team or social services who are better suited to assist a vulnerable individual. This process is called a public protection notification report or PPN, which is shared with the consent of the individual and is a vital tool in working with partnerships. These are all options in the policing "toolkit" to assist vulnerable persons and provide a good basis for officers to provide assistance to those in need.

Some of the most vulnerable persons police will ever come across are young persons who are involved in organised crime. In recent years the prevalence of drug lines, known as county lines has massively increased. Organised criminal groups will transport drugs across the country and distribute them locally. Typically they will find vulnerable young persons and entice them in to becoming drug dealers for them as a means of protecting the "higher ups" within the line should their new recruit be caught with drugs. They will locate a young person and essentially bribe them in working for them, giving gifts or money incentives initially however once a young person is working for an organised crime group they will then accumulate a "debt" which makes it near impossible for the young person to leave. This process is similarly repeated often for young females who are essentially used for sexual exploitation. Persons stuck in these situations will often never speak with police fearing reprisal from the drug line.

A similar process is known as Cuckooing where a drug line will take over a vulnerable person's address and use it for their own ends, usually in setting up cannabis factories or otherwise storing drugs or illicit goods. This protects the drug line by making the vulnerable person the "perpetrator" for the offence. Most of these vulnerable persons have a drug debt meaning that they fear reprisals from their dealer and cannot approach police for help. It is vital when officers locate a person they suspect has been trafficked in to county lines or being cuckooed for officers to share information using the PPN method to share information with the public protection department and social services to provide immediate engagement with the vulnerable persons to safeguard them from further abuse.

Quite often police officers will find themselves seeing the same persons over and over again, whether that's a domestic abuse victim or a young person who has been dealing drugs through county lines and they are not engaging with officers. It is imperative for officers to remain impartial and professional when conducting their investigations identifying who the victims really are and their vulnerabilities. They must never miss that golden opportunity to break a cycle of abuse or to assist someone in getting out a controlling drug line. Vitally a police officer must never just write something off, just because previously there was no support for an investigation and there was no positive outcome. Each time an officer engages with these vulnerable groups or persons their actions and attitudes can make a massive impact on how the victim actually feels and be the deciding factor in protecting these persons.

1006 Words.

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.

Evidence based policing is the idea of police officers, especially those of higher rank, reviewing data, intelligence and information in order to develop best practices and learn from errors. The college of policing defines evidence based policing as "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)). It is a process that is continuously reviewed by police officers, partner agencies and scholars to ensure the best quality of policing. At its core, it is about building and improving policies based on the evidence of what has worked or not worked historically.

There are many benefits to evidence based policing. It greatly assists in decision making as officers know that they are following practices and policies which have been reviewed and decided upon by methods of investigation that have been proven to be effective in the past. The evidence based policing approach also ensures that when mistakes do happen they are reviewed by multiple agencies and, where necessary, policies are removed or adapted to ensure that mistakes are not repeated.

Some drawbacks of the evidence based policing approach include the evidence gathering process itself, the requirement for errors to be made to progress and the risk of becoming complacent with practices which could benefit from review. The bulk of evidence which is reviewed in this practice will come from police officers on the front line and the vast majority of police officers do not have any scholarly background or training. "many police officers may not be sufficiently versed in research methods to properly implement these strategies" (Alfredo, D. (2022)) and as such there can be a disconnect between the persons gathering the evidence and those making policy changes. The biggest policy changes in policing come as a direct result of police failings. These mistakes could often have been avoided with some policy changes or amendments but a weakness of evidence based policing is that if a practice is deemed to be working it is unlikely to come under scrutiny and therefore will not be reviewed until errors are made forcing change.

In order for evidence based policing to be effective different theories of crime prevention must be examined. I will look at two major theories of crime prevention. RAT (Routine Activity theory) and rational choice theory. I will look at these theories as a means to prevent reoffending for those already involved in the criminal justice system.

Routine activity theory suggests that for crime to take place there must be three elements; an offender, a victim and a location. These three elements form a triangle and suggests that if one of the three elements are removed the triangle falls down, thus negating the crime. The theory is further enhanced with by adding a second triangle around the first suggesting that there must be a likely offender, a suitable target and the absence of a suitable guardian. This theory suggests that the best way to reduce crime is not to simply remove offenders from society by imprisonment but rather appropriate target hardening measures at locations. Removing opportunities to commit crime, adding CCTV or other security measures and suitable crime prevention advice to victims to increase resilience, can be just as effective as most crime will be a matter of opportunity over that of pre-planned choice. "One of the greatest contributions of routine activities theory is the idea that criminal opportunities are not spread evenly throughout society; neither are they infinite. Instead, there is some limit on the number of available targets viewed as attractive/suitable by the offender. ([Criminal Justice \(2022\) 3](#))" This demonstrates the increased value of target hardening / removal over the removal of offenders as a means to prevent reoffending.

The second theory I will be examining is rational choice theory which suggests that crime takes place mainly out of choice and that offenders choose to be offenders. The theory suggests that when making the decision to commit crime offenders weigh up the options and factor in risk vs reward, similarly to routine activity theory, rational choice suggests that the best way to prevent crime is to target harden and make the choice to commit crime less appealing, making the risk larger than the reward. "the rational choice theoretical framework offers a logical explanation for criminal behavior founded on the premise of man as an agent of free will and rational decision-making (Beaudry-Cyr, M. (2015) page 5)". In regards to preventing reoffending rational choice theory suggests that working with offenders to improve the understanding of the consequences for their actions. This

is the main focus of probation services to encourage offenders to reintegrate with society rather than continue to commit crimes and risk their own circumstances.

There are many organisations involved in preventing reoffending including; the police, social services, probation services, local authorities and schools. Each of these organisations have a responsibility towards offenders the two main areas each of these sectors look at are risk factors and protective factors. Risk factors are elements that could contribute to someone reoffending such as the persons they associate with or alcohol or drug dependency whilst protective factors are the measures put in place to protect them, such as an addiction rehabilitation scheme or dedicated support / social workers. Not everyone will have the same risk factors and not everyone will require the same protective factors "Protective factors can explain why children who face the same level of risk are affected differently. A combination of protective factors can even prevent the harmful influence of risk factors that have accumulated over a child's development." ([Public Health England \(2019\)](#)). Each individual's needs must be assessed by the agencies individually and collaboratively and appropriate action plans decided upon for each person.

Evidence based policing is an effective means of reviewing what works and what has worked in policing however it requires outside examination of why people commit crimes and what actions can be undertaken to prevent reoffending in order to provide more full coverage to detect and prevent crimes.

1013 Words.

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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.

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
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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 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.	